

Year 6



Programs of Study

Term 1- Ancient Greece Science

Working Scientifically

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments

Topic	Program of Study	Subject Knowledge	Vocabulary
Ancient Greece	<p>Light</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● recognise that light appears to travel in straight lines ● use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye ● explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes ● use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them <p>CLA Program of Study</p> <p>What is Light and Light Sources</p> <ul style="list-style-type: none"> ● Understand that light sources emit light. ● Know that we are able to see when light enters our eyes. 	<p>What is Light and Light Sources</p> <p>We are able to see because light rays reflect off objects and into our eyes. Everything we see reflects light, but not everything is a reflector. Reflectors are materials that reflect light well, such as mirrors, water and aluminium foil.</p> <p>Light is a form of energy. At this teaching level we mean visible light, which is any light that can be seen by humans. Visible light is one form of electromagnetic radiation. Others include infrared, ultraviolet, microwaves and X-rays. Light energy spreads out as it travels. Light intensity, or brightness, reduces as distance from the source increases.</p> <p>Shadows</p> <p>A shadow is an area where light cannot reach. This means that shadows form wherever light is blocked. Shadows take a similar shape to the object that is blocking the light.</p> <p>Light travels in straight lines. Shadows occur when an object blocks the path of light from a light source. Opaque materials let no light pass through them and create dark shadows. Translucent materials let some light pass through and the shadows they create are less dark. Transparent materials let light pass through them and do not create shadows. The size of a shadow depends on where the light source and object are placed in relation to each other. A larger shadow is produced when the light source and object are placed close together. The angle of the light source in relation to the object also affects the shadow's length. Shadows caused by blocking light from the Sun are affected by the Earth's rotation. For example, when the Sun is low in the sky, shadows are long.</p>	<p>Light</p> <p>Rays</p> <p>Reflect</p> <p>Energy</p> <p>Electromagnetic radiation</p> <p>Infrared</p> <p>Ultraviolet</p> <p>Microwaves</p> <p>X-rays</p> <p>Shadow</p> <p>Straight lines</p> <p>Translucent</p> <p>Transparent</p> <p>Opaque</p> <p>Spectrum</p> <p>White light</p> <p>Natural light</p> <p>Sun</p> <p>Artificial light</p> <p>Wave length</p>

<ul style="list-style-type: none"> • Understand that we can see objects because they either emit or reflect light. • Understand that light reflectors do not emit light; they reflect it. <p>Shadows</p> <ul style="list-style-type: none"> • Understand that a shadow forms when light from a source is blocked. • Be able to differentiate between shadows created by opaque, translucent and transparent materials. • Appreciate that the size and shape of a shadow can change depending on the position of the light source. <p>White Light</p> <ul style="list-style-type: none"> • Understand that light can be refracted or “bent”. • Understand that white light can be split into a spectrum of colours. 	<p>White Light</p> <p>White light is made up of seven different colours called a spectrum: red, orange, yellow, green, blue, indigo and violet.</p> <p>White light is light that appears white to the eye. It is produced by natural light sources like the Sun and artificial light sources, such as light bulbs. Light sources are objects that emit light. White light is made up of a spectrum of colours with different wavelengths.</p>	
<p>Electricity</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram <p>CLA Program of Study</p> <p>Electrical Circuits</p> <ul style="list-style-type: none"> • Be able to identify and construct a simple electrical circuit using basic components. 	<p>Electrical Circuits</p> <p>The components of a circuit convert electrical energy into other forms. Chemicals in a battery provide the voltage (energy) for electrons to flow through a circuit. The greater the voltage the more energy there is to be converted, which means a bulb will shine brighter and a motor will spin faster.</p> <p>It is important that electrical circuits can be understood anywhere in the world, so an internationally recognised series of symbols has been developed to represent the different circuit components.</p>	

	<ul style="list-style-type: none"> Recognise the universal symbols for common electrical components. 		
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Key Assessment Questions	
Light	<ul style="list-style-type: none"> I can recognise that light appears to travel in straight lines I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
Electricity	<ul style="list-style-type: none"> I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches I can use recognised symbols when representing a simple circuit in a diagram

Geography

Topic	Program of Study	Subject Knowledge and Suggested Activities	Vocabulary
Ancient Greece	National Curriculum Location Knowledge <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and 	CLA Y6 (Study of Modern Greece- research and investigate the physical features that make up Greece in order to create holiday brochures for the country or a specific place within Greece. Study of Ancient Greece- how did different physical features of ancient Greece inform how they developed into ancient civilisations?) Physical Geography <ul style="list-style-type: none"> Can they give extended descriptions of the physical features of different places around the world? Can they describe how some places are similar and others are different in relation to their human features? Can they accurately use a 4 figure grid reference? Can they create sketch maps when carrying out a field study? Beyond (Once children have created holiday brochures for modern Greece can they then act a Travel Operators to plan journeys and routes to Greece as part of a 'bespoke door to door travel service'. <ul style="list-style-type: none"> Can they plan a journey to another part of the world which takes account of time zones? Do they understand the term sustainable development? Can they use it in different contexts? Human Geography <ul style="list-style-type: none"> Can they give an extended description of the human features of different places around the world? Can they map land use with their own criteria? 	Civilisation Mountainous Athens Sparta Climate Trade Farming Peninsula Mediterranean Empire Island Physical Features Human Features Time zone Environment

	<p>Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Human and physical geography describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 	<ul style="list-style-type: none"> Can they describe how some places are similar and others are different in relation to their physical features? <p>Beyond</p> <ul style="list-style-type: none"> Can they explain how human activity has caused an environment to change? Can they analyse population data on two settlements and report on findings and questions raised? <p>Key Information</p> <p>1. Extremely mountainous About 80% of Greece consists of mountains and hills, which makes Greece one of the most mountainous countries in Europe. These mountains had a massive impact on the way Greek civilisation developed. The mountains and islands cut Greece into separate areas & people in these areas developed differently. Travel and communication was very hard between these areas. Self-governing Greek city states (polis) developed (individual cities that governed the surrounding area). E.g.- Athens, Sparta. These city-states often fought each other for territory.</p> <p>2. Warm, dry climate The land between the mountains of Ancient Greece was fertile, but the hot and dry weather of the area meant that it was difficult to grow a variety of foods. The little land that was available was used to grow grapes and olives. Due to the climate and lack of food, trade became a major part of Greek way of life. The Greeks traded their pottery, olives and oil with surrounding countries to get the grain and metals that their own country could not produce.</p> <p>3. Surrounded by water Greece is situated on a peninsula (land almost completely surrounded by water). The Ancient Greeks became a primarily sea-faring people for two reasons: Travel over the mountainous land was too difficult. Trade routes across the Mediterranean were set up for valuable resources. By the 5th century BCE, Athens was a powerful empire with a navy of 80, 000 experienced sailors & 400 ships.</p> <p>4. Many islands There are thousands of islands around the Greek peninsula. These islands are really the tips of mountains that sunk beneath the sea long ago. Greece has more than 15, 000 km of coastline & beaches. The first people to settle on Greece, the Mycenaean, came by sea from the island of Crete c.2, 300 BCE.</p>	
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Key Assessment Questions	
Physical Geography	<ul style="list-style-type: none"> I can give extended descriptions of the physical features of different places around the world. I can describe how some places are similar and others are different in relation to their human features. I can accurately use a 4 figure grid reference. I can create sketch maps when carrying out a field study. <p>Beyond</p> <ul style="list-style-type: none"> I can plan a journey to another part of the world which takes account of time zones. I can understand the term sustainable development. I can use it in different contexts.
Human Geography	<ul style="list-style-type: none"> I can give an extended description of the human features of different places around the world. I can map land use with my own criteria.

- I can describe how some places are similar and others are different in relation to their physical features.

Beyond

- I can explain how human activity has caused an environment to change.
- I can analyse population data on two settlements and report on findings and questions raised.

History

Topic	Program of Study	Subject Knowledge and Suggested Activities	Vocabulary
Ancient Greece	<p>National Curriculum Key stage 2</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • Britain's settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a local history study 	<p>(Children to conduct a story of the Ancient Greeks and key events that happened-placing these on a timeline. Children to recognise where the Ancient Greeks fall on the timeline compared to other periods of time they have previously studied in primary school. Children to learn about all aspects of the Greeks including; daily life, food, education, health care, myths, sport, spartans and athenians, invention, significant people.)</p> <p>Chronological understanding</p> <ul style="list-style-type: none"> • Can they say where a period of history fits on a timeline? • Can they place a specific event on a timeline by decade? • Can they place features of historical events and people from past societies and periods in a chronological framework? <p>Beyond</p> <ul style="list-style-type: none"> • Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them? <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> • Can they summarise the main events from a specific period in history, explaining the order in which key events happened? • Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? • Can they describe features of historical events and people from past societies and periods they have studied? • Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? <p>Beyond</p> <ul style="list-style-type: none"> • Can they suggest relationships between causes in history? <p>Historical enquiry</p> <ul style="list-style-type: none"> • Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? <p>Beyond</p> <ul style="list-style-type: none"> • Can they suggest why there may be different interpretations of events? • Can they suggest why certain events, people and changes might be seen as more significant than others? • Can they pose and answer their own historical questions? <p>Key Information</p> <ul style="list-style-type: none"> • The Ancient Greek Empire once included some of the countries we know today, such as Turkey and Syria. • Some of our alphabet came from the one that the Ancient Greeks used. 	<p>Timeline Decade Era Century Chronological Chronology Society Period Civilizations Sources Viewpoint Athens Sparta Olympics Athenians Spartans Empire Democracy Philosophy Architecture Art Theatre Voting Battle Columns Gods Goddesses Mount Olympus</p>

