



**YEAR 6 LONG TERM PLAN 2020-21**

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>ENGLISH</b>	See English Long Term Plan					
<b>MATHEMATICS</b>	See Maths Long Term Plan					
<b>SCIENCE</b>	<p><b>Properties and Changes of Materials unit-curriculum statements (Y5)</b></p> <p>a) use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>b) demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>c) explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p> <p><b>Forces (Y5)</b></p> <p>a) recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p> <p><b>Animals Including Humans (Y6)</b></p> <p>a) identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p><b>Living Things and Their Habitats (Y5)</b></p>		<p><b>Light (Y6)</b></p> <p>a) recognise that light appears to travel in straight lines</p> <p>b) 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</p> <p><b>Evolution and inheritance (Y6)</b></p> <p>a) recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>b) identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p><b>FBV: Mutual respect – we respect others and expect them to show us respect</b></p> <p><b>FBV: Tolerance of different cultures and religions – together we are one community who care, respect and understand one another</b></p> <p><b>Electricity (Y6)</b></p> <p>a) associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p>		<p><b>Living Things and Their Habitats (Y6)</b></p> <p>a) 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</p> <p>b) give reasons for classifying plants and animals based on specific characteristics</p> <p><b>Light (Y6)</b></p> <p>a) 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</p> <p>b) use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <p><b>Evolution and inheritance (Y6)</b></p> <p>a) identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>b) recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p>	

	<p>a) Describe the life process of reproduction in some plants and animals</p> <p>GG : Life On Land</p> <p>GG: Life Below Sea</p> <p>GG : Good Health and Wellbeing</p> <p>A27</p>		<p>b) 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</p> <p><b>Animals Including Humans (Y6)</b></p> <p>a) recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>b) describe the ways in which nutrients and water are transported within animals, including humans</p> <p>GG : Good Health and Wellbeing</p> <p>A27</p>		<p><b>FBV: Tolerance of different cultures and religions – together we are one community who care, respect and understand one another</b></p> <p><b>Electricity (Y6)</b></p> <p>a) use recognised symbols when representing a simple circuit in a diagram</p>	
<b>RE</b>	<p><b>Unit 5.5 – Women in the Bible</b></p> <p><b>Unit 6:1 – Life as a journey</b></p> <p>FBV: Democracy – we all have a say</p> <p>GG : Quality Education</p> <p>GG: Peace, Justice and Strong Institutions</p> <p>A14</p>	<p><b>Unit 6:2 –How do Christians prepare for Christmas?</b></p> <p>FBV: Tolerance of different cultures and religions – together we are one community who care, respect and understand one another</p> <p>GG: Peace, Justice and Strong Institutions</p> <p>A14</p>	<p><b>Unit 5.6 – Loss, death and Christian hope</b></p> <p>FBV: Tolerance of different cultures and religions – together we are one community who care, respect and understand one another</p> <p>GG: Peace, Justice and Strong Institutions</p> <p>A14</p>	<p><b>Unit 6:3 – Why do Christians celebrate the Eucharist?</b></p> <p>FBV: Tolerance of different cultures and religions – together we are one community who care, respect and understand one another</p> <p>GG : Quality Education</p> <p>GG: Peace, Justice and Strong Institutions</p> <p>A14</p>	<p><b>Unit 6: 4 – Why is the Exodus significant?</b></p> <p>FBV: Rule of Law – we respect the rules of school and laws in society</p> <p>E&amp;D: Equality &amp; Diversity</p> <p>GG : Quality Education</p> <p>GG: Peace, Justice and Strong Institutions</p> <p>A14</p>	<p><b>Unit 6: 5 – Easter Victory / Who is Jesus?</b></p> <p>FBV: Democracy – we all have a say</p> <p>GG: Peace, Justice and Strong Institutions</p> <p>A14</p>
<b>PSHE, CITIZENSHIP &amp; RSE (inc MH&amp;WB)</b>	<p><b>Being Me in My World</b></p> <p>I can identify my goals for this year, understand my fears and worries about</p>	<p><b>Relationships</b></p> <p>I can recognise when people are trying to gain power or control</p>	<p><b>Celebrating Difference</b></p> <p>I can explain ways in which difference can be a source of conflict or a cause</p>	<p><b>Dreams &amp; Goals</b></p> <p>I can describe some ways in which I can work with other people to help make</p>	<p><b>Healthy Me</b></p> <p>I can evaluate when alcohol is being used responsibly,</p>	<p><b>Changing Me</b></p> <p>I can describe how a baby develops from conception through the nine months of</p>

