

Long Term Plan: Year 6 Curriculum Objectives

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Reading:</p> <p>Word reading:</p> <ul style="list-style-type: none"> Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words <p>Comprehension:</p> <ul style="list-style-type: none"> Maintain positive attitudes to reading and understanding of what is read. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Recommending books that they have read to their peers, giving reasons for their choices. Identifying and discussing themes and conventions in and across a wide range of writing. Making comparisons within and across books. Learning a wider range of poetry by heart. Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Checking that the book makes sense, discussing understanding and exploring the meaning of words in context. Asking questions to improve understanding. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Explain and discuss understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views. 			<p>Writing:</p> <p>Transcription - Spelling</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidelines for adding them Spell some words with 'silent' letters, e.g. knight, psalm, solemn. Continue to distinguish between homophones and other words which are often confused. Use knowledge of morphology and etymology in spelling and understand that the. Spelling of some words needs to be learnt specifically, as listed in Appendix 1. Use dictionaries to check the spelling and meaning of words. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus. Handwriting and presentation. Write legibly, fluently and with increasing speed by: Choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters choosing the writing implement that is best suited for a task <p>Composition</p> <p>Plan writing.</p> <ul style="list-style-type: none"> Identify audience for and purpose of writing, selecting appropriate form and using other similar writing as models for their own. Noting and developing initial ideas, drawing on reading and research where necessary. In writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed. <p>Draft and write by:</p> <ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Précising longer passages. Using a wide range of devices to build cohesion within and across paragraphs. Using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensuring the consistent and correct use of tense throughout a piece of writing. Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proof-read for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 		

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	<p>Grammar/Phonics: Develop their understanding of the concepts set out in Appendix 2 by: Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using passive verbs to affect the presentation of information in a sentence. Using expanded noun phrases to convey complicated information concisely. Using modal verbs or adverbs to indicate degrees of possibility. Using relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun.</p> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing. Using brackets, dashes or commas to indicate parenthesis. Using semi-colons, colons or dashes to mark boundaries between main clauses Using a colon to introduce a list. Use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading. Use a wide range of conjunctions to create compound and complex sentences. Use full stops, commas, exclamation marks, speech marks and question marks to punctuate sentences correctly. Use a wide range of adjectives and adjectival phrases, adverbs, adverbials and prepositional phrases to add description and elaboration to writing. Use expanded noun phrases to convey complicated information concisely. 			<p>Speaking and Listening:</p> <ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and build vocabulary and knowledge. Articulate and justify answers, arguments and opinions. Give well-structured descriptions and explanations. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances and debates. Gain, maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication. 		
<p>Mathematics</p>	<p>*Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit *Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication *Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. *Use written division methods in cases where the answer has up to two decimal places *Identify common factors, common multiples and prime numbers *Use common factors to</p>	<p>*Round any whole number to a required degree of accuracy Solve problems which require answers to be rounded to specified degrees of accuracy Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. *Perform mental calculations, including with mixed operations and large numbers *Use their knowledge of the order of operations to carry out calculations involving the four operations *Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. *Associate a fraction with</p>	<p>*Use negative numbers in context, and calculate intervals across zero *Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context *Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why *Solve problems involving addition, subtraction, multiplication and division *Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles *Recognise that shapes with</p>	<p>*Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts *Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. *Solve problems involving similar shapes where the scale factor is known / can be found *Draw 2-D shapes using given dimensions and angles *Recognise, describe and build simple 3-D shapes, including making nets *Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius *Use simple formulae *Express missing number</p>	<p>*Curriculum consolidation – focus on areas of need.</p>	<p>*Enumerate possibilities of combinations of two variables. *White Rose Themed Projects – Consolidation of KS2 Curriculum</p>

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simplify fractions; use common multiples to express fractions in the same denomination
 *Compare and order fractions, including fractions > 1
 *Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
 *Multiply simple pairs of proper fractions, writing the answer in its simplest form
 *Divide proper fractions by whole number
 *Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons

division and calculate decimal fraction equivalents for a simple fraction
 *Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
 *Multiply one-digit numbers with up to two decimal places by whole numbers
 *Convert between miles and kilometres.
 *Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
 *Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
 *Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate

the same areas can have different perimeters and vice versa
 *Calculate the area of parallelograms and triangles
 *Recognise when it is possible to use formulae for area and volume of shapes
 *Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].
 *Describe positions on the full co-ordinate grid (all 4 quadrants)
 *Draw and translate simple shapes on the coordinate plane, and reflect them in the axes

problems algebraically
 * Generate and describe linear number sequences
 *Interpret and construct pie charts and line graphs and use these to solve problems
 *Calculate and interpret the mean as an average.
 *Find pairs of numbers that satisfy an equation with two unknowns *Enumerate possibilities of combinations of two variables.



Working Scientifically:

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision.
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs.
- Using test results to make predictions to set up further comparative and fair tests.
- Using simple models to describe scientific ideas.
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations.
- Identifying scientific evidence that has been used to support or refute ideas or arguments.