	<ul style="list-style-type: none"> • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world <p>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p>	<ul style="list-style-type: none"> • Greece was divided into city-states that each had their own laws and way of life, but that all spoke the same language. Two of the most well-known city states are Athens and Sparta. • In Athens, Greek styles of art, architecture, philosophy and theatre were developed. • Athens had a democratic government – this means that the people who lived there made decisions by voting, like we do in Britain. • In Sparta, life was very different; all that was important was being able to defend Sparta in battle. • The first Olympic games were held in 776 in the city-state Olympia. • The Greeks used different kinds of columns in the stone buildings they made – Doric, Ionic and Corinthian. • Religion was very important in Ancient Greece. They believed there were different gods and goddesses that were in charge of different parts of their lives, such as a god of the sea and a goddess of wisdom. Temples were built in their honour. • Greece eventually became a part of the Roman Empire. The Romans conquered Athens in 146 BC. • The Ancient Greeks were very religious people, and believed that many different gods controlled everything that happened in life. • Temples were built for each god. Priests in the temples were in charge of speaking to their particular god or goddess, and making sense of what they wanted the Greek people to do. • To please the gods even more, festivals were held in their honour. • The Olympics began as a sporting festival held to honour the god Zeus. Zeus was king of all the gods, and he controlled the weather. • The Greek gods were humans who looked like you and I do, but they were immortal (they could live forever) and had special powers. • There were 12 main gods and goddesses, and they all lived on Mount Olympus – the highest mountain in Greece. • The gods and goddesses weren't always very nice. They could be just as mean to each other as they could be to mortals, which made it more difficult to know how to keep them happy. • Because the gods had their own personalities, stories about them were told to explain why they acted the way they did – this is called mythology. • In addition to gods, the Greeks believed in mythical creatures such as centaurs (half human, half horse) and Cyclopes (monsters with only one eye). These would often show up in mythology too. • The Greeks also believed that after people died, they went to the Underworld (like the Ancient Egyptians). The underworld was ruled by the god Hades, and to get there the god Hermes helped people cross the River Styx. 	
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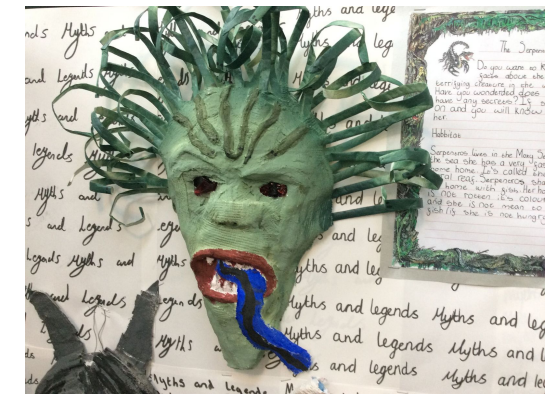
Key Assessment Questions	
Chronological understanding	<ul style="list-style-type: none"> • I can say where a period of history fits on a timeline. • I can place a specific event on a timeline by decade. • I can place features of historical events and people from past societies and periods in a chronological framework. <p>Beyond</p> <ul style="list-style-type: none"> • I appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them.
Knowledge and interpretation	<ul style="list-style-type: none"> • I can summarise the main events from a specific period in history, explaining the order in which key events happened. • I can summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently. • I can describe features of historical events and people from past societies and periods they have studied. • I can recognise and describe differences and similarities/ changes and continuity between different periods of history. <p>Beyond</p> <ul style="list-style-type: none"> • I can suggest relationships between causes in history.
Historical enquiry	<ul style="list-style-type: none"> • I can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.

Beyond

- I can suggest why there may be different interpretations of events.
- I can suggest why certain events, people and changes might be seen as more significant than others.
- I can pose and answer my own historical questions.

Art

Topic	Program of Study	Subject Knowledge and Suggested Activities
<p>Ancient Greece</p>	<p>KS2 National Curriculum</p> <p><i>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</i></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history 	<p>Ancient Greece</p> <p>3D Sculpture (Modroc) - Greek Masks</p> <p>Drawing (Creating designs from research)</p> <p>To create drawings as a basis for 3D work – views from various angles</p> <p>3D/Modelling- Modroc Greek Masks</p> <ul style="list-style-type: none"> • Can they create models on a range of scales? • Can they model over an armature using a variety of materials? • Can they experiment creating structures , shapes, highs and lows within their structure? • Can they apply their experiences of materials and processes, developing control of tools and techniques? <p>Clay (Greek Pottery)</p> <p>Modelling (children to research, design, make prototypes and final products of Greek Clay Pots- make records throughout the process of their adaptations and findings from research as well as evaluation of the final product).</p> <ul style="list-style-type: none"> • Can they try out a variety of tools and techniques and apply these to materials and processes? • Can they experiment with making supported structures? • Can they refine and develop selection and decoration techniques? • Can they develop a range of hand modelling techniques? • Can they make a variety of forms in clay in response to a variety of stimuli? <ul style="list-style-type: none"> • Can they combine pattern, tone and shape in decorating their model? <p>Knowledge- (Design stage of Clay Pots, researching patterns, pot uses etc.)</p> <ul style="list-style-type: none"> • Can they make a record about the styles and qualities in their work? • Can they say what their work is influenced by? • Can they include technical aspects in their work, e.g. architectural design?



Key Assessment Questions	
<p>3D Structures</p>	<ul style="list-style-type: none"> • I can create models on a range of scales. • I can model over an armature using a variety of materials. • I can experiment creating structures , shapes, highs and lows within their structure. • I can apply their experiences of materials and processes, developing control of tools and techniques.
<p>3D Modelling</p>	<ul style="list-style-type: none"> • I can try out a variety of tools and techniques and apply these to materials and processes. • I can experiment with making supported structures. • I can refine and develop selection and decoration techniques. • I can develop a range of hand modelling techniques.

	<ul style="list-style-type: none"> • I can make a variety of forms in clay in response to a variety of stimuli. • I can combine pattern, tone and shape in decorating my model.
Knowledge	<ul style="list-style-type: none"> • I can make a record about the styles and qualities in my work. • I can say what my work is influenced by. • I can include technical aspects in my work, e.g. architectural design?

Design and Technology

Topic	Program of Study	Subject Knowledge and Suggested Activities
Ancient Greece	<p>National Curriculum</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products 	<p>Greek Food Tasting/Banquet</p> <p>(Children to research traditional Greek Food from both ancient times and present day to design and make a Greek banquet. Children to conduct a food tasting where they can evaluate different products and decide which to select for their menu. Children to then design a taster menu for a Greek banquet and prepare the items safely and hygienically).</p> <p>TRANSFERABLE SKILLS ACROSS DESIGN & TECHNOLOGY: Developing, planning and communicating ideas</p> <ul style="list-style-type: none"> • Can they work within constraints? • Can they follow and refine their plan if necessary? • Can they justify their plan to someone else? • Do they consider culture and society in their designs? <p>Evaluating processes and products</p> <ul style="list-style-type: none"> • How well do they test and evaluate their final product? <p>SPECIFIC SKILLS TO THIS TOPIC:</p> <p>(Y5) Cooking and nutrition</p> <ul style="list-style-type: none"> • Can they describe what they do to be both hygienic and safe? • How have they presented their product well?

	<ul style="list-style-type: none"> • explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products 	
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Key Assessment Questions	
Ancient Greece	<p>(Y5) Cooking and nutrition</p> <ul style="list-style-type: none"> • I can describe what they do to be both hygienic and safe. • I present my product well.

Computing

Topic	Program of Study	Subject Knowledge and Suggested Activities
Ancient Greece	<p>National Curriculum</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<p>We are market researchers- (Market Research into holiday destinations and customer likes and dislikes-links to holiday brochure work in Geography)</p> <ul style="list-style-type: none"> • I can create a survey online. • I can use simple charts to explain what my survey results show. • I can run an interview or a focus group. • I can explain what the information I collect from an interview or focus group shows. • I can present my survey, interview or focus group results. • I can use tables to explain what my survey results show. • I can use an audio recorder or camera to record an interview or focus group. • I can judge the quality of my survey, interview or focus group results. • I can explain what the audio or video I recorded means for my results. • I can follow the rules for carrying out surveys, interviews or focus groups. • I can create questions for my survey that are clear and balanced. • I can use Pivot Table reports to explain what my survey results show. • I can collect information and ideas from different places for my presentation. • I can choose the software for my project and research on my own <p>E-Safety We are market researchers The pupils show regard for the ethical and legal frameworks around conducting interviews and online surveys, such as the need to preserve anonymity and/or confidentiality. In conducting their research, the pupils need to act safely and responsibly, as well as showing respect for those participating in the research.</p> <p>We are app developers</p> <ul style="list-style-type: none"> • I can create and write an algorithm for my app. • I can convert my algorithm into code. • I can keep testing and improving the algorithm to find the 'bugs' in my code. • I can think through and work out where mistakes are in my algorithm. • I can use sequence, selection, repetition and variables in my code. • I can think through and work out where mistakes are in my code. • I can listen to and act on other people's ideas to improve my code. • I can think through and work out how to correct mistakes in my algorithm.

	<ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<ul style="list-style-type: none"> I can use procedures in my code. I can think through and work out how to correct mistakes in my code. I can sort and deal with problems and new features for my app in a sensible order. <p>E-Safety We are app developers Pupils using their own or the school's tablets or smartphones for this unit need to consider how to do so safely and purposefully. Children participating in online communities for either of the development platforms here need to do so in a safe, responsible and respectful manner. The pupils should also think carefully about any safety implications of the apps they develop.</p>
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Key Assessment Questions	
We are market researchers	Assess pupils against skills outlined above based on their learning over the course of the project and the final product created.
We are app developers	Assess pupils against skills outlined above based on their learning over the course of the project and the final product created.