	<p>the future and know how to express them</p> <p>I know how to use my Jigsaw Journal</p> <p><b>E&amp;D: Equality &amp; Diversity</b></p> <p>FBV: Democracy – we all have a say</p> <p>FBV: Mutual respect – we respect others and expect them to show us respect</p> <p>FBV: Individual liberty – we know our human rights and exercise these in school life and beyond</p> <p>FBV: Tolerance of different cultures and religions – together we are one community who care, respect and understand one another</p> <p>A13</p>	<p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p> <p><b>E&amp;D: Equality &amp; Diversity</b></p> <p>FBV: Rule of Law – we respect the rules of school and laws in society</p> <p>FBV: Mutual respect – we respect others and expect them to show us respect</p> <p>FBV: Democracy – we all have a say</p> <p>FBV: Individual liberty – we know our human rights and exercise these in school life and beyond</p> <p>FBV: Tolerance of different cultures and religions – together we are one community who care, respect and understand one another</p> <p>GG : Reduce Inequalities</p> <p>GG: Peace, Justice and Strong Institutions</p>	<p>for celebration and can show empathy with people in either situation</p> <p><b>E&amp;D: Equality &amp; Diversity</b></p> <p>FBV: Democracy – we all have a say</p> <p>FBV: Mutual respect – we respect others and expect them to show us respect</p> <p>FBV: Individual liberty – we know our human rights and exercise these in school life and beyond</p> <p>FBV: Tolerance of different cultures and religions – together we are one community who care, respect and understand one another</p> <p>GG : Reduce Inequalities</p> <p>GG: Peace, Justice and Strong Institutions</p> <p>A14</p>	<p>the world a better place</p> <p>I can identify why I am motivated to do this</p> <p><b>E&amp;D: Equality &amp; Diversity</b></p> <p>FBV: Democracy – we all have a say</p> <p>FBV: Mutual respect – we respect others and expect them to show us respect</p> <p>FBV: Individual liberty – we know our human rights and exercise these in school life and beyond</p> <p>FBV: Tolerance of different cultures and religions – together we are one community who care, respect and understand one another</p> <p>GG : Decent Work and Economic Growth</p> <p>GG: Partnership For The Goals</p> <p>A27</p>	<p>anti socially or being misused</p> <p>I can tell you how I feel about using alcohol when I am older and my reasons for this</p> <p>FBV: Democracy – we all have a say</p> <p>FBV: Individual liberty – we know our human rights and exercise these in school life and beyond</p> <p>FBV: Tolerance of different cultures and religions – together we are one community who care, respect and understand one another</p> <p>GG : Good Health and Wellbeing</p> <p>A24</p>	<p>pregnancy, and how it is born and I recognise how I feel when I reflect on the development and birth of a baby</p> <p>FBV: Democracy – we all have a say</p> <p>FBV: Individual liberty – we know our human rights and exercise these in school life and beyond</p> <p>FBV: Tolerance of different cultures and religions – together we are one community who care, respect and understand one another</p> <p>GG : Good Health and Wellbeing</p> <p>A6 &amp; A31</p>
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		A19				
<b>COMPUTING</b>	<p><b>Coding (6 Weeks)</b></p> <p>To review good planning skills.</p> <p>To design programs using their choice of objects, attributing specific actions to each using their new programming knowledge.</p> <p>To use variables within a game to keep track of the properties of objects.</p> <p>To use functions and understand why they are useful in 2Code.</p> <p>To debug a program and organise the code into tabs.</p> <p>To organise code into functions and Call functions to eliminate surplus code in the program</p> <p>To explore the options for getting text input from the user in 2Code.</p> <p>How to include interactivity in programming.</p> <p>To use flowcharts to test and debug a program.</p> <p>To create a simulation of a room in which devices can be controlled.</p>	<p><b>E-Safety (3 Weeks)</b></p> <p>Identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location.</p> <p>Identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon.</p> <p>Identify the benefits and risks of giving personal information and device access to different software.</p> <p>To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.</p> <p>To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour.</p> <p>To begin to understand how information online can persist and give away details of those who share or modify it.</p> <p>To understand the importance of balancing</p>	<p><b>Blogging (5 Weeks)</b></p> <p>To identify the purpose of writing a blog.</p> <p>To identify the features of successful blog writing.</p> <p>To plan the theme and content for a blog</p> <p>To understand how to write a blog.</p> <p>To consider the effect upon the audience of changing the visual properties of the blog. To understand the importance of regularly updating the content of a blog</p> <p>To understand how to contribute to an existing blog.</p> <p>To understand how and why blog posts are approved by the teacher.</p> <p>To understand the importance of commenting on blogs.</p> <p>To peer-assess blogs against the agreed success criteria.</p> <p>A17</p>	<p><b>Text Adventures (4 Weeks)</b></p> <p>To find out what a text adventure is. To plan a story adventure.</p> <p>To make a story-based adventure.</p> <p>To introduce map-based text adventures.</p> <p>To code a map-based text adventure</p> <p><b>Networks (4 Weeks)</b></p> <p>To discover what the children know about the internet.</p> <p>To find out what a LAN and a WAN are. To find out how we access the internet in school.</p> <p>To research and find out about the age of the internet. To think about what the future might hold.</p> <p>FBV: Democracy – we all have a say</p>	<p><b>Quizzing (6 Weeks)</b></p> <p>To create a picture-based quiz for young children</p> <p>To learn how to use the question types within 2Quiz.</p> <p>To explore the grammar quizzes.</p> <p>To make a quiz that requires the player to search a database.</p> <p>Are you smarter than a 10- (or 11-)year-old? To make a quiz to test your teachers or parents.</p>	<p><b>Understanding Binary (4 Weeks)</b></p> <p>Recognising that digital systems represent all types of data using number codes that ultimately are patterns of 1s and 0s (called binary digits, which is why they are called digital systems).</p> <p>Understand that binary represents numbers using 1s and 0s and these represent the on and off electrical states respectively in hardware and robotics.</p> <p>Recognising that the numbers 0, 1, 2 and 3 could be represented by the patterns of two binary digits of 00, 01, 10 and 11</p> <p>Representing whole numbers in binary, for example counting in binary from zero to 15, or writing a friend's age in binary.</p> <p>Representing whole numbers in binary, for example counting in binary from zero to 15, or writing a friend's age in binary.</p> <p>Exploring how division by two can be used as a</p>

