Coit Primary School

Coit Primary School Long Term Plan 2025-2026 Year Group: 6

LEARNING MINDSETS: Be Kind, Be Responsible, Be Confident, Be resilient, Be Co-operative, Be Respectful

	Autumn term		Spring term		Summer term	
	Visits and Visitors					
		Lyceum Theatre	Crucial Crew			Residential/ Transition
Mathematics Problem Solving Finding rules and describing patterns Logic Problems Finding all possibilities Visual & Diagrammatic Problems	**Number and Place Value** Read, write, order and compare numbers upto 10,000,000 and understand the values of each digit. Use negative numbers in context and calculate numbers across zero Solve number and practical problems that include all of the above recap roman numerals **Addition, Subtraction, Multiplication, Division** Add and subtract whole numbers Multiply upto 4 digit number by 1 or 2 digit Short division Division using factors Long division Common factors Common multiples Prime numbers Square numbers Cube numbers Reason from known facts	**Fractions** Equivalent fractions Use common factors to simplify fractions; use common multiples to express fractions: -Simplify fractions -Improper to mixed fractions -Add mixed numbers -Subtract mixed numbers Generate and describe linear number sequences: -Fractions on a number line Compare and order fractions >1: -Compare and order fractions Add and subtract fractions with different denominators including mixed numbers: -Add and subtract fractions Multiply simple pairs of proper fractions: -Multiply fractions by integers -Multiply fractions by fractions Divide proper fractions by whole numbers: -Divide fraction by integer Recall and use equivalences between fractions, decimals and percentages, including different contexts: -Fraction of an amount -Fraction of an amount – find the whole	**Decimals,** Identify the value of each digit upto 3 decimal places and multiply numbers by 10, 100, 1000, giving answers to 3 decimal places -multiply by 10, 100, 1000 -divide by 10, 100, 1000 Multiply decimals by integers Divide decimals by integers **Percentages** Solve problems including the calculations of percentages and use the percentage for comparison: -percentage of an amount -percentage missing values Recall and use equivalences between fractions decimals and percentages including in different contexts: -fractions to percentages -equivalent FDP -order FDP **Algebra** Use simple formulae: -formulae -forming equations Generate and describe linear number sequences: -Find a rule Express missing number problems algebraically: -forming expressions	**Measurement (Converting measures)** Solving problems including the calculation and conversion of units of measure: -metric measures -convert metric measures -calculate metric measures Convert between miles and kilometres: **Measurement (Area, perimeter, volume)** Recognise that shapes with the same area may have different perimeters Calculate areas of triangles and parallelograms Calculate, estimate and compare volume: -counting cubes -calculating volume	**Geometry (Position and Direction)** Describe positions on the full coordinate grid -First quadrant -Four quadrants Draw and translate simple shapes on the coordinate plane and reflect them in axes: -Translation -Reflection Prime numbers Square numbers Cube numbers **Geometry (Properties of Shapes)** Draw 2D shapes Compare and classify 2D shapes: -angles in polygons -angles in quadrilaterals -angles in triangles Recognising angles where they meet at a point, on a straight line or vertically opposite: -measure and draw angles -calculate missing angles **Statistics** RECAP properties of 2D shapes Illustrate and name parts of circles Interpret and discuss line graphs and pie charts: -draw line graphs -solve line graph problems -draw pie charts	Y7 Preparation and Revision **Ratio** Solve problems including relative sizes of two quantities: -use ratio language -ratio and fractions -use ratio symbols Ratio and proportion problems RECAP compare and classify 2D shapes Solve problems including scale factors of similar shapes: -using scale factor -calculating scale factors