Music

Topic	Program of Study	Subject Knowledge and Suggested Activities
Ancient Greece	<p>National Curriculum</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians develop an understanding of the history of music. <p>CLA Program of Study:</p> <p>Performing</p> <ul style="list-style-type: none"> Can they sing a harmony part confidently and accurately? 	<p>Using Charanga Music Scheme of Learning children will be taught the key musical skills. Once the skills have been developed there will then be the opportunity for children to apply these skills within their topic and other Curriculum learning.</p> <p>Livin' on a Prayer- Rock</p> <p>Suggested Links- How Rock music developed from the Beatles onwards. Analysing performance.</p> <p>Using Charanga Music Scheme of Learning children will be taught the key musical skills. Once the skills have been developed there will then be the opportunity for children to apply these skills within their topic and other Curriculum learning.</p> <p>Benjamin Britten-New Year Carol-Benjamin Britten (Western Classical music), Gospel, Bhangra</p>

	<ul style="list-style-type: none"> • Can they perform parts from memory? • Can they perform using notations? • Can they take the lead in a performance? • Can they take on a solo part? • Can they provide rhythmic support? <p>Composing</p> <ul style="list-style-type: none"> • Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords) • Do they recognise that different forms of notation serve different purposes? • Can they use different forms of notation? • Can they combine groups of beats? <p>Appraising</p> <ul style="list-style-type: none"> • Can they refine and improve their work? • Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? • Can they analyse features within different pieces of music? • Can they compare and contrast the impact that different composers from different times will have had on the people of the time? 	<p>Suggested Links- Literacy and history, Britten100.org, www.fridayafternoons.co.uk. The historical context of Gospel music and Bhangra</p>
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Key Assessment Questions	
Livin' on a Prayer	<p>Performing</p> <ul style="list-style-type: none"> • I can sing a harmony part confidently and accurately. • I can perform parts from memory. • I can perform using notations. • I can take the lead in a performance. • I can take on a solo part. • I can provide rhythmic support. <p>Composing</p> <ul style="list-style-type: none"> • I can use a variety of different musical devices in my composition. (incl melody, rhythms and chords) • I can recognise that different forms of notation serve different purposes. • I can use different forms of notation. • I can combine groups of beats. <p>Appraising</p> <ul style="list-style-type: none"> • I can refine and improve my work. • I can evaluate how the venue, occasion and purpose affects the way a piece of music is created. • I can analyse features within different pieces of music. • I can compare and contrast the impact that different composers from different times will have had on the people of the time.
Benjamin Britten-New Year Carol	

R.E.

Topic	Program of Study
Islam	<p>Using Discovery R.E. Schemes of Learning to give children a detailed understanding of a range of religions during their KS1 and KS2 Learning of R.E. The Discovery R.E. schemes will break lessons down into individual lessons and areas of enquiry. It will also make links with SMSC and British Values in each 'Theme of Learning'. Assessment questions for each unit are seen below.</p> <p><i>The areas of Enquiry are as follows:</i></p> <p>A. beliefs, teachings and sources B. practices and ways of life C. forms of expressing meaning D. identity, diversity, belonging E. meaning, purpose and truth F. values and commitments</p> <p>Term 1a- Theme/Concept: Belief and Practices Enquiry Question: What is the best way for a Muslim to show commitment to God? SMSC- Spiritual, Cultural British Values-Rule of Law, Individual Liberty, Mutual Respect, Tolerance of those of different faiths and beliefs.</p>
Christianity	<p>Term 1b- Theme/Concept: Christmas/ Incarnation Enquiry Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? SMSC- Spiritual British Values-Democracy, Mutual Respect, Tolerance of those of different faiths and beliefs.</p>

	Key Assessment Questions
Term 1A	<p>What is the best way for a Muslim to show commitment to God?</p> <p>WORKING TOWARDS I can express why showing commitment to something may be a good thing. I can describe some of the ways that Muslims choose to show commitment to God. I can explain why there might be different ways of showing commitment.</p> <p>Year 6 expectation WORKING AT I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. I can think of some ways of showing commitment to God that would be better than others for Muslims.</p> <p>WORKING BEYOND I can explain why one way of showing commitment may not be better than another. I can explore why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives.</p>

	I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life, (partly assessed in Lessons 1&6).
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Key Assessment Questions	
Term 1B	Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?
	WORKING TOWARDS I can talk about the variety of ways I celebrate different events or occasions and explain why I celebrate these in different ways. I can explain why Christmas is important to Christians. I can explain why Christians would find some celebrations remind them of Jesus' birth and life.
	Year 6 expectation WORKING AT I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not. I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born. I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.
	WORKING BEYOND I can identify when I am celebrating in a way that reflects the meaning of the event. I can explain how Christians use Christmas celebrations and traditions to remind themselves of Jesus' birth and life and can explain which activities do this. I can explain my own feelings on whether or not it is important to follow Christian beliefs in all Christmas celebrations.

PSHCE

Topic	Program of Study Subject Knowledge and Suggested Activities
Ancient Greece	<p>Philosophy for Children – The Process</p> <ul style="list-style-type: none"> ● Warm-up -Often a game. 'Thinking Games' by Robert Fisher is a good resource for this, but any (short) activity that engages and focuses pupils can be used. ● Presentation of stimulus -Something that is Common, Central and Contestable. In the early stages of developing a philosophical class, anything that engages the children can be used, but as pupils become more confident, links to the curriculum can be very fruitful. ● Thinking time/conversation- Quite simply, time for reflection on the stimulus. Also a chance for pupils who want to say something to air their 'first thoughts' to the class. ● Formulation of questions- In groups, preferably of 4 or 5, pupils discuss the stimulus and any questions it raises. They discuss any issues arising and formulate questions, from which they choose one to be put forward to the class. ● Airing of questions-Questions, prominently displayed, are discussed, links suggested and ambiguities cleared up. ● Selection (voting)- A range of voting systems can be used. Blind voting (eyes closed) eliminates peer influence; omnivote (multiple votes allowed) avoids pupils choosing just their own question. Other creative systems can be used. ● First words-The group whose question is voted for by the class explain how they arrived at it, their rationale for choosing it and their thoughts on it. ● Building-From these first thoughts, the dialogue is opened to the class. The role of the facilitator is to challenge, clarify and encourage pupils to focus on the question and the concept(s) behind it and to constructively agree or disagree with peers, building towards better understanding of the issue(s) discussed. ● Final thoughts- A chance for pupils to say their final words on what has been discussed, again uncontested. Often those who haven't contributed during the session may do so here and show they have been engaged. ● Review/plan-This may not take place straight after an enquiry, but should be seen as part of it. A chance for you to get participants' views on the process, which can be taken into account when planning the next activity/enquiry. <p>Children will create their own topic for discussion during the process outlined for this unit choose Stimuli that lead to discussion along the lines of:</p>

	<p>Would you rather be a Spartan or an Athenian? Were Spartans cruel?</p> <p>As well as themes relevant to the age and stage of children's development e.g. Friendship, Rules, Forgiveness, Fairness, Responsibility.</p>
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M.F.L.

Topic	Program of Study	Subject Knowledge and Suggested Activities
Ancient Greece	<p>National Curriculum-KS2</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • present ideas and information orally to a range of audiences • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p>Using the La Jolie Ronde Year 5 Program of Study for FRENCH- using songs, games and resources from the program. La Jolie Ronde makes cross curricular links and encourages oral, auditory and written form of French across the scheme.</p> <p>The lessons are divided into parts these vary in length dependant on the content. Over a 2 week period it is likely the children will have accessed one longer sessions around 45 minutes followed by a shorter recap session the week after around 20 minutes.</p> <p>Lesson One- Part 1 and 2- Classroom Routines Lesson One-Part 3 and 4- Register, date, weather, classroom objects Lesson Two- Part 1 and 2-Performance Lesson Two-Part 3 and 4-Performance Lesson Three-Part 1 and 2- Clothes Lesson Three-Part 3 and 4- Opinions Lesson Four-Part 1 and 2-Family Lesson Four-Part 3 and 4- Adjectives/Quantifiers Lesson Five-Part 1 and 2- Occupations Lesson Five-Part 3 and 4-Occupations Lesson 6- Part 1 and 2-Family Lesson 6-Part 1 and 2-Phrases when playing games Lesson 7-French Songs</p>

P.E.

Topic	Program of Study	Subject Knowledge and Suggested Activities
Ancient Greece	<p>National Curriculum</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to</p>	<p>The Real P.E. Program of Study is used to teach children the core principles of P.E.</p> <p>{ 'uxnfbXZy' 'M'X'ytK ujZ' {n' _njjn, '<xtk Mkt' <" '@vzk Zyn_H nxi 'M'X'y uunx{ '_nx' " Mjt' JZMy" n XM lml '@MZSOZ† @MZ'ÜM'X'OZ† @MZ'Y'uxW{t l Zxy' {aM' ^ bZ'</p>

	<p>evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● use running, jumping, throwing and catching in isolation and in combination ● play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ● develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ● perform dances using a range of movement patterns ● take part in outdoor and adventurous activity challenges both individually and within a team ● compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>{aZk {aZ`Vhl _bXZI VZ`MIX`yi bjjy{n`XZjbfZxn {y{MIXb` `<"`a`*{ by`_jjt`NjbI ZX{n`{aZ` 3Mlbnl Njt xtb j k` MIX`5_y{ZX`xZw bZk ZI {y`MIX`_nV yZy`nl` {aZ`XZfZjnuk ZI {`n`_ Mlbt{tSUNYMI VZ`MIX`VhnxXb Mlbnl SaZNY{at`Vhk uz{t{bnl` MIX`VhnuZxMlbfZ`jZNMl b` ` {axn ` `a`M l bV` Z`MIX`k` Ml Z{jZNMl b` `MluxnWb` {n`{ZNMab` `MIX`jZNMl b` `b`<"`a`</p> <p>Unit 1: Coordination - Ball Skills/Agility Reaction/Response/Hockey/Football/Rugby Unit 2: Static Balance seated/gymnastics/Dance/static balance floor work</p>
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Term 2- World War 2 Science

