



YEAR 6 LONG TERM PLAN 2021-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	See English Long Term Plan					
MATHEMATICS	See Maths Long Term Plan					
SCIENCE	Animals, including humans <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 Evolution and inheritance <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 		Light <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 		Living things and their habitats <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 Electricity <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 	
RE	Unit 5.5 – Women in the Bible Unit 6:1 – Life as a journey	Unit 6:2 –How do Christians prepare for Christmas? FBV: Tolerance of different cultures and religions – together we are one community who care,	Unit 6.3 - Why do Christians celebrate the Eucharist? Unit 6: 4 – Why is the Exodus significant?	Unit 5.4 Easter Victory Unit 6.5 Easter – Who is Jesus? FBV: Rule of Law – we respect the rules of	Unit 6: 5 – Easter Victory / Who is Jesus? FBV: Democracy – we all have a say	People of Faith continued (Judaism and Islam)

	<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>respect and understand one another</p> <p>GG: Peace, Justice and Strong Institutions</p> <p>A14</p>	<p>FBV: Rule of Law – we respect the rules of school and laws in society</p> <p>E&D: Equality & Diversity</p> <p>GG : Quality Education</p> <p>GG: Peace, Justice and Strong Institutions</p> <p>A14</p>	<p>school and laws in society</p> <p>E&D: Equality & Diversity</p> <p>GG : Quality Education</p> <p>GG: Peace, Justice and Strong Institutions</p> <p>A14</p>	<p>GG: Peace, Justice and Strong Institutions</p> <p>A14</p>	
<p>PSHE, CITIZENSHIP & RSE (inc MH&WB)</p>	<p>Being Me in My World</p> <p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p> <p>E&D: Equality & Diversity</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 –</p>	<p>Celebrating Difference</p> <p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p> <p>E&D: Equality & Diversity</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>Dreams & Goals</p> <p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p> <p>E&D: Equality & Diversity</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</p>	<p>Healthy Me</p> <p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</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</p>	<p>Relationships</p> <p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p> <p>E&D: Equality & Diversity</p> <p>FBV: Rule of Law – we respect the rules of</p>	<p>Changing Me</p> <p>I can describe how a baby develops from conception through the nine months of 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>together we are one community who care, respect and understand one another</p> <p>A13</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>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>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>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>A19</p>	<p>GG : Good Health and Wellbeing</p> <p>A6 & A31</p>
<p>COMPUTING</p>	<p>Communication</p> <ul style="list-style-type: none"> I can complete a web search to find specific information I can refine my search I can compare results from different search engines 	<p>Variables in Games</p> <ul style="list-style-type: none"> I can identify examples of information that is variable I can explain that the way that a variable changes can be defined 	<p>3D Modelling</p> <ul style="list-style-type: none"> I can discuss the similarities and differences between 2D and 3D shapes I can explain why we might represent 3D objects on a computer 	<p>Spreadsheets</p> <ul style="list-style-type: none"> I can explain the relevance of data headings I can answer questions from an existing data set I can ask simple relevant questions 	<p>Sensing</p> <ul style="list-style-type: none"> I can apply my knowledge of programming to a new environment I can test my program on an emulator 	<p>Web Page Creation</p> <ul style="list-style-type: none"> I can explore a website I can discuss the different types of media used on websites