	<p>To explore how 2Code can be used to make a text-based adventure game.</p>	<p>game and screen time with other parts of their lives, e.g. explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health.</p> <p>To identify the positive and negative influences of technology on health and the environment.</p> <p><b>FBV: Rule of Law – we respect the rules of school and laws in society</b></p> <p><b>E&amp;D: Equality &amp; Diversity</b></p> <p><b>GG : Good Health and Wellbeing</b></p> <p><b>A8 + A19</b></p> <p><b>Spreadsheets (5 Weeks)</b></p> <p>Exploring probability</p> <p>Use of spreadsheets in 'real life' creating a computational model</p> <p>Use a spreadsheet to plan pocket money spending</p> <p>Planning a school event</p>				<p>technique to determine the binary representation of any whole number by collecting remainder terms</p> <p>Representing the state of an object in a game as active or inactive using the respective binary values of 1 or 0</p>
<p><b>LUNAR: HISTORY</b></p>	<p><b>Stone Age</b></p>		<p><b>Ancient Egypt</b></p>		<p><b>Natural Disasters</b></p>	

	<p>Develop a secure chronology of British and world history (week 1)</p> <p>Devise historically valid questions and construct informed responses that involve thoughtful selection and organisation of relevant historical information (week 1, 2)</p> <p>Organise relevant historical information. Understand how our knowledge of the past is constructed from a range of sources (week 3, 4, 5)</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses (week 6)</p> <p>Understand the methods of historical enquiry, including how evidence is used to make historical claims, and discern how and why contrasting interpretations have been constructed (week 9)</p> <p><b>E&amp;D: Equality &amp; Diversity</b></p> <p><b>FBV: Tolerance of different cultures and religions – together we are one community who care, respect and understand one another</b></p> <p><b>GG : Responsible Consumption and Production</b></p>	<p>Know the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt (week 1, 2, 5, 6).</p> <p>Devise historically valid questions about change, cause, similarity/ difference, and significance (week 1,2,3, 4)</p> <p>Understand how our knowledge of the past is constructed from a range of sources (week 2, 3, 5, 6)</p> <p>To consider similarities and differences between cultures and time periods studied (week 3, 4, 6)</p> <p>To note connections, contrasts and trends over time (week 3, 4, 5, 6)</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information (week 3, 4)</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed (week 6)</p> <p><b>E&amp;D: Equality &amp; Diversity</b></p> <p><b>FBV: Democracy – we all have a say</b></p> <p><b>FBV: Tolerance of different cultures and religions – together we are one community who care, respect and understand one another</b></p>	<p>To consider similarities and differences between cultures and time periods studied (week 4)</p> <p>To note connections, contrasts and trends over time (week 4)</p> <p><b>FBV: Individual liberty – we know our human rights and exercise these in school life and beyond</b></p> <p><b>E&amp;D: Equality &amp; Diversity</b></p> <p><b>GG : Good Health and Wellbeing</b></p> <p><b>GG : Clean Water and Sanitation</b></p> <p><b>GG: Industry, Innovation and Infrastructure</b></p> <p><b>GG : Sustainable Cities and Communities</b></p> <p><b>GG: Climate Action</b></p> <p><b>GG: Peace, Justice and Strong Institutions</b></p>
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<p><b>LUNAR: GEOGRAPHY</b></p>	<p><b>Stone Age</b></p> <p>Locate the world's countries, using maps to focus on Europe (week 2)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features (week 2, 8)</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world (week 8).</p> <p>FBV: Rule of Law – we respect the rules of school and laws in society</p> <p>E&amp;D: Equality &amp; Diversity</p>	<p><b>Ancient Egypt</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features (week 1, 2)</p> <p>FBV: Importance of democracy versus hierarchy in Ancient Egypt.</p> <p>FBV: Rule of Law – we respect the rules of school and laws in society</p> <p>E&amp;D: Equality &amp; Diversity</p>	<p><b>Natural Disasters</b></p> <p>I can describe how volcanoes are created and the impact they can have on people's lives (week 3, 5)</p> <p>I can describe how earthquakes are created. (week 3)</p> <p>I use maps, atlases, globes and digital images to help me research a place I am studying (week 4, 5, 7)</p> <p>I can choose the best way to collect information needed and decide the most appropriate units of measure .(week 4, 7)</p> <p>I give some reasons for the similarities and differences between places, using geographical language and what I know about relationships between countries (week 5, 7)</p> <p>I can compare places I have studied and give reasons for the differences (week 5,7)</p> <p>FBV: Individual liberty – we know our human rights and exercise these in school life and beyond</p> <p>E&amp;D: Equality &amp; Diversity</p>