Topic	Program of Study	Subject Knowledge	Vocabulary
World War 2	<p>Evolution and Inheritance</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution <p>CLA Program of Study</p> <p>Fossils</p> <ul style="list-style-type: none"> Fossils form when the remains or marks left by living things become trapped or buried. <p>Adaptation</p> <ul style="list-style-type: none"> Appreciate that living things have specific adaptations that help them survive in their habitats. Be able to identify specific adaptations in a range of animals and plants found in different environments. <p>Evolution</p> <ul style="list-style-type: none"> Understand that natural selection is the process by which favourable characteristics become more common in a population over time. Understand that species adapt to their environments over time. Know that new characteristics can be introduced to a species as a result of mutations. Know that all life evolved from a common ancestor. Appreciate that evolution usually takes place over very long periods of time. 	<p>Fossils</p> <p>Sedimentary rocks may contain fossils, for example plants, dinosaurs, ammonites and trilobites. Fossils are preserved remains of organisms or imprints that they have left behind. Fossils are rare as these remains or imprints need to be covered over by sediment very quickly in order to be preserved. Fossils provide evidence of evolution, as well as information about previously living plants and animals, including dinosaurs.</p> <p>Adaptation</p> <p>In order to survive, an organism must be able to successfully obtain food, water, oxygen, warmth, and (in the long term) be able to reproduce. In any habitat there is likely to be competition for resources, so animals and plants develop specific adaptations to ensure they are able to survive in their given habitat.</p> <p>Some adaptations affect body features, for example having thick skin, a long nose or changing colouration. This type of change is known as physical adaptation. Other adaptations affect the way the organism behaves, for example burrowing for shade or basking to warm the body.</p> <p>Adaptations can affect an organism's body processes, for example the ability to make toxins to discourage predators, make light to attract a mate, or produce hundreds of eggs to increase chances of survival.</p> <p>Many organisms rely on adaptations. These adaptations are specific structural features that enable them to survive or be successful in a habitat. For example, cacti in the desert have expandable stems in which to store water for times of drought; polar bears have thick fur and fat reserves to enable them to survive the extreme cold. Plants and animals need to adapt to their environment, particularly to cope with seasonal climate variations. Animals do this by growing a thick coat or by storing food in winter. Some hibernate in order to conserve energy during times when food is scarce. Trees may be deciduous in order to conserve energy reserves.</p> <p>Evolution</p> <p>Natural selection is one of the basic mechanisms of evolution. Parents pass on characteristics to their offspring, such as eye colour and skin colour. Characteristics that help a species survive and reproduce are more likely to be passed on. Living things adapt to their environments through mutations and natural selection.</p> <p>All life evolved from a common ancestor – a simple organism that lived at least 3.5 billion years ago.</p>	<p>Sedimentary Rocks</p> <p>Fossils</p> <p>Ammonites</p> <p>Trilobites</p> <p>Organisms</p> <p>Adaptation</p> <p>Reproduce</p> <p>Survive</p> <p>Habitat</p> <p>Physical adaptation</p> <p>Evolution</p> <p>Natural selection</p> <p>Characteristics</p> <p>Offspring</p> <p>Mutations</p> <p>Ancestor</p> <p>Species</p> <p>Genetic information</p> <p>Offspring</p>

		<p>Evolution explains how this common ancestor gradually gave rise to many different and diverse species.</p> <p>Evolution is the gradual change in living things over many generations. All living things evolved from a common ancestor, which lived around 3.5 billion years ago. Changes are introduced during reproduction, when genetic information is passed from parents to offspring. The offspring may acquire new characteristics as a result of random genetic mutations, some of which will give the organism an advantage. This makes it more likely to survive in its environment and successfully reproduce, and so over many successive generations a trait that was once rare becomes more common. This process is known as natural selection.</p>	
<p>Living Things and their Habitats</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics <p>CLA Program of Study</p> <p>Why Classify?</p> <ul style="list-style-type: none"> Appreciate the enormous diversity of living things on Earth and be able to give reasons for classifying living things together in particular ways. Be able to group living things in a variety of different ways according to common characteristics. Be introduced to the work of Carl Linnaeus. Understand that scientists don't always agree on how groupings should be made. <p>Classification Keys</p> <ul style="list-style-type: none"> Understand that all living things can be classified into one of five different kingdoms. 	<p>Why Classify?</p> <p>It is important for biologists (scientists that study living organisms and how they relate to the environment) to be able to understand how living things are related to and depend on each other, in order to appreciate the diversity of life on the planet, and the need for conservation. Recent estimates are that there are over 8 million species of organisms on the Earth, although only 1.3 million have been found and categorised so far. Knowing and appreciating the enormous diversity of life on Earth enables scientists to make great advances in various fields such as medicine. By looking in detail at organisms' characteristics, specifically their similarities and differences, it is possible to group and classify them, helping to understand their behaviour, relationships and interdependencies.</p> <p>There is an enormous variety of living things on the planet. It is possible to group them according to certain similarities or differences in their features, both external and internal.</p> <p>Classifying Living Things</p> <p>The great variety of plants, animals and other living things makes it important to identify and classify them. All living things can be divided into five kingdoms, which depend on certain characteristics: animals, plants, fungi, prokaryotes and protocista. In each kingdom there are many diverse species.</p> <p>All living things can be divided into five kingdoms: animal, plant, fungi, protocista, which includes algae and amoeba, and prokaryotes, which includes all bacteria – single-celled organisms with no nucleus. However, not all scientists agree on these groupings. Some animals are difficult to classify, as they do not share all the specified characteristics of the group.</p>	<p>Classify Classified Behaviour Relationships Interdependencies Organisms Similarities Differences Plants Animals Fungi Prokaryotes Protocista Algae Amoeba</p>

	<ul style="list-style-type: none"> • Be introduced to, and be able to name, each of the five kingdoms of life: animals, plants, fungi, prokaryote and protocista. • Appreciate that each kingdom contains many different species. Know that plants can be sub-divided into flowering or non-flowering groups and be able to provide examples of both. 	<p>In each kingdom there are many different species. These are living organisms that are very similar to each other. The adults are capable of reproducing. There are around 1 million different species of animal and 400,000 plant species in the world. It is rare that reproduction can take place across species.</p>	
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Key Assessment Questions	
Evolution and Inheritance	<ul style="list-style-type: none"> • I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
Living Things and their Habitats	<ul style="list-style-type: none"> • I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • I can give reasons for classifying plants and animals based on specific characteristics

Geography

Topic	Program of Study	Subject Knowledge and Suggested Activities	Vocabulary
World War 2	<p>National Curriculum</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Geographical skills and fieldwork</p>	<p>CLA program Y6</p> <p>Geographical Enquiry- (Task children with being WW2 Fighter Pilots- they need to use maps and aerial imagery to locate countries involved in WW2 and plan journeys between countries. Use variables to make children plot distance and routes e.g. if you have to refuel every 500 Km where would the best locations to stop be?)</p> <ul style="list-style-type: none"> • Can they confidently explain scale and use maps with a range of scales? • Can they choose the best way to collect information needed and decide the most appropriate units of measure? • Can they make careful measurements and use the data? • Can they use OS maps to answer questions? • Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? <p>Beyond</p> <ul style="list-style-type: none"> • Can they define geographical questions to guide their research? • Can they use a range of self selected resources to answer questions? <p>Geographical Knowledge (Study locations around the UK linked with work on evacuation. Where were children evacuated to and why? Can they map the land of a location where children were evacuated to and compare with 1940s London?)</p> <ul style="list-style-type: none"> • Can they recognise key symbols used on ordnance survey maps? 	<p>Aerial view Map Ordnance Survey Scale Routes County Country City Village Rural Urban Physical Features Human Features Canals Continents Latitude Longitude Civilian Evacuee Evacuation Allies</p>

	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> • Can they name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time? • Can they explain how the time zones work? <p>Beyond</p> <ul style="list-style-type: none"> • Can they name and locate the main canals that link different continents? • Can they name the main lines of latitude and meridian of longitude? <p>Key Information</p> <p>The Second World War (World War 2) lasted from 1939 to 1945. It was fought in Europe, in Russia, North Africa and in Asia. 60 million people died in World War 2. About 40 million were civilians. Children as well as adults were affected by the war.</p> <p>World War 2 was a battle between two groups of countries– the “Allies” and the “Axis“. The major Allied Powers were Britain, France, Russia, China and the United States. The major Axis Powers were Germany, Italy and Japan.</p> <p>Around the same time that Germany fought for power in Europe, Japan wanted to control Asia and the Pacific</p> <p>In 1937 (before World War 2 had officially begun) under Emperor Hirohito, Japan attacked China, bringing the two nations into years of conflict. The US didn't join the war until 1941, when Japan attacked the United States – at their Naval Base at Pearl Harbor in Hawaii. On 8 December 1941 (the very next day), the US declared War on Japan and, in turn, its German allies.</p> <p>Some countries remained 'neutral' in World War 2</p> <p>Such countries were Spain, Sweden and Switzerland – who chose not to join either side.</p> <p>The Germans surrendered on 8 May 1945</p> <p>In 1944, an Allied army crossed from Britain to free France from Nazi rule. One year later, Allied armies invaded Germany, forcing the Germans to surrender. After nuclear attacks on Japan's major cities Hiroshima and Nagasaki, Japan also surrendered to Allied forces in August the same year. World War 2 had ended.</p> <p>Evacuees</p> <p>Children were sent from cities to places where there was less risk of air raids. Many London children went to Devon, Cornwall and Wales. Other children moved to villages in the North, East Anglia and Scotland. Evacuees went to live with host families.</p>	Axis
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Key Assessment Questions	
Geographical Enquiry	<ul style="list-style-type: none"> • I can confidently explain scale and use maps with a range of scales. • I can choose the best way to collect information needed and decide the most appropriate units of measure. • I can make careful measurements and use the data. • I can use OS maps to answer questions. • I can use maps, aerial photos, plans and web resources to describe what a locality might be like. <p>Beyond</p> <ul style="list-style-type: none"> • I can define geographical questions to guide their research. • I can use a range of self selected resources to answer questions.
Geographical Knowledge	<ul style="list-style-type: none"> • I can recognise key symbols used on ordnance survey maps. • I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. • I can explain how the time zones work. <p>Beyond</p> <ul style="list-style-type: none"> • I can name and locate the main canals that link different continents.

- I can name the main lines of latitude and meridian of longitude.