			Find pairs of numbers that satisfy an equation Enumerate possibilities of combinations of two variables		-solve pie chart problems including percentages Calculate the mean	
English **Class text**	**War Horse** **Michael Morpurgo**	**The Boy in the Striped PJs** **John Boyne**	**Journey to the River Sea** **Eva Ibbotson**	**Topic: The Mayans** **Non-fiction book focus**	**Holes** **Louis Sacher** Non-fiction book focus Topic: The Water Cycle	**Kensuke's Kingdom** **Michael Morpurgo**
Reading Focus	**Reading focus:** -Fluently and effortlessly reading a wide range of age appropriate texts. -Determining the meaning of new words by applying knowledge of the root words, prefixes and suffixes (morphology and etymology) **-Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)** -Making predictions based on more than one piece of evidence. - When reading silently, checking that the text	**Reading focus:** -Fluently and effortlessly reading a wide range of age appropriate texts. -Determining the meaning of new words by applying knowledge of the root words, prefixes and suffixes (morphology and etymology) **- Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)** -Making predictions based on details stated and implied. Recognising themes and making comparisons within and across texts of characters, settings, themes	**Reading focus:** -Fluently and effortlessly reading a wide range of age appropriate texts. -Determining the meaning of new words by applying knowledge of the root words, prefixes and suffixes (morphology and etymology) **- Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)** -Identifying key details that support main ideas, précising paragraphs and summarising content drawn from longer texts.	**Reading focus:** -Fluently and effortlessly reading a wide range of age appropriate texts. -Determining the meaning of new words by applying knowledge of the root words, prefixes and suffixes (morphology and etymology) **-Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)** -In non-fiction, retrieving records and presenting information to other readers both formally and informally	**Reading focus:** -Fluently and effortlessly reading a wide range of age appropriate texts. -Determining the meaning of new words by applying knowledge of the root words, prefixes and suffixes (morphology and etymology) **- Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)** -Explaining how language, including figurative language, is used to contribute to meaning with evidence from the text.	**Reading focus:** -Fluently and effortlessly reading a wide range of age appropriate texts. -Determining the meaning of new words by applying knowledge of the root words, prefixes and suffixes (morphology and etymology) **-Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)** -Checking understanding using a range of comprehension strategies (see reading glossary), explaining and discussing their understanding of what

Writing Focus	**Main focus:** 1.Narrative -1st person Dramatic events Skills – passive cohesive devices, adverbials, dialogue to progress 2. instructions Skills – relative clauses, layout features, commands, use of punctuation to avoid ambiguity **Oral:** rehearsal of oral commands **3. Oral:** Poetry	**Main focus:** 1.Narrative – 1st person Writing in role Emotional responses Skills, use of punctuation to avoid ambiguity, knowledge of informal language 2. Non-fiction. Newspapers with Bias Skills – passive voice, relative clauses to add detail, direct speech formal/informal language 3. **Oral:** Poetry	**Main focus:** 1.Narrative – 3rd person settings comparing atmosphere Skills – cohesive device, expanded noun phrases, varied vocabulary 2.Persuasive writing (historical) Skills – formal register, archaic vocabulary, use of stylistic devices e.g. alliteration, metaphor 3. **Oral:** poetry, Performance – iambic pentameter	**Main focus:** 1.non-chronological report Skills – cohesion, formal writing, passive voice 2. persuasion – layout features, exaggeration, command **Oral:** creating and rehearsing persuasive language	**Main focus:** 1.Narrative – 1st person writing in role Skills- showing emotions through stylistic devices, passive, informal register 2.Formal letter Skills – cohesion, paragraphing, punctuation to avoid ambiguity **Oral:** debate, hotseating	**Main focus:** 1.Narrative – w1st person writing in role Skills- showing emotions through stylistic devices, passive, informal register 2.Balanced argument Skills – formal language, technical vocabulary, cohesive devices **Oral:** debate

Vocabulary Grammar and Punctuation **ONGOING**	**Word**	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*] How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].
	Sentence	Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech]
	Text	Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand, in contrast*, or *as a consequence*], and **ellipsis** Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
	Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*] Use of the colon to introduce a list and use of semi-colons within lists **Punctuation** of bullet points to list information How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]
	Terminology for pupils	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

Science	**Animals including Humans** We identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood We recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function We describe the ways in which nutrients and water are transported within animals, including humans. **William Harvey** **Disciplinary (Working Scientifically) Concepts**: • Asking question • Making predictions	**Electricity** We associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit We 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 We use recognised symbols when representing a simple circuit in a diagram. **James Watt** Name electrical components Compare different circuits Explain impact of changing components **Disciplinary (Working Scientifically) Concepts**: • Asking question • Making predictions	**Living Things** -We describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals We give reasons for classifying plants and animals based on specific characteristics. **Carl Linnaeus** **Disciplinary (Working Scientifically) Concepts**: • Asking question • Making predictions • Setting up tests • Observing and measuring • Recording data	**Evolution** 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. **Charles Darwin** **Mary Anning** Primary Science 168 Teaching Adaptation	**Light** We recognise that light appears to travel in straight lines We 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 We 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 We use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. **Thomas Edison** **Disciplinary (Working Scientifically) Concepts**: • Asking question • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results

	• Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating **Scientific Enquiry Types**: • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources • Pattern seeking	• Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating **Scientific Enquiry Types**: • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources • Pattern seeking	• Interpreting and communicating results • Evaluating **Scientific Enquiry Types**: • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources Pattern seeking	**Disciplinary (Working Scientifically) Concepts**: • Asking question • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating **Scientific Enquiry Types**: • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources Pattern seeking	• Evaluating **Scientific Enquiry Types**: • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources • Pattern seeking	