<p><b>ART &amp; DESIGN</b></p>	<p><b>Walt Disney</b></p> <ul style="list-style-type: none"> <li>I combine graphics and text-based research of commercial design to influence the layout of my sketchbook.</li> <li>I can use detailed notes and quotes to explain my sketches.</li> </ul>	<p><b>William Morris</b></p> <ul style="list-style-type: none"> <li>I combine graphics and text-based research of commercial design to influence the layout of my sketchbook.</li> <li>I can use detailed notes and quotes to explain my sketches.</li> </ul>	<p><b>Banksy</b></p> <ul style="list-style-type: none"> <li>I combine graphics and text-based research of commercial design to influence the layout of my sketchbook.</li> <li>I can use detailed notes and quotes to explain my sketches.</li> </ul>

	<ul style="list-style-type: none"> <li>• I write about the visual and tactile qualities of my work in my sketchbook.</li> <li>• I analyse and comment on the styles and qualities used in my own and others' work, relating these to its context.</li> <li>• I adapt and refine my work to reflect my own view of its purpose, meaning and effectiveness.</li> </ul> <ul style="list-style-type: none"> <li>• Drawings communicate movement.</li> <li>• Drawings of still life include shadows and reflections.</li> <li>• Work includes historical studies of technical drawings, such as ancient architecture</li> <li>• Select appropriate drawing materials and explain why I made that choice.</li> <li>• Know when different materials can be combined and use this to good effect.</li> <li>• Developing my own style of drawing.</li> </ul> <p>FBV: Mutual respect – we respect others and expect them to show us respect</p> <p>A31</p>	<ul style="list-style-type: none"> <li>• I write about the visual and tactile qualities of my work in my sketchbook.</li> <li>• I analyse and comment on the styles and qualities used in my own and others' work, relating these to its context.</li> <li>• I adapt and refine my work to reflect my own view of its purpose, meaning and effectiveness.</li> </ul> <ul style="list-style-type: none"> <li>• Prints combine a range of visual elements to reflect a purpose.</li> <li>• Prints are based on a theme from other cultures.</li> <li>• Prints have a starting point from a designer in history.</li> <li>• My painting techniques are well developed.</li> <li>• I am developing a style of my own.</li> <li>• My paintings convey a purpose.</li> <li>• Some of my paintings include texture gained through paint mix or brush technique.</li> <li>• My paintings are based on observations and can convey realism or an impression of what I observe.</li> <li>• I combine colours and create tints, tones and shades to reflect the purpose of my work.</li> <li>• The lines in my paintings are sometimes stark and cold and at other times warm to reflect different features or intentions.</li> </ul> <p>FBV: Mutual respect – we respect others and expect them to show us respect</p> <p>A31</p>	<ul style="list-style-type: none"> <li>• I write about the visual and tactile qualities of my work in my sketchbook.</li> <li>• I analyse and comment on the styles and qualities used in my own and others' work, relating these to its context.</li> <li>• I adapt and refine my work to reflect my own view of its purpose, meaning and effectiveness.</li> </ul> <ul style="list-style-type: none"> <li>• Choose appropriate techniques to convey emotions imaginatively</li> <li>• I choose the most appropriate materials for my collages to fit the purpose.</li> <li>• My collage work has a definite theme that is apparent to any viewer.</li> <li>• I can modify and change materials to be used in my collage.</li> <li>• My collage has a striking effect because of: its colour choices, [or any of the other possibilities below]:</li> <li>• Pattern, lines, tones, shapes, [or any combination of these].</li> </ul> <p>FBV: Mutual respect – we respect others and expect them to show us respect</p> <p>E&amp;D: Equality &amp; Diversity</p> <p>A31</p>
<p><b>DESIGN &amp; TECHNOLOGY</b></p>	<p><b>Enterprise Project:</b>  <b>Christmas related fairtrade product (cooking &amp; nutrition)</b>  I draw on and use various sources of information, including market research, to inform my design.</p> <p>I design original products aimed at a target audience.</p>	<p><b>DT Project: Fairground Ride</b>  I can use a range of appropriate tools, materials and equipment with precision</p> <p>I alter my method if needed</p> <p>I measure and select materials with cost and workability in mind.</p> <p>I make very careful and precise measurements so that joins, holes and openings are in exactly the right place I mark out using my own patterns and templates</p>	<p><b>Cooking &amp; Nutrition Unit</b>  <i>See Enterprise Week</i>  n/a</p>