	<ul style="list-style-type: none"> • I can explain why we need tools to find things online • I can recognise the role of web crawlers • in creating an index • I can relate a search term to the search engine's index • I can explain that search results are ordered • I can explain that a search engine follows rules to rank relevant pages • I can suggest some of the criteria that a search engine checks to decide on the order of results • I can describe some of the ways that search results can be influenced • I can recognise some of the limitations of search engines • I can explain how search engines make money • I can explain the different ways in which people communicate • I can identify that there are a variety of ways of communicating over the internet • I can choose methods of communication to suit particular purposes 	<ul style="list-style-type: none"> • I can identify that variables can hold numbers or letters • I can identify a program variable as a placeholder in memory for a single value • I can explain that a variable has a name and a value • I can recognise that the value of a variable can be changed • I can decide where in a program to change a variable • I can make use of an event in a program to set a variable • I can recognise that the value of a variable can be used by a program • I can choose the artwork for my project • I can explain my design choices • I can create algorithms for my project • I can create the artwork for my project • I can choose a name that identifies the role of a variable • I can test the code that I have written • I can identify ways that my game could be improved • I can extend my game further using more variables 	<ul style="list-style-type: none"> • I can select, move, and delete a digital 3D shape • I can identify how graphical objects can be modified • I can resize a 3D object • I can change the colour of a 3D object • I can rotate a 3D object • I can position 3D objects in relation to each other • I can select and duplicate multiple 3D objects • I can identify the 3D shapes needed to create a model of a real-world object • I can create digital 3D objects of an appropriate size • I can group a digital 3D shape and a placeholder to create a hole in an object • I can identify the 3D shapes needed to create a model of a real-world object • I can create digital 3D objects of an appropriate size • I can group a digital 3D shape and a placeholder to create a hole in an object 	<p>which can be answered using data</p> <ul style="list-style-type: none"> • I can explain what an item of data is • I can apply an appropriate number format to a cell • I can build a data set in a spreadsheet application • I can explain the relevance of a cell's data type • I can construct a formula in a spreadsheet • I can identify that changing inputs changes outputs • I can recognise that data can be calculated using different operations • I can create a formula which includes a range of cells • I can apply a formula to multiple cells by duplicating it • I can use a spreadsheet to answer questions • I can explain why data should be organised • I can apply a formula to calculate 	<ul style="list-style-type: none"> • I can transfer my program to a controllable device • I can identify examples of conditions in the real world • I can use a variable in an if, then, else statement to select the flow of a program • I can determine the flow of a program using selection • I can use a condition to change a variable • I can experiment with different physical inputs • I can explain that if you read a variable, the value remains • I can explain the importance of the order of conditions in else, if statements • I can use an operand (e.g. <=>) in an if, then statement • I can modify a program to achieve a different outcome • I can decide what variables to include in a project • I can design the algorithm for my project 	<ul style="list-style-type: none"> • I know that websites are written in HTML • I can recognise the common features of a web page • I can suggest media to include on my page • I can draw a web page layout that suits my purpose • I can say why I should use copyright-free images • I can find copyright-free images • I can describe what is meant by the term 'fair use' • I can add content to my own web page • I can preview what my web page looks like • I can evaluate what my web page looks like on different devices and suggest/make edits. • I can explain what a navigation path is • I can describe why navigation paths are useful • I can make multiple web pages and link them using hyperlinks • I can explain the implication of
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	<ul style="list-style-type: none"> I can compare different methods of communicating on the internet I can decide when I should and should not share I can explain that communication on the internet may not be private <p>E&D: Equality & Diversity</p> <p>FBV: Democracy – we all have a say</p>	<ul style="list-style-type: none"> I can share my game with others <p>GG : Reduce Inequalities</p> <p>GG: Peace, Justice and Strong Institutions</p> <p>A19</p>	<ul style="list-style-type: none"> I can decide how my model can be improved I can modify my model to improve it I can evaluate my model against a given criterion 	<p>the data I need to answer questions</p> <ul style="list-style-type: none"> I can produce a graph I can use a graph to show the answer to questions I can suggest when to use a table or graph 	<ul style="list-style-type: none"> I can design the program flow for my project I can create a program based on my design I can test my program against my design I can use a range of approaches to find and fix bugs <p>FBV: Mutual respect – we respect others and expect them to show us respect</p>	<p>linking to content owned by others</p> <ul style="list-style-type: none"> I can create hyperlinks to link to other people's work I can evaluate the user experience of a website <p>GG : Decent Work and Economic Growth</p> <p>GG: Partnership For The Goals</p> <p>A27</p>
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<p>HISTORY</p>	<p style="text-align: center;">Stone Age</p> <ul style="list-style-type: none"> I know where the Stone Age sits on the timeline of British History. I know connections between the Ice Age and the Stone Age. I know the three key periods of the Stone Age and make connections/ comparisons between these. I know that, in the Stone Age, people used cave paintings to communicate and record. I know the significance of the Lascaux cave findings. I know the places of significance for the Stone Age and its discoveries and locate these on a world map. <ul style="list-style-type: none"> I know the difference between Homo Erectus, Homo Habilis and Homo Sapiens. I know the difference between a nomadic, hunter-gatherer and settler lifestyle. 	<p style="text-align: center;">Ancient Egypt</p> <ul style="list-style-type: none"> I know where Ancient Egyptian civilisation is placed on a timeline. I know where Egypt is on a world map and can make comparisons between Ancient and modern-day maps. I know key historical figures of Ancient Egypt. I know connections between West Africa and Ancient Egypt. <ul style="list-style-type: none"> I know the process of mummification. I know the significance of Ancient Egyptian artefacts and what they indicate about early civilisations. I know the occupations Egyptians had and how this created a societal structure. I know some of the Egyptian Gods and what they represent. I know how Ancient Egyptians communicated. 	
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	<ul style="list-style-type: none"> • I know the key characteristics of a Stone Age person (clothing, diet and jobs, transport, communication). • I know the significance of the Cheddar Man. • I know that other living things existed alongside Genus Homo during the Stone Age. • I know the significance of Stonehenge. • I know what Skara Brae is and how archaeologists used it to learn more about the Stone Age (lifestyles and homes). <p>E&D: Equality & Diversity</p> <p>FBV: Tolerance of different cultures and religions – together we are one community who care, respect and understand one another</p> <p>GG : Responsible Consumption and Production</p>	<ul style="list-style-type: none"> • I know the Egyptian alphabet differs from our own. • I know the significance of the pyramids and theories of how they were built. • I know the role and significance of an Egyptologist (Howard Carter, Lord Carnarvon). <p>E&D: Equality & Diversity</p> <p>FBV: Democracy – we all have a say</p> <p>FBV: Tolerance of different cultures and religions – together we are one community who care, respect and understand one another</p>	
<p>GEOGRAPHY</p>			<p>Natural Disasters</p> <ul style="list-style-type: none"> • I know how people can predict, plan and prepare for natural disasters. • I know that the earth’s crust is split into tectonic plates. • I know that tectonic plates can collide in a number of ways. • I know that tectonic plates have different boundaries. • I know where natural disasters are likely to occur due to the position of tectonic plates. • I know that the Earth has 4 distinct layers. • I know the location of the ring of fire and why it has a large amount of natural