History

Topic	Program of Study	Subject Knowledge and Suggested Activities	Vocabulary
World War 2	<p>National Curriculum Key stage 2</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • Britain's settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a local history study 	<p>(Children to study World War 2 from two perspectives: the Battle of Britain and the Homefront. In studying the Battle of Britain children to research and conduct enquiry around significant events within the battle- countries involved, significant people, beliefs and causes of war. In learning about the homefront children will research education, society changes e.g. women going to work in 'men's jobs', social life, health care, rationing and food, propaganda, the blitz, air raid shelters and evacuees.)</p> <p>Chronological understanding</p> <ul style="list-style-type: none"> • Can they say where a period of history fits on a timeline? • Can they place a specific event on a timeline by decade? • Can they place features of historical events and people from past societies and periods in a chronological framework? <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> • Can they summarise the main events from a specific period in history, explaining the order in which key events happened? • Can they summarise how Britain has had a major influence on world history? • Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? • Can they describe features of historical events and people from past societies and periods they have studied? • Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? <p>Beyond</p> <ul style="list-style-type: none"> • Can they suggest relationships between causes in history? • Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today? • Can they trace the main events that define Britain's journey from a mono to a multi-cultural society? <p>Historical enquiry</p> <ul style="list-style-type: none"> • Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? • Can they identify and explain their understanding of propaganda? • Can they describe a key event from Britain's past using a range of evidence from different sources? <p>Beyond</p> <ul style="list-style-type: none"> • Can they suggest why there may be different interpretations of events? • Can they suggest why certain events, people and changes might be seen as more significant than others? • Can they pose and answer their own historical questions? <p>Key Information</p> <ul style="list-style-type: none"> • World War II lasted from 1939 to 1945. • World War II began when German troops invaded Poland on 1 September 1939. • The UK declared war on Germany on 3 September 1939. It was announced by Prime Minister Neville Chamberlain. • While many countries were involved in the war, they each took sides – either with the Allies, or the Axis. • The main Axis countries were Germany, Italy and Japan. • The main Allied countries were Great Britain, the United States, France and the Soviet Union. 	<p>Timeline Period World War 2 Invasion Allies Axis Enemy Chamberlain Churchill VE Day VJ Day Homefront Land Girls Rationing Blitz Evacuee Home Guard Anderson Shelter Morrison Shelter Bombings Gas Mask Air raid siren Propaganda</p>

	<ul style="list-style-type: none"> • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world <p>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p>	<ul style="list-style-type: none"> • Prime Ministers during World War II were Neville Chamberlain until 1940, then Winston Churchill. • The Battle of Britain, between the German Luftwaffe and the Royal Air Force, was the first ever battle to be fought only in the air. It was made up of lots of air battles that lasted from 10 July-31 October 1940. • World War II ended in Europe on 8 May 1945 – this is also known as VE Day. • World War II carried on for a few months after it ended in Europe, and officially ended when Japan formally surrendered to the Allies on 2 September 1945 (also called VJ Day). • During World War II, Britain was called ‘the Home Front’ – the war affected people not just fighting in armies on the front lines, but back in their own towns and neighbourhoods. • All the different plans and ways to help get Britain through World War II was called ‘the war effort’. Helping the war effort meant anything from planting vegetables to making fighter planes. • Because Britain was at war, it wasn’t easy to get food and other supplies anymore. In 1940, a system called rationing was set up which made sure that everyone had a fair amount of food, clothes and things like soap and petrol based on what was actually available. Rationing didn’t end until 1954. • Land Girls were women from all over Britain who worked on farms, helping to grow and produce food for the rest of the country. • Not all men went to fight overseas – some couldn’t go and instead joined the Home Guard, which was made up of volunteers ready to defend Britain from a surprise enemy invasion. The Home Guard was created in 1940. • From September 1940 to May 1941, Britain was bombed heavily by enemy planes. That time is called ‘The Blitz’. • During the Blitz, it was very dangerous to live in cities because that’s where most of the bombs were dropped. So, many children were sent off to live in the country where it was safer. These children were known as ‘evacuees’. • People could protect themselves from enemy attacks by having a gas mask that would allow them to breathe clean air no matter how dirty or poisonous the air around them was after a bombing. • Loud sirens would let people know that a bomb might go off soon, and that they should run to the nearest air-raid shelter. Bomb shelters were small, strong structures, sometimes put underground, that protected people inside from being hurt during explosions. • When Prime Minister Winston Churchill announced that the war was over on VE Day, people all over Britain celebrated by holding street parties. 	
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Key Assessment Questions	
Chronological understanding	<ul style="list-style-type: none"> • I can say where a period of history fits on a timeline. • I can place a specific event on a timeline by decade. • I can place features of historical events and people from past societies and periods in a chronological framework.
Knowledge and interpretation	<ul style="list-style-type: none"> • I can summarise the main events from a specific period in history, explaining the order in which key events happened. • I can summarise how Britain has had a major influence on world history. • I can summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently. • I can describe features of historical events and people from past societies and periods they have studied. • I can recognise and describe differences and similarities/ changes and continuity between different periods of history. <p>Beyond</p> <ul style="list-style-type: none"> • I can suggest relationships between causes in history. • I can appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today. • I can trace the main events that define Britain’s journey from a mono to a multi-cultural society.
Historical enquiry	<ul style="list-style-type: none"> • I can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint. • I can identify and explain their understanding of propaganda.

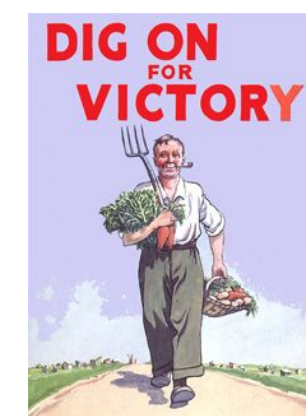
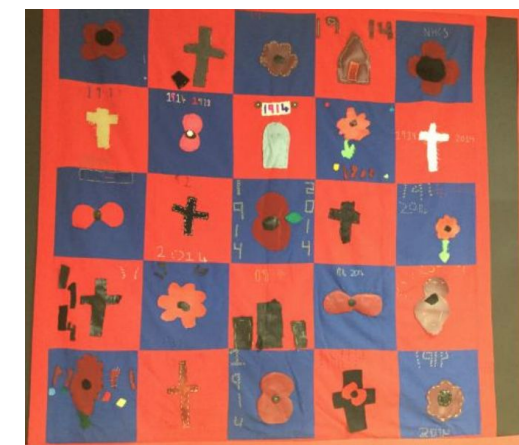
- I can describe a key event from Britain's past using a range of evidence from different sources.

Beyond

- I can suggest why there may be different interpretations of events.
- I can suggest why certain events, people and changes might be seen as more significant than others.
- I can pose and answer their own historical questions.

Art

Topic	Program of Study	Subject Knowledge and Suggested Activities
<p>World War 2</p>	<p>KS2 National Curriculum</p> <p><i>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</i></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history 	<p>WW2</p> <p>Textile Wall-hanging (Collaborative Art- each child to create a patchwork piece (could be alternated with bunting) to create which can be sewn together to create a wall hanging. The patch work should be designed to commemorate WW2 and involve a range of stitch styles, applique, decorations, shapes and textures).</p> <p>3D/Textiles</p> <ul style="list-style-type: none"> • Can they include both visual and tactile elements in their work? • Can they introduce more complex stitching e.g. couching, chain, blanket stitch etc? • Can they add decoration to represent line, colour, pattern, texture and shape? • Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery. • Can they select fabrics, appropriate stitches and other materials to represent line, shape, colour, texture and pattern? <p>Propaganda Posters-Drawing and Painting</p> <p>(Children to research types and styles of WW2 Propaganda Posters. Use their sketchbooks to annotate examples and features of the examples. Begin to work on different skills and styles from each poster e.g. high quality lettering using size and scale skills. Drawing in the style of the era and use of colour to eventually create their own posters. All skills in the build up to be evidenced in their sketchbooks.)</p> <p>Painting</p> <ul style="list-style-type: none"> • Can they become independent in selecting techniques and materials to use in a painting and as a means of imaginative expression? • Can they explain what their own style is? • Can they use a wide range of techniques in their work? • Can they explain why they have chosen specific painting techniques? <p>Knowledge</p> <ul style="list-style-type: none"> • Can they make a record about the styles and qualities in their work? • Can they say what their work is influenced by? <p>Sketch Books</p> <ul style="list-style-type: none"> • Do their sketchbooks contain detailed notes, and quotes explaining about items? • Do they compare their methods to those of others and keep notes in their sketchbooks? • Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketchbooks.



- Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketchbooks?

Key Assessment Questions	
Textiles	<ul style="list-style-type: none"> • I can include both visual and tactile elements in my work. • I can introduce more complex stitching e.g. couching, chain, blanket stitch etc. • I can add decoration to represent line, colour, pattern, texture and shape. • I can use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.. This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery. <ul style="list-style-type: none"> • Can they select fabrics, appropriate stitches and other materials to represent line, shape, colour, texture and pattern?
Painting	<ul style="list-style-type: none"> • I can become independent in selecting techniques and materials to use in a painting and as a means of imaginative expression. • I can explain what my own style is. • I can use a wide range of techniques in my work. • I can explain why I have chosen specific painting techniques.
Sketchbooks	<ul style="list-style-type: none"> • My sketchbooks contain detailed notes, and quotes explaining about items. • I compare my methods to those of others and keep notes in their sketchbooks. • I can combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books. • I adapt and refine my work to reflect its meaning and purpose, keeping notes and annotations in my sketchbooks.
Knowledge	<ul style="list-style-type: none"> • I can make a record about the styles and qualities in my work. • I can say what my work is influenced by.

Design and Technology

Topic	Program of Study	Subject Knowledge and Suggested Activities
World War 2	<p>National Curriculum</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 	<p>Design and make an Anderson Shelter</p> <p>(Children to conduct historical research of how and why Anderson shelters were built in WW2. Children to then design their own Anderson shelter choosing from a range of materials; deciding which is most suitable for the task. Children to develop their designs and change plans along the way to improve their product. Children to consider what features they would need inside their Anderson shelter based on what they know about culture and society during the 30s and 40s. Children to then be given the task of creating a modern light for their shelter (make clear to the children these would not have been in actual shelters!) to use their electrical circuit skills from Science.)</p> <p>TRANSFERABLE SKILLS ACROSS DESIGN & TECHNOLOGY:</p> <p>Developing, planning and communicating ideas</p> <ul style="list-style-type: none"> • Can they use a range of information to inform their design?