	<p>I follow my own plans and refine them as appropriate</p> <p>I can explain and justify the thinking behind my plans</p> <p>I am aware that resources may be limited (budget, time, availability)</p> <p>I use my understanding of familiar products to help develop my own ideas.</p> <p>When designing I think about culture and society</p> <p>My joins are strong and stable, giving extra strength to my products.</p> <p>Some joins are flexible to allow for dismantling or folding.</p> <p>I can explain how my ingredients mix together to create a finished product.</p> <p>I work in a safe and hygienic way.</p> <p>My food is well presented and packaged using other DT skills.</p> <p>I use my science knowledge of micro-organisms to store and prepare food properly.</p> <p>I use my science knowledge of irreversible changes to create food products that combine to make a new material, that I can then describe using its sensory qualities.</p> <p>My product has been cooked or chilled to change the nature of the raw ingredients.</p> <p>I learn how to best store my product for long-life and hygiene.</p>	<p>I select materials based on the final finished product's use.</p> <p>My products have a high degree of precision and do the intended job well</p> <p>My products are carefully finished to add extra appeal. This sometimes includes the addition of other materials</p> <p>I can explain why I have selected specific materials.</p> <p>I hide some joints for aesthetic effect.</p> <p>I reflect on my designs and develop them bearing in mind the way they will be used.</p> <p>I test and evaluate my products, showing that I understand the situations my products will have to work.</p> <p>In my evaluations I can say whether I have used the most suitable materials.</p> <p>I evaluate my product against my original design criteria I evaluate my products and how I used information sources to inform my design.</p>	
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	<p>FBV: Democracy – we all have a say</p> <p>E&amp;D: Equality &amp; Diversity</p> <p>GG : Responsible Consumption and Production</p> <p>A24</p>					
<p><b>PE Outdoor</b></p>	<p><b>Football</b></p> <p>To develop dribbling the ball with control. To be able to dribble the ball under pressure. To be able to pass the ball accurately to a target. To develop first touch control. To be able to turn using a drag back, inside and outside hook. To develop defending skills. To develop goalkeeping skills. To be able to apply the rules and tactics you have learnt to play in a football tournament.</p> <p>FBV: Democracy – we all have a say</p> <p>FBV: Mutual respect – we respect others and expect them to show us respect</p> <p>A31</p>	<p><b>Tag Rugby</b></p> <p>To develop attacking principles, understanding when to run and when to pass. To develop throwing and catching with control. To be able to use the 'forward pass' and 'offside' rules. To be able to play games using tagging rules. To develop dodging skills to lose a defender. To develop drawing defence and understanding when to pass. To be able to work as a defending unit to prevent attackers from scoring. To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament</p> <p>FBV: Democracy – we all have a say</p> <p>FBV: Mutual respect – we respect others and expect them to show us respect</p> <p>A31</p>	<p><b>Basketball</b></p> <p>To be able to dribble the ball abiding by the double dribble and travelling rules. To develop protective dribbling against an opponent. To use a variety of passes in a game situation. To be able to move into a space to support a teammate. To be able to choose when to pass and when to dribble. To be able to track an opponent and use defensive techniques to win the ball. To be able to perform a set shot and a jump shot. To be able to apply the rules and tactics you have learnt to play in a basketball tournament</p> <p>FBV: Democracy – we all have a say</p> <p>FBV: Mutual respect – we respect others and expect them to show us respect</p> <p>A31</p>	<p><b>Cricket</b></p> <p>To develop throwing accuracy and catching skills. To develop underarm bowling accuracy. To develop batting accuracy and directional batting. To develop catching skills (close/deep catching and wicket keeping). To develop overarm bowling technique and accuracy. To be able to use defensive and driving hitting techniques. To develop a variety of fielding techniques and to use them within a game. To develop long and short barriers and apply them to a game situation.</p> <p>FBV: Democracy – we all have a say</p> <p>FBV: Mutual respect – we respect others and expect them to show us respect</p> <p>A31</p>	<p><b>OAA</b></p> <p>To build communication and trust whilst showing an awareness of safety. To work as a team to solve problems. To suggest ideas and listen to others. To develop cooperation and teamwork skills. To develop tactical planning and problem solving. To share ideas and work as a team to solve problems. To develop trust in others. To be able to listen to others and follow instructions. To develop navigational skills and map reading. To be able to use a key to identify objects and locations.</p> <p>FBV: Democracy – we all have a say</p> <p>FBV: Mutual respect – we respect others and expect them to show us respect</p> <p>A31</p>	<p><b>Tennis</b></p> <p>To develop the forehand groundstroke. To be able to return the ball using a backhand groundstroke. To use a split step to react quickly to the ball and keep a continuous rally going. To develop the volley and understand when to use it. To develop the volley and use it in a game situation. To develop accuracy of the underarm serve. To learn to use the official scoring system. To work cooperatively with a partner and employ tactics to outwit an opponent. To show respect, honesty and fair play when competing against an opponent</p> <p>FBV: Democracy – we all have a say</p> <p>FBV: Mutual respect – we respect others and expect them to show us respect</p> <p>A31</p>