History		**Historical Skills Chronological Knowledge**	**Change and Continuity** to create a sense of period and time, the sequence of when things happened, what changed, how fast/slow it changed and what continued, what we might see as progress.	**Significance** how do historians choose what is most important in history as there are too many events to use everything? **5Rs Resulting in change, Remarked upon, revealing resonated and remembered**	**Similarities and Differences and Diversity** This relates to historical analysis of the extent and type of difference between people, groups, experiences or places in the same historical period.	**Interpretation of History** The study of historical interpretations relates to an understanding of how and why interpretations of the past are different.	**Cause and Consequence** how historians explain why things happened in history, how did people make a difference to what happened? What followed as a result of these?	**Historical Sources and Evidence** what do historians use to find out about the past? How do historians use this material safely to produce the best history that they can? HOW DO WE KNOW?
	Y6 **WW1** **WW1 1914-1918** **Invasion** **Battle** **Warfare** **Parliament** **Alliance** **Propaganda** **Treaty** **Colony** **Assassination** **Armistice** economy	Europe before the war WW1 Europe after WW1 and before WW11 Europe after WW11	**What was the soldier's experience of war WW1/- according to historians?** Investigate changes over time-soldier's experiences- where the wars were fought and associated health risks Life in the trenches uniform/equipment/chemical warfare/medicine/artillery/ machines/airplanes ships tanks subs WW11 more destructive	**What significant events explain the start of WW1? Understand the difference between Europe in 1914 and 2019 assassination** of Franz Ferdinand Sinking of Lusitania Battles Peace Treaty WW2	**What was Europe like in !914? How was life at the front depicted for soldiers/officers? WW1. What evidence do historians use?** /soldiers/officers songs **Was the war a negative experience for everyone?**		**What affect did the WW1 have on Europe according to historians?** winners and losers? international alliances + the changing face of Europe, the treaty of Versailles	**How do historians explain why WW1 was called the Great War?** **What can historians say about the effect the WW1 Peace treaties had on Europe?** Eyewitness accounts

	factories							Poems Newspaper accounts Royal Armoury photographs Images Paintings Songs Medals Museum visits Holocaust Museum Letters Stories adverts
	WW11 **Local Area Study** **Sheffield Blitz** **WW11 1939-`945** WW2 **Invasion** **Battle** **Warfare** **Parliament** **Alliance** **International** **Annex/axis** **Propaganda** **persecution** **Treaty** **Colony** **Armistice** economy factories evacuation holocaust		**What was the soldier's experience of -WW11 according to historians?**Investigate changes over time-soldier's experiences- where the wars were fought and associated health risks uniform/equipment/chemical ne/artillery/mac warfare/medici hines/airplanes ships tanks subs WW11 more destructive	**WW11** **What were the significant events which led to the start of WW11** Invasion of Poland **Significant battles** Normandy landings Battle of Britain Peral Harbour	**How do historians show how life was different for women in WW2 using a range of sources of evidence** Factory/farm work **What do historians know about the impact of the blitz for the people who lived in London? Sheffield?** **How was life at war depicted evacuees/ethnic groups/women?** **Parts of UK London /Sheffield** **Was the war a negative experience for everyone?** **Holocaust?**		**Why did Germany invade certain countries and so quickly and what happened to the countries that were invaded?** **What affect did the WW11 have on UK and groups of people in society?** To what extent were women affected by change during this period? What brought about the changes? **What do historians know about the impact of the blitz for the people who lived in London? Evacuees?/Sheffield people**	**What information do historians use explain how society was affected by W11?** Eyewitness accounts Poems Newspaper accounts Royal Armoury photographs Images Paintings Songs Medals Museum visits Holocaust Museum Letters Stories adverts
	Mayans Civilisation Agriculture Monument/statueHunter gatherer Trade Social structure Noble	**Ancient Civilisations 2000BC-AD 1500** **Where do Maya fit into the chronological framework?**	**How do historians explain how their civilisation changed/remain ed the same over time?** City development Scientific work Medicine Agriculture Present day	**Who were the Mayans according to historians?** **Who were the Important Mayan Individuals and why?** *Lady K'abel* *Gonzalo Guerrero* Statues of GG	**How do historians think that the Maya prospered in the rainforests?** Cities/Scientific discoveries **Rich and Poor Mayans-how were their lives different?**	**Why are there different interpretations put forward to explain the end of the Maya?**	**What reasons do historians put forward to explain the end of the Maya civilisation?**	**What types of evidence do historians have on the Maya?** **How is the LIDAR technique revealing new aspects of Maya people?** **How do historians know that religion**