	<ul style="list-style-type: none"> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products 	<ul style="list-style-type: none"> Can they work within constraints? Can they follow and refine their plan if necessary? Can they justify their plan to someone else? Do they consider culture and society in their designs? <p>Working with tools, equipment, materials and components to make quality products</p> <ul style="list-style-type: none"> Can they use tools and materials precisely? Do they change the way they are working if needed? <p>Evaluating processes and products</p> <ul style="list-style-type: none"> How well do they test and evaluate their final product? Is it fit for purpose? What would improve it? Would different resources have improved their product? Would they need more or different information to make it even better? Does their product meet all design criteria? Did they consider the use of the product when selecting materials? <p>SPECIFIC SKILLS TO THIS TOPIC:</p> <p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> Can they justify why they selected specific materials? How have they ensured that their work is precise and accurate? Can they hide joints so as to improve the look of their product? <p>Electrical and mechanical components</p> <ul style="list-style-type: none"> Can they use different kinds of circuit in their product? Can they think of ways in which adding a circuit would improve their product? <p>Mouldable materials</p> <ul style="list-style-type: none"> Can they justify why the chosen material was the best for the task?
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Key Assessment Questions	
World War 2	<p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> I can justify why I selected specific materials. I have ensured that my work is precise and accurate. I can hide joints so as to improve the look of my product. <p>Electrical and mechanical components</p> <ul style="list-style-type: none"> I can use different kinds of circuit in my product. I can think of ways in which adding a circuit would improve my product. <p>Mouldable materials</p> <ul style="list-style-type: none"> I can justify why the chosen material was the best for the task.

Computing

Topic	Program of Study	Subject Knowledge and Suggested Activities
World War 2	<p>National Curriculum</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p>We</p> <ul style="list-style-type: none"> I can send and receive messages in Morse code and semaphore. I can create and decode secret messages using the Caesar and substitution ciphers. I can see how important it is to keep passwords secret. I can see how secret code needs to be used sometimes when using the web. I can send and receive messages in Morse code and semaphore beyond the line-of-sight. I can decode a message using the Caesar cipher without knowing the letter key shift. I can see how important it is to create secure, hard-to-guess passwords. I can check to see if a web page is in secret code ('encrypted'). I can explain how Morse code and semaphore are similar and different from the internet I can explain the algorithm for the Caesar cipher. I can decode a message which has used a random substitution cipher. <p>E-Safety</p> <p>We are cryptographers The pupils learn how information can be communicated in secret over open channels, including the internet, using cryptography learn about the public key system used to sign and encrypt content on the web, and how they can check the security certificates of encrypted websites. learn about the importance of password security for online identity and consider what makes a secure password.</p>

	Key Assessment Questions
Cryptographers	Assess pupils against skills outlined above based on their learning over the course of the project and the final product created.

Music

Topic	Program of Study	Subject Knowledge and Suggested Activities
World War 2	National Curriculum	Using Charanga Music Scheme of Learning children will be taught the key musical skills. Once the skills have been developed there will then be the opportunity for children to apply these skills within their topic and other Curriculum

	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians • develop an understanding of the history of music. <p>CLA Program of Study:</p> <p>Performing</p> <ul style="list-style-type: none"> • Can they sing a harmony part confidently and accurately? • Can they perform parts from memory? • Can they perform using notations? • Can they take the lead in a performance? • Can they take on a solo part? • Can they provide rhythmic support? <p>Composing</p> <ul style="list-style-type: none"> • Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords) • Do they recognise that different forms of notation serve different purposes? • Can they use different forms of notation? • Can they combine groups of beats? <p>Appraising</p> <ul style="list-style-type: none"> • Can they refine and improve their work? • Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? • Can they analyse features within different pieces of music? • Can they compare and contrast the impact that different composers from different times will have had on the people of the time? 	<p>learning.</p> <p>Classroom Jazz 2-Jazz, Latin,Blues</p> <p>Suggested Links- History of music-Jazz in its historical context</p> <hr/> <p>Using Charanga Music Scheme of Learning children will be taught the key musical skills. Once the skills have been developed there will then be the opportunity for children to apply these skills within their topic and other Curriculum learning.</p> <p>Fresh Prince of Bel Air-Hip hop</p> <p>Suggested Links- Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip hop culture in general. Historical context of musical styles.</p>
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Key Assessment Questions	
Classroom Jazz 2	<p>Performing</p> <ul style="list-style-type: none"> • I can sing a harmony part confidently and accurately. • I can perform parts from memory. • I can perform using notations. • I can take the lead in a performance. • I can take on a solo part. • I can provide rhythmic support.
Fresh Prince of Bel Air	

	<p>Composing</p> <ul style="list-style-type: none"> • I can use a variety of different musical devices in my composition. (incl melody, rhythms and chords) • I can recognise that different forms of notation serve different purposes. • I can use different forms of notation. • I can combine groups of beats. <p>Appraising</p> <ul style="list-style-type: none"> • I can refine and improve my work. • I can evaluate how the venue, occasion and purpose affects the way a piece of music is created. • I can analyse features within different pieces of music. • I can compare and contrast the impact that different composers from different times will have had on the people of the time.
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R.E.

Topic	Program of Study
Christianity	<p>Using Discovery R.E. Schemes of Learning to give children a detailed understanding of a range of religions during their KS1 and KS2 Learning of R.E. The Discovery R.E. schemes will break lessons down into individual lessons and areas of enquiry. It will also make links with SMSC and British Values in each 'Theme of Learning'. Assessment questions for each unit are seen below.</p> <p><i>The areas of Enquiry are as follows:</i></p> <p>A. beliefs, teachings and sources B. practices and ways of life C. forms of expressing meaning D. identity, diversity, belonging E. meaning, purpose and truth F. values and commitments</p> <p>Term 2a-</p> <p>Theme/Concept: Belief and Meaning Enquiry Question: Is anything ever eternal? SMSC- Spiritual, Moral British Values- Mutual Respect, Tolerance of those of different faiths and beliefs.</p>
Christianity	<p>Term 2b-</p> <p>Theme/Concept: Easter/Salvation/Gospel Enquiry Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? SMSC- Cultural, Social British Values- Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance of those of different faiths and beliefs.</p>

	Key Assessment Questions
Term 2A	Is anything ever eternal?

	<p>WORKING TOWARDS I can start to show an understanding of the concept of eternity. I can describe what a Christian might learn about life after death from a Bible story. I can ask important questions about eternity.</p>
	<p>Year 6 expectation WORKING AT I can express the feelings I have when I think about situations or things I would like to last forever. I can make links between different Christian beliefs and their views on whether anything is ever eternal. I can reflect on my own beliefs about whether anything is eternal.</p>
	<p>WORKING BEYOND I can explain the difference it would make to me to know that something was eternal. I can explain why Christians believe some things are eternal and the difference this makes to them. I can give my own answer to whether anything is eternal and give my reasons.</p>

Key Assessment Questions	
Term 2B	Is Christianity still a strong religion 2000 years after Jesus was on Earth?
	<p>WORKING TOWARDS I can describe how people have influenced me in different ways and say why I think this happened. I can describe one way that Christianity seems to be a strong religion today. I can start to consider whether I think Christianity is a strong religion now.</p>
	<p>Year 6 expectation WORKING AT I can explain how the influence people have had on me has affected what I see as important. I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. I can give my opinion as to whether Christianity is a strong religion now and say why I think this.</p>
	<p>WORKING BEYOND I can explain how I would like to be a positive influence on others. I can explain a range of arguments to suggest Christianity is a strong religion today and also give you the opposing arguments. I can express my opinion as to whether Christianity is a strong religion now giving reasoned arguments.</p>

PSHCE

Topic	Program of Study Subject Knowledge and Suggested Activities
World War 2	<p>Philosophy for Children – The Process</p> <ul style="list-style-type: none"> ● Warm-up -Often a game. 'Thinking Games' by Robert Fisher is a good resource for this, but any (short) activity that engages and focuses pupils can be used. ● Presentation of stimulus -Something that is Common, Central and Contestable. In the early stages of developing a philosophical class, anything that engages the children can be used, but as pupils become more confident, links to the curriculum can be very fruitful. ● Thinking time/conversation- Quite simply, time for reflection on the stimulus. Also a chance for pupils who want to say something to air their 'first thoughts' to the class. ● Formulation of questions- In groups, preferably of 4 or 5, pupils discuss the stimulus and any questions it raises. They discuss any issues arising and formulate questions, from which they choose one to be put forward to the class. ● Airing of questions-Questions, prominently displayed, are discussed, links suggested and ambiguities cleared up.

- **Selection (voting)**- A range of voting systems can be used. Blind voting (eyes closed) eliminates peer influence; omnivote (multiple votes allowed) avoids pupils choosing just their own question. Other creative systems can be used.
- **First words**-The group whose question is voted for by the class explain how they arrived at it, their rationale for choosing it and their thoughts on it.
- **Building**-From these first thoughts, the dialogue is opened to the class. The role of the facilitator is to challenge, clarify and encourage pupils to focus on the question and the concept(s) behind it and to constructively agree or disagree with peers, building towards better understanding of the issue(s) discussed.
- **Final thoughts**- A chance for pupils to say their final words on what has been discussed, again uncontested. Often those who haven't contributed during the session may do so here and show they have been engaged.
- **Review/plan**-This may not take place straight after an enquiry, but should be seen as part of it. A chance for you to get participants' views on the process, which can be taken into account when planning the next activity/enquiry.

Children will create their own topic for discussion during the process outlined for this unit choose Stimuli that lead to discussion along the lines of:

How would you feel as an evacuee?

Was World War 2 necessary?

As well as themes relevant to the age and stage of children's development e.g. Friendship, Rules, Forgiveness, Fairness, Responsibility.

M.F.L.

Topic	Program of Study	Subject Knowledge and Suggested Activities
World War 2	<p>National Curriculum-KS2</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● listen attentively to spoken language and show understanding by joining in and responding ● explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ● engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ● speak in sentences, using familiar vocabulary, phrases and basic language structures ● develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ● present ideas and information orally to a range of audiences ● read carefully and show understanding of words, phrases and simple writing ● appreciate stories, songs, poems and rhymes in the language ● broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ● write phrases from memory, and adapt these to create new sentences, to express ideas clearly ● describe people, places, things and actions orally* and in writing ● understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, 	<p>Using the La Jolie Ronde Year 5 Program of Study for FRENCH- using songs, games and resources from the program. La Jolie Ronde makes cross curricular links and encourages oral, auditory and written form of French across the scheme.</p> <p>The lessons are divided into parts these vary in length dependant on the content. Over a 2 week period it is likely the children will have accessed one longer sessions around 45 minutes followed by a shorter recap session the week after around 20 minutes.</p> <p>Lesson 8- Part 1 and 2- J'Habite Lesson 8-Part 3 and 4- Rooms in the house Lesson 9- Part 1 and 2-As above with adjectives Lesson 9-Part 3 and 4-As above with adjectives Lesson 10-Part 1 and 2- House and Home-Song Lesson 10-Part 3 and 4- House and Home-Song Lesson 11-Part 1 and 2- Prepositions Lesson 11-Part 3 and 4-Adjectives and nouns Lesson 12-Part 1 and 2- Requests/Furniture Lesson 12-Part 3 and 4- Requests/Furniture Lesson 13-Part 1 and 2- Stalling Strategies Lesson 13-Part 3 and 4-Conversation Lesson 14-Part 1 and 2- Days/Months Lesson 14-Part 3 and 4- Weather/Seasons</p>

for instance, to build sentences; and how these differ from or are similar to English.