			<p>disaster activity.</p> <ul style="list-style-type: none"> • I can identify how the three key natural disasters occur and relate that back to boundary movements. • I know about significant historical natural disasters (e.g. Pompeii). • I know that natural disasters have impact upon human life in a variety of ways. • I know what natural resources are and how natural disasters can threaten them. • I know the connection between human and physical geography. • I know the difference between a natural disaster and a man-made disaster. <p>FBV: Individual liberty – we know our human rights and exercise these in school life and beyond</p> <p>E&D: Equality & Diversity</p> <p>GG : Good Health and Wellbeing</p> <p>GG : Clean Water and Sanitation</p> <p>GG: Industry, Innovation and Infrastructure</p> <p>GG : Sustainable Cities and Communities</p> <p>GG: Climate Action</p> <p>GG: Peace, Justice and Strong Institutions</p>
<p>ART & DESIGN</p>	<p>Drawing</p> <ul style="list-style-type: none"> • I know how to convey tonal qualities well, showing good understanding of light and dark on form. • I can confidently and strongly use pencil and charcoal in response to light and dark, shadows and well-lit areas. 	<p>Painting</p> <ul style="list-style-type: none"> • I can plan and paint symbols, forms, shapes and composition through exploring the work of other artists to inform my painting. • I can create a range of different effects by using a variety of tools and techniques such as dots, 	<p>Textiles</p> <ul style="list-style-type: none"> • I can print on fabric using a monoprint block or tile, or as part of a group using a simple stencil. • I can attach different elements using stitching – straight stitch, running or cross stitch. I can