<p><b>PE Indoor</b></p>	<p><b>Gymnastics</b></p> <p>To be able to develop the straddle, forward and backward roll. To develop counter balance and counter tension. To be able to link partner balances into a sequence. To be able to perform inverted movements with control.</p> <p><b>FBV: Democracy – we all have a say</b></p> <p><b>FBV: Mutual respect – we respect others and expect them to show us respect</b></p> <p><b>A31</b></p>	<p><b>Gymnastics</b></p> <p>To be able to perform the progressions of a headstand and a cartwheel. To be able to use flight from hands to travel over apparatus. To develop group balances and sequence work. To be able to create a group sequence using formations and apparatus.</p> <p><b>FBV: Democracy – we all have a say</b></p> <p><b>FBV: Mutual respect – we respect others and expect them to show us respect</b></p> <p><b>A31</b></p>	<p><b>Dance</b></p> <p>To copy and repeat a set dance phrase showing confidence in movements. To work collaboratively with a partner to explore and develop the dance idea To use changes in level and speed when choreographing.</p> <p><b>FBV: Democracy – we all have a say</b></p> <p><b>FBV: Mutual respect – we respect others and expect them to show us respect</b></p> <p><b>A31</b></p>	<p><b>Dance</b></p> <p>To copy and create actions using a prop as a dance stimulus. To use choreographing devices to improve how the performance looks. To select actions and dynamics to convey different characters. To choreograph a dance that shows contrasting characters. To communicate a story through dance.</p> <p><b>FBV: Democracy – we all have a say</b></p> <p><b>FBV: Mutual respect – we respect others and expect them to show us respect</b></p> <p><b>A31</b></p>	<p><b>Athletics</b></p> <p>To work collaboratively with a partner to set a steady pace. To develop your own and others sprinting technique. To develop running over obstacles with greater control and coordination. To develop take off position when jumping for height. To develop power, control and technique for the triple jump. To develop power, control and technique when throwing for distance. To develop throwing with force and accuracy for longer distances. To work collaboratively in a team to develop the officiating skills of measuring, timing and recording</p> <p><b>FBV: Democracy – we all have a say</b></p> <p><b>FBV: Mutual respect – we respect others and expect them to show us respect</b></p> <p><b>A31</b></p>	<p><b>Dodgeball</b></p> <p>To recap on the rules of dodgeball and apply them to a game. To develop throwing at a moving target. To use jumps, dodges and ducks to avoid being hit. To develop catching to get an opponent out. To learn to block using a dodgeball. To select and apply tactics in the game. To develop officiating skills and referee a dodgeball game. To apply skills, rules and tactics to a dodgeball tournament</p> <p><b>FBV: Democracy – we all have a say</b></p> <p><b>FBV: Mutual respect – we respect others and expect them to show us respect</b></p> <p><b>A31</b></p>
<p><b>MUSIC</b></p>	<p><b>Livin’ On A Prayer (Y5)</b></p> <p>To learn about the musical genre of rock, and to understand the style indicators of Rock music. Pupils will learn that “Livin on a Prayer” is great example of an anthem, A rousing or uplifting song , reflecting a particular cause or emotion.Pupils will learn that this song tells us about life in the 80’s and will become familiar with five other Rock songs/anthems.</p>	<p><b>Classroom Jazz 1 (Y5)</b></p> <p>To improvise in the styles of Bossa Nova and Swing. To compose a class head/tune in your choice of style and work with this as the basis for improvisation. Use glockenspiels, percussion, junk instruments or body percussion eg claps, clicks, stamps etc. To use a sound or action to each note e.g. tap or shake the instrument for a G and an A or</p>	<p><b>Happy (Y6)</b></p> <p>To learn about Pop/Neo Soul music. To understand that “Happy” has a soul music sound from the 1960’s.</p> <p>To create “mood” beat tracks using Quickbeats.</p> <ul style="list-style-type: none"> <li>Listen only to the signed version</li> <li>Listen only and create your own actions that match the lyrics</li> </ul>	<p><b>Talent Show</b></p> <p>To create a performance using singing, music and dance.</p> <p><b>FBV: Mutual respect – we respect others and expect them to show us respect</b></p> <p><b>FBV: Tolerance of different cultures and religions – together we are one community who care,</b></p>	<p><b>Production</b></p> <p>Composition – children to be given a design brief to compose, produce and record a piece of music for the production. Focus on Music industry and careers (see Schools Music Service for contact who may be able to visit or produce a short video clip for children to watch/ Evonne Bixter could be contacted to support introduction of the unit).</p>	