P.E.


Topic	Program of Study	Subject Knowledge and Suggested Activities
World War 2	<p>National Curriculum</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● use running, jumping, throwing and catching in isolation and in combination ● play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ● develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ● perform dances using a range of movement patterns ● take part in outdoor and adventurous activity challenges both individually and within a team ● compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>The Real P.E. Program of Study is used to teach children the core principles of P.E.</p> <p>*{ uxnfbXZy' I 'MIX'ytb ujZ' {n' njjn, ' <xtk M' t' <" '@/aZk Zy'n_H nxi 'MIX'y uunx(' _nx' " Mjt' JZMy' n I XM bnl '@MZSOZt' @MZ' U'MIX' OZt' @MZ' Y' uXW{q bnl Zxy' {aM' " bZ' {aZk ' {aZ' Vhl _bXZl VZ' M' X' yi bjjy' {n' XZjbZx'n {y(MIXb' ' <" a*{ by' _ jjt' M' b' I ZX' {n' {aZ' 3M bnl M' H' xdb j k ' M' X' 5_y{ZX' xZw' bZk Zl {y(MIX' _nV yZy'n ' {aZ' XZfZjnuk Zl { ' n' M' b' b' t' SUN' M' VZ' M' X' VhnXb' M' bn \$aZN' {at' Vnk uZ{q bnl ' M' X' VhnuZxM' bZ' jZM' b' ' {axn ' a' M' b' w' Z' M' X' k' M' i' Z' {jZM' b' ' M' iuxnW' a' {n' {ZM' b' b' ' b' <" a</p> <p>Unit 3: Dynamic Balance - Athletics/Counter balance Unit 4: Static balance (one leg standing) Netball (High Five) Dynamic Balance/ Agility</p>

Term 3-Showtime! Science

Topic	Program of Study	Subject Knowledge	Vocabulary
Showtime!	<p>Animals including Humans (diet and exercise)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans <p>CLA Program of Study</p> <p>The Circulatory System</p> <ul style="list-style-type: none"> • Understand that the heart is a strong muscle that is responsible for pumping blood to every part of the body. • Know that pulse is a measure of heartbeats per minute. • Appreciate that the heart is connected to a series of blood vessels: arteries carry blood rich in oxygen away from the heart; veins carry blood containing waste carbon dioxide gas back to the heart; and capillaries are small blood vessels. • Know that the human heart contains four chambers, but that other animals' hearts may be different in their structure. • Appreciate the importance of keeping the heart and circulatory system healthy. <p>The Digestive System</p> <ul style="list-style-type: none"> • Understand that digestion is the process by which the body breaks down food in order to extract nutrients. • Understand that nutrients provide the body with the energy needed for growth and to maintain healthy body systems. • Be introduced to the key organs of the digestive system and their functions. • Appreciate that undigested food passes through the large intestine and leaves the body as waste. 	<p>The Circulatory System</p> <p>The heart is a muscle and the main organ of the circulatory system. It is responsible for pumping blood around the body to every cell, where respiration (release of energy) takes place. The heart pumps the blood around the body with its regular contractions, heard as a heartbeat or felt as a pulse.</p> <p>Blood travels from the heart to the lungs, where it is oxygenated, then travels back to the heart to be pumped around the body. Blood vessels that carry blood away from the heart are called arteries and mainly carry oxygenated blood. Those returning to the heart are called veins and mainly carry carbon dioxide back to the lungs.</p> <p>The heart is a very strong muscle that pumps blood to every part of the body via the circulatory system. The waste product of respiration, carbon dioxide, is returned by the heart to the lungs. Blood is carried away from the heart in arteries and back to the heart in veins. These veins divide into smaller tubes called capillaries. This is where respiration takes place in cells and body tissues. Pulse is a measure of heartbeats per minute.</p> <p>The Digestive System</p> <p>The digestive system is the group of organs responsible for the digestion of food. They assist in the breakdown of food in order to extract the nutrients the body requires to grow, repair itself, and maintain health. Food passes through the mouth, oesophagus, stomach, small intestine and large intestine. Chemicals in saliva, the stomach and from other organs break the food into small particles, enabling nutrients and some other substances to be absorbed into the bloodstream. Undigested matter passes through the large intestine and out of the body.</p> <p>In order to extract nutrients to provide energy and the materials needed for growth and healthy body systems, food must be broken down, or digested. The body relies on the digestive system to achieve this. The digestive system includes: the mouth, oesophagus, stomach, small intestine and large intestine.</p> <p>Chemicals produced in saliva, the stomach, liver and pancreas break down food so that nutrients can pass through the small intestine, into the bloodstream and around the body. Undigested food passes through the large intestine and out of the body.</p>	<p>Heart</p> <p>Muscle</p> <p>Circulatory system</p> <p>Heart beat</p> <p>Pulse</p> <p>Blood vessels</p> <p>Lungs</p> <p>Oxygenated</p> <p>Arteries</p> <p>Carbon Dioxide</p> <p>Veins</p> <p>Capillaries</p> <p>Respiration</p> <p>Digestive system</p> <p>Nutrients</p> <p>Mouth</p> <p>Oesophagus</p> <p>Stomach</p> <p>Small intestine</p> <p>Large intestine</p> <p>Saliva</p>

Key Assessment Questions	
Animals inc Humans (diet and exercise)	<ul style="list-style-type: none"> • I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • I can describe the ways in which nutrients and water are transported within animals, including humans

Art

Topic	Program of Study	Subject Knowledge and Suggested Activities
World War 2	<p>KS2 National Curriculum</p> <p><i>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</i></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history 	<p>Show Time Portraits- Andy Warhol (Artist Study of Andy Warhol- children to use their sketchbooks to collate examples of Andy Warhol's work and annotate specific features; their own drawings and sketches to practise specific skills and their opinions on the different pieces of art.)</p> <p>Use examples of Andy Warhol's portrait work to create own portraits in this style. Use the portraits to create prints by transferring designs onto printing blocks and experimenting with different colour overlays to create the block design of his pop art work. Show practise and sample work along the way in sketchbooks/portfolios.)</p>  <p>Drawing</p> <ul style="list-style-type: none"> • Do their sketches communicate emotions and a sense of self with accuracy and imagination? • Can they explain why they have combined different tools to create their drawings? • Can they explain why they have chosen specific drawing techniques? <p>Printing Can they overprint using different colours? Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?</p> <p>Sketch Books</p> <ul style="list-style-type: none"> • Do their sketchbooks contain detailed notes, and quotes explaining about items? • Do they compare their methods to those of others and keep notes in their sketchbooks? • Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketchbooks? <p>Knowledge</p> <ul style="list-style-type: none"> • Can they make a record about the styles and qualities in their work? • Can they say what their work is influenced by?

Key Assessment Questions	
Drawing	<ul style="list-style-type: none"> • I can use sketches to communicate emotions and a sense of self with accuracy and imagination.

	<ul style="list-style-type: none"> • I can explain why I have combined different tools to create my drawings. • I can explain why I have chosen specific drawing techniques
Printing	<ul style="list-style-type: none"> • I can overprint using different colours. • I can look very carefully at the methods I use and make decisions about the effectiveness of my printing methods.
Sketchbooks	<ul style="list-style-type: none"> • My sketchbooks contain detailed notes, and quotes explaining about items. • I compare my methods to those of others and keep notes in their sketchbooks. • I adapt and refine my work to reflect its meaning and purpose, keeping notes and annotations in my sketchbooks.
Knowledge	<ul style="list-style-type: none"> • I can make a record about the styles and qualities in my work. • I can say what my work is influenced by.

Computing

Topic	Program of Study	Subject Knowledge and Suggested Activities
Show Time	<p>National Curriculum</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, 	<p>We are Project Managers- (linked with preparation for the EOY performance)</p> <ul style="list-style-type: none"> • I can make a list of the main steps of my project that need to be completed. • I can make a list of the tasks of my project that need to be completed. • I can make a list of the things I will need to complete the project. • I can create original content for my app. • I can judge how well the work on my app is going. • I can spot and list the different parts of my app that will need to be created. • I can see how the members of my group have different skills and talents. • I can put the tasks of my project in an order that will work well. • I can find content from other places to use in my app. • I can use and credit content I use from other places correctly. • I can work with my group to keep track of how well the project is going. • I can see how to keep working on my skills to make the project a success. • I can see how to improve the planning of the tasks in the project. <p>E-Safety We are project managers The pupils use online tools safely and effectively, considering how they can contribute positively to a shared project. Again, they use search engines safely and effectively. They may also make use of online content, respecting any copyright conditions.</p> <hr/> <p>We are Marketers- (Children to create flyers, video adverts and web page advertising their end of year performance)</p> <ul style="list-style-type: none"> • I can create a marketing flyer which includes images and text. • I can create a website for my app which includes images and text. • I can record my own video or find video and content from elsewhere for my app advert. • I can create a persuasive and well-designed marketing flyer for my app. • I can plan and create a well-designed and user-friendly website for my app. • I can see how important e-safety is and that I am responsible for content I create. • I can edit my own and others' content for my app advert. • I can choose software that is best suited for making my flyer. • I can choose the best hosting and development platform for my website. • I can follow the rules for creating and presenting content for a website. • I can choose the best software and hardware available to me to create my advert. <p>E-Safety We are marketers In marketing their app, the pupils should consider the legal and ethical frameworks around advertising across different media. They should also think about the need to</p>

	<p>systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p>protect personal information about themselves and other members of their group when marketing their app. In creating websites for their apps, the pupils need to consider the e-safety implications for the site's users as well as themselves.</p>
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Key Assessment Questions	
We are Project Managers	Assess pupils against skills outlined above based on their learning over the course of the project and the final product created.
We are Marketers	Assess pupils against skills outlined above based on their learning over the course of the project and the final product created.