	King Rulers pyramids sacrifice		**What can we learn about the ancient Maya from the Maya people today?** Continuation of ancient language Weave own clothes Grow and use corn to make bread **Comparison AE/AG** **What items did the Mayans give the world that we use today** Chocolate Vanilla Sweet potato		**How do historians know that religion was important to the Maya** **Comparisons to ancient Egypt/Greece**				**was important to the Maya?**

Geography		**Geographical Skills and Fieldwork**	**Scale:** How does my view of this place change when I zoom in or out? How and why are the places connected? What is the local/global story? Appreciating different scales (from personal and local to national, international, and global)	**Space:** **Where is this place?** **How does it connect to other places?** **What is special about this location?** **How can it be mapped?**	**Place:** **What is this place ?** **What physical and human features does it have?** **What happens here?** **How does it compare to..?** **What do the people do who live?**	**Cultural understanding and diversity:** Appreciating the differences and similarities between people, places, environments, and cultures	**Interdependence:** Understanding the social, economic, environmental, or political connections between places	**Sustainability**: Exploring sustainable development and its impact on environmental interaction	**Change:** Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes, and societies
	Y6 Autumn Term **Countries linked to WW2** **Mini topic**	Lines of Longitude and Latitude coordinates for Key countries World Map Locate countries Maps of Europe Maps of Asia		**Continents and Countries** **Location of WW2 countries** **Seas/Mountain ranges/rivers**	**What countries were linked to WW2?** **Physical and Human features/** Key Countries Axis Countries European and non-European countries Main Cities linked to WW2 Population Key Physical features Famous landmarks Rivers Mountains which would support/hinder an invasion	**What do you know about the WW2 countries?** Languages spoken Religions Currency Famous People Popular Food Compare landscape of countries	**How do countries work together now?** European Union Commonwealth United Nations	**How do European countries work together when there is a disaster to protect the area?**	**How is a Landscape altered/affected during a war?** Destruction of land from mass migration settlements

	Y6 Spring term **Rivers** **Journey to the River Sea**	Lines of Longitude and Latitude coordinates for Key countries UK River Maps World River Maps	**Size of rivers**	**Where in the world is the river xxx? What rivers are found in our local area? Names of rivers in the UK/Europe? What are the names of the most important major rivers of the world?**	**Why do people settle near rivers? What are these places like?**	**Why do some rivers have a religious significance?** River Ganges most famous Hinduism	**How might a river support a community/employment?** Homes HEP Transport- people and goods Growing Crops	**How can flooding be prevented?** Flood prevention Thames Barrier Flood defenses Embankment Damming of a river Litter and Pollution Irrigation	**How does flooding affect the land temporarily/permanently?** Flooding issues- roads/homes damaged. Disease Livestock/people affected. Pollution **How has river use changed over time?** Leisure Employment Fish environment	**Revision of the water cycle? What is a river? How do rivers/bodies of water play a part in the water cycle? What are the names/features/ stages of a river? Why does a river flood?**
	Y6 Summer erm **Biomes**	Biome Map of the world Lines of Latitude and Longitude Rainfall graphs Temperature Graphs Climate graphs	**What is the global distribution of biomes?** Scale of different biomes in the world largest/smallest	**Where are the different biomes in the world?** continent nearby oceans/seas	**What are the unique characteristics of each biome? Physical features Human features**	**How do different cultures adapt to living in different biomes?** Homes/Clothes/food	**How are plants animals and the climate connected?** **How do different biomes support food/medicines /products?**	**How can biomes be made sustainable?**	**How do biomes change over time?**	**What is a biome? What are the features of the different biomes? How do lines of Lat/Long link to climate?** Difference between weather/climate Climate zones **How does climate change impact biomes?**
Computing	**Strand 3 – Understanding and sharing data** **3.6 Why do we use spreadsheets?** In this unit children will learn to use a spreadsheet to develop and explore mathematical models. (A spreadsheet is a computer program which organises data into rows and columns which can be manipulated and used in calculations). Children will input data into a spreadsheet for a given purpose; make predictions and explore the effects of changing the data. They will also explore how formulae are used. **Algorithms**	**Strand 1 – Communicating: Text and images** **1.6 How do I use a computer to present information effectively?** In this unit children will combine media to create a multimedia presentation. They will plan out, considering audience and features of an effective presentation. Children will evaluate and refine the content according to feedback **Creating Media** **Design and development** **Effective use of tools** **Impact of technology**	**Strand 4 – Computational thinking: programming A** **4.6 Writing complex programs** In this unit, children will recognise and use sequence, repetition, selection and variables to create complex programs. They will combine variables with operators to determine when a program changes. **Algorithms** **Design & Development** **Effective use of tools** **Programming**			**Strand 2 – Communicating: Multimedia** **2.6 What makes an excellent film?** Children will learn about the features of a good film. They will identify different camera angles used in filmmaking and discuss their effect. They will apply this knowledge in their own planning and filming. They will learn the basics of editing video clips and adding effects. Children will review and evaluate their film and edit their work to improve it. All	**Strand 4 – Computational thinking: programming B** **5.6 Real world applications** In this unit, children will recognise examples of real-world applications controlled by computers. They will use sequence, repetition, selection and variables to design and create a real-world physical system or application. **Algorithms** **Creating Media** **Effective use of tools**	