	<ul style="list-style-type: none"> <li>• Listen only and learn the new signed version.</li> <li>• Listen only and create your own actions that match the lyrics.</li> <li>• Listen only and then decide what it is about the song that makes it feel like an anthem.</li> <li>• Listen only and write a second chorus for when you can sing together again.</li> </ul> <p>Listen out music: Let it be You've got a friend in me We will rock you Amazing Grace Lean on me-ACM We are family</p> <p>FBV: Mutual respect – we respect others and expect them to show us respect</p> <p>FBV: Tolerance of different cultures and religions – together we are one community who care, respect and understand one another</p>	<p>use a finger click or clap for a G and an A. To explore rhythm and timbre.</p>	<ul style="list-style-type: none"> <li>• Listen only and discuss whether the song actually makes you feel happy. Why?</li> <li>• Listen only and then write another verse that fits the song by imagining you are Pharrall Williams!</li> </ul> <p>FBV: Mutual respect – we respect others and expect them to show us respect</p> <p>FBV: Tolerance of different cultures and religions – together we are one community who care, respect and understand one another</p>	<p>respect and understand one another</p>	<p>FBV: Mutual respect – we respect others and expect them to show us respect</p> <p>FBV: Tolerance of different cultures and religions – together we are one community who care, respect and understand one another</p>	
<p><b>MODERN FOREIGN LANGUAGE</b></p>	<p><u>All About Ourselves</u></p> <p>By the end of this unit...</p> <p>All children should be able to:</p> <ul style="list-style-type: none"> <li>• Name some parts of the body.</li> </ul>	<p><u>Family and Friends</u></p> <p>By the end of this unit...</p> <p>All children should be able to:</p> <ul style="list-style-type: none"> <li>• Introduce family members.</li> </ul>	<p><u>School Life</u></p> <p>All children should be able to:</p> <ul style="list-style-type: none"> <li>• Listen and respond to topic vocabulary.</li> </ul>	<p><u>What is the time?</u></p> <p>By the end of this unit...</p> <p>All children should be able to:</p> <ul style="list-style-type: none"> <li>• Say and write a sentence to tell</li> </ul>	<p><u>Where in the World?</u></p> <p>By the end of this unit...</p> <p>All children should be able to:</p> <ul style="list-style-type: none"> <li>• Listen and respond to topic vocabulary.</li> </ul>	<p><u>Holiday and Hobbies</u></p> <p>By the end of this unit...</p> <p>All children should be able to:</p> <ul style="list-style-type: none"> <li>• Listen and respond to topic vocabulary.</li> </ul>