	<ul style="list-style-type: none"> • I can use different drawing techniques for different purposes such as hatching, scribbling, stippling, and blending. within my own work, and understand which works well in my work and why. • I have developed an awareness of composition, scale and proportion in my drawings. • I can develop quick studies from observation recording action and movement with fluency, returning to each study to improve accuracy/ detail. • I can plan and complete extended sets of drawings in my sketchbook to plan a painting, print or sculpture. • I can annotate a work of art to record ideas and emotions using this to inform design ideas and thumbnail drawings/ designs. <p>E&D: Equality & Diversity</p> <p>FBV: Democracy – we all have a say</p> <p>FBV: Tolerance of different cultures and religions – together we are one community who care, respect and understand one another</p>	<p>scratches and splashes, and applying paint in layers, saying which works well and why.</p> <ul style="list-style-type: none"> • I can show the effect of light and colour, texture and tone on natural and man-made objects. • I can use my sketchbook to collect and record visual information from different sources, as well as planning and collecting source material. • I can use my own style of painting and describe what this is. • I can adapt my work and describe how I could develop it further, annotating in my sketchbook. <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>produce more complex patterns using different needles, with care and some accuracy.</p> <ul style="list-style-type: none"> • I can select and use contrasting colours and textures in stitching and weaving. • I can dye fabrics and use tie-dye techniques to control and create a fabric image. <p>GG : Good Health and Wellbeing</p> <p>E&D: Equality & Diversity</p> <p>FBV: Democracy – we all have a say</p> <p>FBV: Tolerance of different cultures and religions – together we are one community who care, respect and understand one another</p>
<p>DESIGN & TECHNOLOGY</p>	<p>Enterprise Project: Christmas related fairtrade product (cooking & nutrition) 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>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>DT Project: Fairground Ride 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.</p> <p>I mark out using my own patterns and templates</p>	<p>Cooking & Nutrition Unit <i>See Enterprise Week</i> n/a</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>FBV: Democracy – we all have a say</p> <p>E&D: Equality & Diversity</p> <p>GG : Responsible Consumption and Production</p> <p>A24</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.</p> <p>I evaluate my products and how I used information sources to inform my design.</p>	
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PE Outdoor	<p>Tag Rugby</p> <p>I can create and use space to help my team.</p>	<p>Football</p> <p>I can create and use space to help my team.</p>	<p>Hockey</p> <p>I can create and use space to help my team.</p>	<p>Basketball</p> <p>I can create and use space to help my team.</p>	<p>Tennis</p> <p>I can select the appropriate action for</p>	<p>Cricket</p>
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	<p>I can pass and receive the ball with increasing control under pressure.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can tag opponents individually and when working within a unit.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</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>GG : Good Health and Wellbeing</p> <p>A31</p>	<p>I can dribble, pass, receive and shoot the ball with increasing control under pressure.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can use marking, tackling and/or interception to improve my defence.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</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>GG : Good Health and Wellbeing</p> <p>A31</p>	<p>I can dribble, pass, receive and shoot the ball with increasing control under pressure.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can use marking, tackling and/or interception to improve my defence.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</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>I can dribble, pass, receive and shoot the ball with increasing control under pressure.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can use the rules of the game honestly and consistently.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I understand when to use different styles of defence in game situations.</p> <p>FBV: Democracy – we all have a say</p> <p>FBV: Mutual respect – we respect others and</p>	<p>the situation and make this decision quickly.</p> <p>I can use a wider range of skills with increasing control under pressure.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p> <p>FBV: Democracy – we all have a say</p>	<p>I can select the appropriate action for the situation.</p> <p>I can strike a bowled ball with increasing consistency and accuracy.</p> <p>I can use a wider range of fielding skills with increasing control under pressure.</p> <p>I can use the rules of the game consistently to play fairly.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I understand and can apply some tactics in the game as a batter, bowler and fielder.</p> <p>FBV: Democracy – we all have a say</p> <p>FBV: Mutual respect – we respect others and</p>
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			<p>GG : Good Health and Wellbeing</p> <p>A31</p>	<p>expect them to show us respect</p> <p>GG : Good Health and Wellbeing</p> <p>A31</p>	<p>FBV: Mutual respect – we respect others and expect them to show us respect</p> <p>GG : Good Health and Wellbeing</p> <p>A31</p>	<p>expect them to show us respect</p> <p>GG : Good Health and Wellbeing</p> <p>A31</p>
PE Indoor	<p>Swimming / Gymnastics</p> <p>I can swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>I can use a range of strokes effectively.</p> <p>I can perform safe self-rescue in different water-based situations.</p> <p>I can combine and perform gymnastic actions, shapes and balances with control and fluency.</p> <p>I can create and perform sequences using compositional devices to improve the quality.</p> <p>I can lead a small group through a short warm-up routine.</p> <p>I can use appropriate language to evaluate and refine my own and others' work.</p>	<p>Yoga</p> <p>I am confident to lead others, demonstrating poses and teaching them my flow.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I can use my breath to transition from one pose to another with control.</p> <p>I can use yoga poses to improve my flexibility, strength and balance.</p> <p>I choose poses which link easily from one to the other to help my sequence flow.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p>	<p>Dance</p> <p>I can choreograph a dance and work safely using a prop.</p> <p>I can lead a small group through a short warm-up routine.</p> <p>I can perform dances confidently and fluently with accuracy and good timing.</p> <p>I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.</p> <p>I can use appropriate language to evaluate and refine my own and others' work.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I can work creatively and imaginatively on my own,</p>	<p>Netball</p> <p>I can create and use space to help my team.</p> <p>I can pass, receive and shoot the ball with increasing control under pressure.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can use marking, and/or interception to improve my defence.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I can work in collaboration with</p>	<p>Athletics</p> <p>I can compete within the rules showing fair play and honesty.</p> <p>I can help others to improve their technique using key teaching points.</p> <p>I can identify my own and others' strengths and areas for development and can suggest ways to improve.</p> <p>I can perform jumps for distance using good technique.</p> <p>I can select and apply the best pace for a running event.</p> <p>I can show accuracy and good technique when throwing for distance.</p>	<p>Rounders</p> <p>I can strike a bowled ball with increasing consistency.</p> <p>I can use a wider range of skills with increasing control under pressure.</p> <p>I can use the rules of the game consistently to play fairly.</p> <p>I can work collaboratively with others to get batters out.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I understand and can apply some tactics in</p>