	Data and information			films in the UK have a PEGI rating – discuss what kind of content affects the rating **Creating Media** **Design and Development** **Effective use of tools** **Impact of technology**	**Programming**
	Strand 0 – What is a computer? **0.6 – Key skills: Understanding the computer**				
Music	**Autumn Spring & Summer** **Ukuleles**. **Performance Purpose:** Filmed on iPads for the whole school performance The Y6's spend 30 weeks learning the ukulele together as a class ensemble as part of their access to wider opportunities in the field of music, as an integral part of national curriculum music lessons. The class will learn up to 6 chords (major and minor), plentiful repertoire and will also begin to learn how to read and play from Tablature (fret number-based stave reading). They will learn rhythm, chords and will develop ensemble musicianship skills. The course will conclude with a performance opportunity to allow for parental and whole school engagement. Alongside this, children will learn about rhythm, notation, genre, tempo, pitch and dynamics **Skills covered** Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. Improvise using instruments in the context of a song to be performed. Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.				
	WW1 **Vaughan Williams Lark Ascending** https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gqp31 **Musical History** Who was Vaughan Williams? **Listen and Appraise** Instruments? Emotions? Tempo? Dynamics? Textures? Images?	**WW11 Theme** **Elgar Enigma** **BBC Ten pieces** https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gqp3 **Musical History** **Who was Elgar?** **Listen and Appraise** Instruments? Emotions? Tempo? Dynamics? Textures? Images?	**Delia Derbyshire Trailblazer Doctor Who** **https://www.bbc.co.uk/teach/ten-pieces/classical-music-delia-derbyshire-doctor-who-theme/zfh792p** **Musical History** Who is Delia and why was she considered a trailblazer? Instruments? Emotions? Tempo? Dynamics? Textures**?** **Images?**	**Ravi Shankar Hindustani x 6 lessons BBC 10 Pieces** https://www.bbc.co.uk/teach/ten-pieces/classical-music-ravi-shankar-symphony-finale/znk8bdm **Musical History** Who was Ravi Shankar? Why was he a trailblazer? **Listen and Appraise** Listen to a performance from a different tradition Learn about drones and ragas Learn about call and response Create a coda	**Charanga** Happy Style: Pop Music with soul Songs • Top of the World • Don't worry be happy • Walking on Sunshine • When you're smiling • Love will save the day **Listen and Appraise** • Tempo • Dynamics	**Charanga:** You've got a friend Style: Carole King music **Songs** -One fine day -Up on the roof -Will you still love me tomorrow -You make me feel like a natural woman **Listen and Appraise** Style Indicators? Structure of the songs? Identify instruments and voices Musical Dimensions used in the song

				Build structure sections of music into a bigger piece and perform	• Range of instruments • Number of voices • How are they used during the song? • Identify a hook	
Playing	**Ukulele – Chords** Children will be introduced to the ukulele including it's origins. They will learn how to correctly hold and care for the instrument. Children will learn chords through playing songs from a variety of genres.		**Ukulele – Notation and strumming** The Spring term will continue to embed the children's playing of chords by revisiting songs from the Autumn term. They will also begin to play individual notes. Children will be introduced to tablature and standard notation and, by the end of the unit, should be able to play a simple melody from a score.		**Ukulele – Composition and Performance** The Summer Term will bring together all of the children's previous learning, playing simple melodies of chord sequences. The will begin to compose chord sequences and investigate how notes sound when played alongside chords through improvisation. The children will also focus on performance as they prepare for the school end of year showcase.	
Composition	**Identify chord patterns**		**Make own chord patterns**		**Make own chord patterns**	
Performance	**Harvest Festival Performance**	**Christmas Performance** **Christmas Pantomime** **External Violin Quarter**	**Video Ukulele performance in class for analysis**	**Ukulele performance Joint Federation**	**Ukulele Performance for parents Y6**	**Y6 leaving production for the school and for parents**
PE	**Netball** In this unit pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self managing games. **Key Skills:** passing, catching, footwork, intercepting, shooting **Key Concepts:** - Agility - Coordination - Fitness	**Dance** Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, and dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups. **Key Skills:** Movement to a beat, combing actions, combining stories	**Gymnastics** Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. **Key Skills**: Straddle roll, forward roll, backward roll, counterbalance, countertension, group balances,	**Gymnastics** Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	**Athletics** **(links with Sports Day)** Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide	**Tennis** Pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent. **Key Skills:** Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve **Key Concepts:** - Movement - Balance - Coordination