	<ul style="list-style-type: none"> <li>Respond appropriately when asked a simple question.</li> <li>Give a simple description of their eyes and hair.</li> <li>Place the adjective correctly in a simple sentence.</li> <li>Match emotion /health words with their pictures.</li> </ul> <p><b>Most</b> children will be able to:</p> <ul style="list-style-type: none"> <li>Name facial features.</li> <li>Extend a description using a conjunction and further adjectives.</li> <li>Ask and answer questions about everyday actions in the classroom.</li> <li>Say how they are feeling</li> </ul> <p><b>Some</b> children will be able to:</p> <ul style="list-style-type: none"> <li>Explain why adjectives change in French but not English.</li> <li>Spell adjectives correctly</li> </ul>	<ul style="list-style-type: none"> <li>Say what sort of home they live in and name items inside.</li> <li>Give a simple opinion about a named animal or object.</li> </ul> <p><b>Most</b> children will be able to:</p> <ul style="list-style-type: none"> <li>Describe their home by size and say where items can be found.</li> <li>Join two clauses with 'et' or 'mais' appropriately.</li> </ul> <p><b>Some</b> children will be able to:</p> <ul style="list-style-type: none"> <li>Make increasingly complex descriptive links between family members.</li> </ul> <p><b>FBV: Mutual respect – we respect others and expect them to show us respect</b></p> <p><b>FBV: Tolerance of different cultures and religions – together we are one community who care, respect and understand one another</b></p>	<ul style="list-style-type: none"> <li>Answer questions orally using the topic vocabulary.</li> </ul> <p><b>Most</b> children will be able to:</p> <ul style="list-style-type: none"> <li>Use the pronouns 'il' and 'elle' to replace a person's name.</li> <li>Use a comparative adverb.</li> </ul> <p><b>Some</b> children will be able to:</p> <ul style="list-style-type: none"> <li>Use the pronouns 'ils' and 'elles' to replace two people's names.</li> </ul> <p><b>FBV: Democracy – we all have a say</b></p> <p><b>FBV: Mutual respect – we respect others and expect them to show us respect</b></p> <p><b>FBV: Tolerance of different cultures and religions – together we are one community who care, respect and understand one another</b></p>	<p>the time (o'clock).</p> <ul style="list-style-type: none"> <li>Count in fives to at least 30.</li> <li>Understand and use the terms avant and après.</li> <li>Answer questions about a TV schedule</li> </ul> <p><b>Most</b> children will be able to:</p> <ul style="list-style-type: none"> <li>Say and write a sentence to tell the time (o'clock and half past).</li> </ul> <p><b>Some</b> children will be able to:</p> <ul style="list-style-type: none"> <li>Say and write a sentence to tell the time (o'clock, half past, quarter past and quarter to).</li> <li>Devise questions about a TV schedule.</li> </ul> <p><b>FBV: Mutual respect – we respect others and expect them to show us respect</b></p> <p><b>FBV: Tolerance of different cultures and religions – together we are one community who care, respect and understand one another</b></p>	<ul style="list-style-type: none"> <li>Answer questions orally using the topic vocabulary.</li> <li>Write an answer in a sentence using the topic vocabulary.</li> </ul> <p><b>Most</b> children will be able to:</p> <ul style="list-style-type: none"> <li>Understand that because a continent is always feminine, the preposition 'en' is always used for 'in'.</li> </ul> <p><b>Some</b> children will be able to:</p> <ul style="list-style-type: none"> <li>Use pronouns to replace the name of an animal.</li> <li>Combine two simple sentences to form a compound sentence.</li> </ul> <p><b>FBV: Mutual respect – we respect others and expect them to show us respect</b></p> <p><b>FBV: Tolerance of different cultures and religions – together we are one community who care, respect and understand one another</b></p>	<ul style="list-style-type: none"> <li>Answer questions orally using the topic vocabulary.</li> <li>Write an answer in a sentence using the topic vocabulary.</li> </ul> <p><b>Most</b> children will be able to:</p> <ul style="list-style-type: none"> <li>Choose the correct preposition en for feminine countries and au for masculine countries.</li> <li>Choose whether the mode of transport needs en or À.</li> </ul> <p><b>Some</b> children will be able to:</p> <ul style="list-style-type: none"> <li>Use third person plural conjugation of a verb.</li> <li>Use the correct possessive adjectives for a family member.</li> </ul> <p><b>FBV: Mutual respect – we respect others and expect them to show us respect</b></p> <p><b>FBV: Tolerance of different cultures and religions – together we are one community who care,</b></p>
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	<p>according to gender / number.</p> <ul style="list-style-type: none"> <li>Vary sentences by substituting other verbs, nouns or adjectives.</li> </ul> <p>FBV: Mutual respect – we respect others and expect them to show us respect</p> <p>FBV: Tolerance of different cultures and religions – together we are one community who care, respect and understand one another</p>					respect and understand one another
<b>DRAMA</b>	<b>Devising</b> (Family Assembly)	<b>Improvisation, Role Play</b> (Through English Work)		<b>Script Work</b> (Church Service)		

For objectives taught within each unit of work, please refer to individual subject Long Term Plans

<https://www.rainhillstanns.co.uk/page/?title=Curriculum&pid=7>

**Links**

FBV: Fundamental British Value

E&D: Equality & Diversity

GG: Global Goal

A??: UNICEF Article