Music

Topic	Program of Study	Subject Knowledge and Suggested Activities
<p>Show Time</p>	<p>National Curriculum</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians • develop an understanding of the history of music. <p>CLA Program of Study:</p> <p>Performing</p> <ul style="list-style-type: none"> • Can they sing a harmony part confidently and accurately? • Can they perform parts from memory? • Can they perform using notations? • Can they take the lead in a performance? • Can they take on a solo part? 	<p>Using Charanga Music Scheme of Learning children will be taught the key musical skills. Once the skills have been developed there will then be the opportunity for children to apply these skills within their topic and other Curriculum learning.</p> <p>Make you feel my love-Pop ballad</p> <p>Suggested Links- Historical context for ballads.</p> <hr/> <p>Using Charanga Music Scheme of Learning children will be taught the key musical skills. Once the skills have been developed there will then be the opportunity for children to apply these skills within their topic and other Curriculum learning.</p> <p>Reflect, Rewind and Replay- Western Classical music and your choice from Year 6</p> <p>Suggested Links- Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>

	<ul style="list-style-type: none"> • Can they provide rhythmic support? <p>Composing</p> <ul style="list-style-type: none"> • Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords) • Do they recognise that different forms of notation serve different purposes? • Can they use different forms of notation? • Can they combine groups of beats? <p>Appraising</p> <ul style="list-style-type: none"> • Can they refine and improve their work? • Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? • Can they analyse features within different pieces of music? • Can they compare and contrast the impact that different composers from different times will have had on the people of the time? 	
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Key Assessment Questions	
Make you feel my love	<p>Performing</p> <ul style="list-style-type: none"> • I can sing a harmony part confidently and accurately. • I can perform parts from memory. • I can perform using notations. • I can take the lead in a performance. • I can take on a solo part. • I can provide rhythmic support. <p>Composing</p> <ul style="list-style-type: none"> • I can use a variety of different musical devices in my composition. (incl melody, rhythms and chords) • I can recognise that different forms of notation serve different purposes. • I can use different forms of notation. • I can combine groups of beats. <p>Appraising</p> <ul style="list-style-type: none"> • I can refine and improve my work. • I can evaluate how the venue, occasion and purpose affects the way a piece of music is created. • I can analyse features within different pieces of music. • I can compare and contrast the impact that different composers from different times will have had on the people of the time.
Reflect, Rewind and Replay	

R.E.

Topic	Program of Study
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Islam	<p>Using Discovery R.E. Schemes of Learning to give children a detailed understanding of a range of religions during their KS1 and KS2 Learning of R.E. The Discovery R.E. schemes will break lessons down into individual lessons and areas of enquiry. It will also make links with SMSC and British Values in each 'Theme of Learning'. Assessment questions for each unit are seen below.</p> <p><i>The areas of Enquiry are as follows:</i></p> <p>A. beliefs, teachings and sources B. practices and ways of life C. forms of expressing meaning D. identity, diversity, belonging E. meaning, purpose and truth F. values and commitments</p> <p>Term 3a and 3b-</p> <p>Theme/Concept: Beliefs and Moral Values Enquiry Question: Does believing in Akhirah (life after death) help Muslims lead good lives? SMSC- Moral, Social British Values-Democracy,Rule of Law, Individual Liberty, Mutual Respect, Tolerance of those of different faiths and beliefs.</p>
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Key Assessment Questions	
Term 3a	<p>Does believing in Akhirah (life after death) help Muslims lead good lives? Part 1</p> <p>WORKING TOWARDS I can explain how knowing that my actions have consequences makes a difference to the choices I make. I can describe some of the ways that Muslims try to lead lives respectful to God and start to say why this is important to them. I can identify why leading a good life might be a good idea and why people think this.</p> <p>Year 6 expectation WORKING AT I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</p> <p>WORKING BEYOND I can start to explain how my beliefs about right and wrong, actions and consequences make a difference to the choices I make. I can explain how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people. I can ask questions about life after death and explore how what I believe about this might influence my life.</p>

Key Assessment Questions	
Term 3b	<p>Does believing in Akhirah (life after death) help Muslims lead good lives? Part 2</p> <p>WORKING TOWARDS I can explain how sometimes people see/interpret things in different ways. I can explain how Muslims try to make an effort to lead good lives, and how sometimes this leads to fighting/Holy War. I can start to express my opinion on how Jihad is interpreted by some Muslims.</p> <p>Year 6 expectation WORKING AT I can give examples of times when I misinterpreted something.</p>

	<p>I can explain two different Muslim interpretations of Jihad. I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.</p>
	<p>WORKING BEYOND I can start to explain how my beliefs about right and wrong make a difference to how I see things. I can explain two different Muslim interpretations of Jihad and explore their justifications for these. I can explore my own and other people's attitudes towards interpretations of Jihad and recognise and challenge stereotyping.</p>

PSHCE

Topic	Program of Study Subject Knowledge and Suggested Activities
Show Time	<p>Philosophy for Children – The Process</p> <ul style="list-style-type: none"> ● Warm-up -Often a game. 'Thinking Games' by Robert Fisher is a good resource for this, but any (short) activity that engages and focuses pupils can be used. ● Presentation of stimulus -Something that is Common, Central and Contestable. In the early stages of developing a philosophical class, anything that engages the children can be used, but as pupils become more confident, links to the curriculum can be very fruitful. ● Thinking time/conversation- Quite simply, time for reflection on the stimulus. Also a chance for pupils who want to say something to air their 'first thoughts' to the class. ● Formulation of questions- In groups, preferably of 4 or 5, pupils discuss the stimulus and any questions it raises. They discuss any issues arising and formulate questions, from which they choose one to be put forward to the class. ● Airing of questions-Questions, prominently displayed, are discussed, links suggested and ambiguities cleared up. ● Selection (voting)- A range of voting systems can be used. Blind voting (eyes closed) eliminates peer influence; omnivote (multiple votes allowed) avoids pupils choosing just their own question. Other creative systems can be used. ● First words-The group whose question is voted for by the class explain how they arrived at it, their rationale for choosing it and their thoughts on it. ● Building-From these first thoughts, the dialogue is opened to the class. The role of the facilitator is to challenge, clarify and encourage pupils to focus on the question and the concept(s) behind it and to constructively agree or disagree with peers, building towards better understanding of the issue(s) discussed. ● Final thoughts- A chance for pupils to say their final words on what has been discussed, again uncontested. Often those who haven't contributed during the session may do so here and show they have been engaged. ● Review/plan-This may not take place straight after an enquiry, but should be seen as part of it. A chance for you to get participants' views on the process, which can be taken into account when planning the next activity/enquiry. <p>Children will create their own topic for discussion during the process outlined for this unit choose Stimuli that lead to discussion along the lines of: What are the dangers of a fast food society?</p> <p>As well as themes relevant to the age and stage of children's development e.g. Friendship, Rules, Forgiveness, Fairness, Responsibility.</p>
	<p>Sex and Relationships Education</p> <p>The key aims of Y6 SRE are to:</p> <ol style="list-style-type: none"> 1 Provide accurate and relevant information about the physical and emotional changes that children and young people will experience through their formative years and into adulthood. 2 Establish an awareness of the importance of stable family life and relationships, including the responsibilities of parenthood and marriage. 3 Foster self-awareness and self-esteem.

	<p>4 Develop a sense of responsibility and respect for themselves and others.</p> <p>The SRE programme includes watching a video from the Channel 4 Living and Growing series and input from the class teacher. All teaching materials are appropriate to the age and emotional maturity of the pupils concerned and the teachers will aim to present the programme in an objective, balanced and sensitive manner.</p> <p>The programme will cover:</p> <p>1 Love, Marriage and Relationships</p> <p>2 Puberty</p> <p>3 Menstruation</p> <p>4 Personal Hygiene</p> <p>5 Reproduction</p>
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M.F.L.

Topic	Program of Study	Subject Knowledge and Suggested Activities
<p>Show Time</p>	<p>National Curriculum-KS2</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● listen attentively to spoken language and show understanding by joining in and responding ● explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ● engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ● speak in sentences, using familiar vocabulary, phrases and basic language structures ● develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ● present ideas and information orally to a range of audiences ● read carefully and show understanding of words, phrases and simple writing ● appreciate stories, songs, poems and rhymes in the language ● broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ● write phrases from memory, and adapt these to create new sentences, to express ideas clearly ● describe people, places, things and actions orally* and in writing ● understand basic grammar appropriate to the language being studied, including 	<p>Using the La Jolie Ronde Year 5 Program of Study for FRENCH- using songs, games and resources from the program. La Jolie Ronde makes cross curricular links and encourages oral, auditory and written form of French across the scheme.</p> <p>The lessons are divided into parts these vary in length dependant on the content. Over a 2 week period it is likely the children will have accessed one longer sessions around 45 minutes followed by a shorter recap session the week after around 20 minutes.</p> <p style="text-align: center;"> Lesson 15- Part 1 and 2- Accommodation Lesson 15-Part 3 and 4- Accommodation Lesson 16- Part 1 and 2-Travel Lesson 16-Part 3 and 4-Transport Lesson 17-Part 1 and 2- Holiday Destinations Lesson 17-Part 3 and 4- Holiday Destinations Lesson 18-Part 1 and 2- Presentation Preparation Lesson 18-Part 3 and 4- Presentation Preparation Lesson 19-Part 1 and 2- Presentation Performance Lesson 19-Part 3 and 4- Presentation Performance Lesson 20-Part 1 and 2- Review of learning in Year 6 </p>

(where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

P.E.

Topic	Program of Study	Subject Knowledge and Suggested Activities
Showtime	<p>National Curriculum</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● use running, jumping, throwing and catching in isolation and in combination ● play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ● develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ● perform dances using a range of movement patterns ● take part in outdoor and adventurous activity challenges both individually and within a team ● compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>The Real P.E. Program of Study is used to teach children the core principles of P.E.</p> <p>Unit 5: Statics balance small base (other sport) Coordination floor movements Unit 6: Agility - Ball Chasing/Rounders Coordination with Equipment/Tennis/Cricket</p>