	- Collaboration - Competition - Technique	**Key Concepts:** - Movement - Balance - Agility - Coordination - Collaboration	cartwheel, bridge, shoulder stand, handstand, headstand, vault **Key Concepts:** - Movement - Balance - Agility - Coordination - Collaboration - Sequence - Technique	**Key Skills**: Straddle roll, forward roll, backward roll, counterbalance, countertension, group balances, cartwheel, bridge, shoulder stand, handstand, headstand, vault **Key Concepts:** - Movement - Balance - Agility - Coordination - Collaboration - Sequence - Technique	feedback to others. In this unit pupils learn the following athletic activities: long distance running, sprinting, hurdles, high jump, triple jump, discus and shot put. **Key Skills**: Pacing, sprinting, relay changeovers, jumping for distance and height, push and fling throw for distance **Key Concepts:** - Movement - Agility - Balance - Coordination - Fitness - Technique - Evaluation and improvement	- Competition - Collaboration - Technique

	Rounders Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively. **Key Skills:** Throwing and catching tracking, fielding and retrieving a ball, batting **Key Concepts:** • Agility • Coordination • Competition • Fairness • Technique	**Dodgeball** Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances. **Key Skills**: Throwing, catching, dodging, blocking **Key Concepts:** • Movement • Agility • Competition • Collaboration • Fairness	**Badminton** Badminton is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In badminton, they do this by placing an object away from an opponent to make it difficult for them to return. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. **Key Skills:** Agility, balance, coordination, speed, stamina, strength, power **Key Concepts:** • Movement • Balance • Agility • Coordination • Fitness • Sequence • Evaluation and improvement •	**Yoga** Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others. **Key Skills**: Balance, flexibility, strength, coordination **Key Concepts**: • Balance • Coordination • Fitness • Sequence Technique	**Netball** In this unit pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self managing games. **Key Skills:** passing, catching, footwork, intercepting, shooting **Key Concepts:** • Agility • Coordination • Fitness • Collaboration • Competition • Technique •	**Golf** Pupils will develop skills and apply them to striking, chipping, putting and playing a short and long game. They will develop their coordination, accuracy and control of movements. These lesson plans will enable teachers to provide pupils with activities that help them understand the principles of golf and develop fluid movements that can be used in game situations. They will be confident in selecting the appropriate shot for the situation. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strengths. Pupils will be given the opportunity to work on their own and others, taking turns and sharing ideas. Pupils will be creative in designing their own course. **Key Skills**: Accuracy, balance, co-ordination, striking **Concepts**: • Movement • Balance • Agility • Coordination • Competition
ART & Design	**Drawing** Research: Perspective Developing skills: Experiment creating different scenes using a range of drawing materials (pen, chalk, pastels) Can they draw from memory or using their imaginations? Explore relationships between line, shape, tone, texture and **space** Applying skills: creating a street / image in perspective which conveys a certain mood/feeling		**Printing and mixed media (layered printing)** Research: Fauvism 'Matisse emerged as the leader of the group, whose members shared the use of intense colour as a vehicle for describing light and space, and who redefined pure colour and form as means of communicating the artist's emotional state' How have a range of artists used colour to communicate and '**emotional state'**? Links with Y5 **Robert Rauschenberg. Matisse**		**3D form** Research: architecture with a focus on **Gaudi** (fantasy lands) Look at a range of architects and architecture (including links to Y3 Greek architecture). How do different buildings compare? Why have they been built in the style they have? Functionality? Style? Conventions? How/why do Gaudi's buildings differ? Impact? Developing skills: Model making Mixed media experimentation (card, clay) Using tools