	<p>I can work collaboratively with others to create a sequence.</p> <p>I understand how to work safely when learning a new skill.</p> <p>I understand what counter balance and counter tension is and can show examples with a partner.</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>GG : Good Health and Wellbeing</p> <p>A31</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>GG : Good Health and Wellbeing</p> <p>A31</p>	<p>with a partner and in a group to choreograph and structure dances.</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>GG : Good Health and Wellbeing</p> <p>A31</p>	<p>others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</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>GG : Good Health and Wellbeing</p> <p>A31</p>	<p>I understand that there are different areas of fitness and how this helps me in different activities.</p> <p>I use different strategies to persevere to achieve my personal best.</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>GG : Good Health and Wellbeing</p> <p>A31</p>	<p>the game as a batter, bowler and fielder.</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>GG : Good Health and Wellbeing</p> <p>A31</p>
<p>MUSIC</p>	<p>African Drumming</p> <p>I can create rhythmic patterns with an awareness of timbre and duration; perform these confidently with a strong sense of pulse within simple cyclic patterns</p> <p>FBV: Tolerance of different cultures and religions – together we are one community who care,</p>	<p>Music in the Media</p> <p>I can use a variety of sounds creatively with a sense of structure and organization</p>	<p>Reggae</p> <p>I can play a part from a well-known reggae song, maintaining my part in a two- or three-part song.</p> <p>FBV: Tolerance of different cultures and religions – together we are one community who care, respect and understand one another</p>	<p>Talent Show</p> <p>I can create a performance using singing and/or music and/or dance and /or play a musical instrument.</p> <p>I rehearse and refine my performance.</p> <p>I can play and perform solo or in group ensembles to an</p>	<p>Performance</p> <p>Create a performance using singing and/or music and/or dance and /or play a musical instrument.</p> <p>I rehearse and refine my performance.</p> <p>I can play and perform solo or in group ensembles to an audience with accuracy and expression.</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>	

	respect and understand one another			<p>audience with accuracy and expression.</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>I reflect on my performance, discuss it musically. How did it make them feel? What went well? What could have been better?</p>	<p>I reflect on my performance, discuss it musically. How did it make them feel? What went well? What could have been better?</p> <p>Be given a design brief to compose, produce and record a piece of music for the summer production.</p>	
MODERN FOREIGN LANGUAGE	<p>My school, my subjects</p> <ul style="list-style-type: none"> ☑ Talking all about us ☑ School subjects, my opinions ☑ Back to school with the aliens animated story, creative reading and writing ☑ Witch's day at school- talk and write story 	<p>Time in the city</p> <ul style="list-style-type: none"> ☑ In the city ☑ Christmas shopping (roleplay) 	<p>Healthy eating and going to the market</p> <ul style="list-style-type: none"> ☑ Happy New Year ☑ Pantomime and verb to be ☑ Going to the market ☑ Healthy recipe <ul style="list-style-type: none"> • Jack and the Beanstalk story read/write/perform 	<p>Carnival clowns and clothes</p> <ul style="list-style-type: none"> ☑ Carnival clowns/fancy dress characters and clothes ☑ Pirate's Lost Treasure story ☑ Fancy dress fashion show 	<p>Out of this World</p> <ul style="list-style-type: none"> ☑ Traveller's survival guide ☑ Fly me to the moon story and planets /simple descriptions ☑ Intergalactic dialogues/design outer space characters and own plants and languages 	<p>Going to the seaside</p> <ul style="list-style-type: none"> ☑ Going to the seaside

Links

FBV: Fundamental British Value

E&D: Equality & Diversity

GG: Global Goal

A???: UNICEF Article