	Evaluation: children evaluate use of tone to convey mood Formal Elements: **tone** **line** **shape** **space** **form**	Study into his range of work - mixed media, layering, drawing, printing. Why have colours been arranged like they have? Contrast? How and why did his art change through time? Which style of Matisse's work do the chn prefer? Why? Developing skills: Practise printing Experiment with layering prints onto different paper. Incorporate collage. Adding different mixed media Experimentation with collage: https://classroom.thenational.academy/lessons/introduction-to-collage-and-experimentation-with-paper-cgvpcd?activity=video&step=1 Making a stamp for printing: https://classroom.thenational.academy/lessons/making-your-own-stamps-for-printmaking-6mvk6t?activity=video&step=1 Making a collagraph print: https://classroom.thenational.academy/lessons/making-a-collagraph-print-c4rk6d?activity=video&step=1 Applying skills: Children to create their own mixed media print in the style of Matisse. Children to choose a suitable title/name for their piece of art. Consider what stimulus they could have for this – a piece of music? Poem? Experience? Emotion? Representation of them? Evaluation: How easy was it to layer the printing? Was the overall composition successful? Does the piece represent 'you'? Formal Elements: **line** **shape** **colour** **form** **texture** **space**	Shape Form NSEAD, architecture (engaging boys): https://www.nsead.org/resources/units-of-work/uow-drawing-boys-gone/ Applying skills: Design and form own fantasy land linked to English and inspired by Gaudi architecture/mosaic work Evaluation: Have you emulated the design elements used by Gaudi? Formal Elements: Line Shape Form Space Texture Colour
	Y6 RETRIEVAL PRACTICE AUTUMN TERM • I can confidently draw a range of lines and shapes which are in proportion to each other		

	• I can create different tones and shades with different media • I can create different textures using hatching, cross-hatching, scumbling, stippling to create realistic effects • I can sketch using the rules of proportions (for a face) **FOLLOWING UNIT of work** • I can create different tones and shades (including to show dimensions) • I can create different textures using hatching, cross-hatching, scumbling, stippling to create realistic effects • I can include perspective in my drawings • I have an understanding of scale and proportions, foreground and background		
Design & Technology	**Electrical** **Design and produce an alarm system which alerts when a charity collection box is removed.** **NC Technical Knowledge: understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]** **Skill retrieval from previous years:** Series, parallel, simple circuits, switches, Structures (free standing, shell), strengthening and stiffening, levers and sliders **Investigate, disassembly, evaluate:** • Explore and investigate everyday appliances that use electricity • Investigate alarms for different uses • Investigate use of different circuits **Focus Practical tasks:** • Make simple series circuits • Explore and develop electrical circuits including those using switches • Investigate switches for different purposes **Design**: • Use a comprehensive labelled diagram to design their own alarm system which works through an electronic circuit • Communicate their ideas through detailed labelled drawings • Develop a design specification **Make** • Using at least one electronic circuit, children to make a working alarm. • Make modifications as they go along **Evaluate** • Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests • Record their evaluations using drawings with labels	**Computer Control** **Design and make an automated night light for a younger child.** **NC Technical Knowledge: apply their understanding of computing to program, monitor and control their products.** **Skill retrieval from previous years:** Series, parallel, simple circuits, switches, structures, strengthening and stiffening, levers and sliders, computer control **Investigate, disassembly, evaluate:** • Explore and investigate everyday appliances that use electricity • Investigate programmable toys and gadgets **Focus Practical tasks:** • Make simple series circuits • Explore and develop electrical circuits including those using switches • Investigate switches for different purposes • Investigate computer control programs using crumble kits **Design**: • Design a program using Scratch which supports designed nightlight using Crumble kits • Communicate their ideas through detailed labelled drawings • xplore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways using algorithms **Make** • Create the circuit and other aesthetic parts to case a night light which can be controlled remotely, Select appropriate tools, materials, components and techniques Make modifications as they go along	**Food/Nutrition** **To design and make a healthy meal which is under 500 calories for a member of staff.** **NC: understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.** **Skill retrieval from previous years:** **Investigate, disassembly, evaluate:** • Classify and group foodstuff • Analyse appearance, smell, taste, texture, how grown, how produced, how eaten, cost, weight of food **Focus Practical tasks:** • Weigh and measure accurately • Prepare food - peel, cut, slice, grate • Combine food from different food groups to create healthy products **Design**: • Design a menu for an adult which is under 500 calories, planning the order of working. • Plan the order of work choosing appropriate materials, tools and techniques **Make** **Make a healthy meal for an adult which consists of less than 500 calories using good food hygiene techniques.** • Weigh and measure accurately • Peal, spread, cut food ingredients • Apply the rules of basic food hygiene and other safe practices

	• Evaluate against their original criteria and suggest ways that their product could be improved		**Evaluate** • Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests • Record their evaluations using drawings with labels Evaluate against their original criteria and suggest ways that their product could be improved		**Evaluate** • Evaluate the product against the original criteria and suggest ways it can be improved. • Gather other people's views	
RE	U2.2 Creation and science: conflicting or complementary? Christians	U2.11 Why do some people believe in God and some people not? Religion: Thematic unit- C, NR.	U2.7 Why do Hindus want to be good? Hindus	U2.5 What do Christians believe Jesus did to 'save' people? Christians	U2.6 For Christians, what kind of King is Jesus? Christians	U2.12 How does faith help people when life gets hard? Religion: Thematic Unit
RHE	Online Safety Os6) Bias (N2)* Mutual respect and tolerance Individual liberty Friendships What are stereotypes? Mutual respect and tolerance Individual liberty Online Safety Online Stereotypes L5 ** Mutual respect and tolerance Individual liberty Friendships How do I accept my friends for who they are? Tolerance and mutual respect Community Inclusion, belonging and addressing extremism Extremism * Financial Capability Being a critical consumer-PSHE Association Online Safety Project Evolve I can demonstrate how to make references to and acknowledge sources I have used from the internet.	Mutual respect and tolerance Rule of law Community C1) What is prejudice? Mutual respect and tolerance Individual liberty Online Safety Os7) Echo Chambers (N5) * Mutual respect and tolerance Rule of law Community C2) What is the history of prejudice? Mutual respect and tolerance Rule of law Community C3) What should I do if I encounter prejudice? Mutual respect and tolerance Racism **Lesson 7: Representation matters** Mutual respect and tolerance Racism **Lesson 8: Myth busting anti-racism**	Sx1) How do plants reproduce? (N.B. Taught through science – does not include sexual intercourse) Mutual respect and tolerance Community C4a) How can I be a great citizen? Online Safety Online Ads and money on the internet C1* * Rule of law Online Safety In App purchases and credit card info C5 ** Financial Capability/ community C5b-How can I spend money?	Individual liberty Rule of Law Physical Health P4) Why do some people take drugs? * Physical Health P5) Where should I get my health information? * Online Safety Inaccurate health info L3** Physical Health P6) How do I save a life? * Rule of Law Online Safety OS3) Meeting Strangers **	Growing Up G1) How will my body change as I get older? Growing Up G2) How will my feelings change as I get older? Growing Up G3) How will I stay clean during puberty? Growing Up G4) What is menstruation? Mutual respect and tolerance Community C6) What makes it feel like we belong? Mutual respect and tolerance Individual Liberty Community C7) What does it mean to be British? Online Safety Verifying info online N3**	Online Safety Unhealthy Attention P3 ** Mutual respect and tolerance Friends Fr7) How do we reduce sexism? Mutual respect and tolerance Community C4b) How can we make a positive change in the world? Rule of Law Drugs and Alcohol Drugs-Managing risk-influence and pressure* Rule of Law Drugs and Alcohol Drugs-Managing risk-Drugs, alcohol and the media * Financial Capability/ community C5c How can I earn money?

French	**AUTUMN TERM**		**SPRING TERM**		**SUMMER TERM**	
	Phonetics lessons 1-3 (XT) In these three sequential lessons, pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. **The Date (IN)** Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated, so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in French.	**Do You Have a Pet? (IN)** By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in French. They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.	**Clothes (IN)** By the end of this unit pupils will have the knowledge and skills necessary to describe what they are wearing in French. This is a unit that brings together much of the grammar covered in our Intermediate teaching type (nouns, gender, determiners, plurality, possessives, adjectival agreement, 1st person conjugation) so that pupils can say and write what they are packing in their suitcase for a holiday.	**At School (PR)** In this unit pupils will learn the nouns and determiners/definite articles for ten school subjects in French. They will also learn how to conjugate the verb 'to study', an introduction to time and an expansion of opinions. By the end of the unit pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time and on which day they study various subjects. This will enable pupils to create more detailed and personalised responses by the end of the unit.	**At the Weekend (PR)** In this unit pupils will learn ten phrases for activities they may do at the weekend in French. They will also be presented with further extension on telling the time and opinions / justifications. Pupils will have the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and personalised responses by the end of the unit.	**Vikings (PR)** Through the medium of this familiar period of history, pupils will be taught the skills to describe themselves. They will do this as a character from the Viking period, exploring the vocabulary, adjectives and grammar involved in character and physical descriptions, allowing pupils to describe themselves and also another person by the end of the unit.
						

Key	
E	Early Language
I	Intermediate
P	Progressive
X	Extra Teaching