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<p>Science</p>	<p>Electricity</p> <ul style="list-style-type: none"> • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • Use recognised symbols when representing a simple circuit in a diagram. 	<p>Living Things</p> <ul style="list-style-type: none"> • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals • Give reasons for classifying plants and animals based on specific characteristics 	<p>Animals including Humans</p> <ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Describe the ways in which nutrients and water are transported within animals, including humans 	<p>Light</p> <ul style="list-style-type: none"> • Recognise that light appears to travel in straight lines • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<p>Evolution and Inheritance</p> <ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<p>Practical investigations – applying scientific knowledge and vocabulary.</p>
<p>Computing</p>	<p>Computing Systems and Networks - Communication and collaboration</p> <ul style="list-style-type: none"> • To explain the importance of internet addresses • To recognise how data is transferred across the internet • To explain how sharing information online can help people to work together • To evaluate different ways of working together online • To recognise how we communicate using technology • To evaluate different 	<p>Data and Information - Introduction to spreadsheets</p> <ul style="list-style-type: none"> • To create a data set in a spreadsheet • To build a data set in a spreadsheet • To explain that formulas can be used to produce calculated data • To apply formulas to data • To create a spreadsheet to plan an event • To choose suitable ways to present data 	<p>Programming - Getting active with Microbit</p> <ul style="list-style-type: none"> • To know and understand what variables are • To use variables to describe a character • To write algorithms that use variables To write algorithms that use variables • To explain how variables are used in programs • To debug programs containing variables To identify the uses of a step-counter • To write an algorithm for a step-counter • To program the BBC micro:bit as a step-counter To 	<p>Creating Media - Web page creation</p> <ul style="list-style-type: none"> • To review an existing website and consider its structure • To plan the features of a web page • To consider the ownership and use of images (copyright) • To recognise the need to preview pages • To outline the need for a navigation path • To recognise the implications of linking to content owned by other people 	<p>Skills Showcase – Careers Research</p> <ul style="list-style-type: none"> • To use specific vocabulary to research a given topic using a search engine • To collate information visually using a suitable software program • To present findings using a range of media devices 	

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	<p>methods of online communication</p>		<p>predict how variables will be used in programs</p> <ul style="list-style-type: none"> • To understand how a variable can be set to a random number • To write algorithms that use random number variables <p>To debug programs involving random number variables</p> <ul style="list-style-type: none"> • To write programs that use random number variables • To evaluate a solution effectively 		
<p>History</p>		<p>Early Civilisations – Shang, Indus Valley, Early Islam How have the early civilisations shaped our world today?</p> <ul style="list-style-type: none"> -Building a coherent knowledge of the earliest civilisations, their chronological place in history and their impact on future civilisations by comparing Shang Dynasty, Indus Valley and Early Islam -Placing early civilisations into context – overview of Shang Dynasty, Indus Valley and Early Islam -Identifying and comparing the continuities and changes of Early Civilisation achievements and inventions from then 		<p>World War II What was Teesside’s role in World War II?</p> <ul style="list-style-type: none"> - Building an understanding of post-1066 Britain (WW2) and its impact on Teesside. - Placing World War II into the wider context of historical chronology. - Provide valid reasons why some changes developments were important during WWII. - Identifying the effect of WWII on Teesside as either positive or negative. - Interpreting the achievements of WWII as a turning point in British history in the context of then and now – who felt more of their impact, us or them? - What impact did WWII have on Teesside? 	<p>Crime & Punishment How have crime and punishment changed over time?</p> <ul style="list-style-type: none"> -Building coherent knowledge of a change in social history with a focus on Crime and Punishment through the years -Deeper understanding of crime and punishment over periods of time that could include: Romans, Anglo-Saxon/Viking, Tudors, early modern period, Victorian and modern day -Identifying and comparing the continuity and change of crime and punishment from Roman Britain to modern day -Identifying and comparing the effects and influence of changes in crime and punishment

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		<p>to now</p> <ul style="list-style-type: none"> -Identifying and comparing the effects and influence of Early Civilisation achievements on the Western world – democracy, philosophy, medicine, language etc. -Identifying the significance of Early Civilisation achievements and their impact on today 				
<p>Geography</p>	<p>Protect Our Planet! How can we save our planet?</p> <p>Locational Knowledge Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (<i>apply this knowledge when exploring climate zones and biomes of the world</i>)</p> <p>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of <i>different climate zones and biomes of the world.</i></p> <p>Human and Physical Geography <i>With a focus on climate change, describe and understand key aspects of physical geography (climate zones, biomes and vegetation belts) and human geography (types of settlement, land use,</i></p>		<p>Awesome Asia What's significant about Asia?</p> <p>Locational Knowledge Locate the world's countries, using maps to focus on Asia concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region <i>within Asia.</i></p> <p>Human and Physical Geography Describe and understand key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes) and human geography (types of settlement, land use, economic activity including trade links and distribution of natural resources, including energy, food, minerals and water) <i>in Asia.</i></p>		<p>Over the Years How have ancient settlements influenced life today?</p> <p>Locational Knowledge Understand how key topographical features and land-use patterns have changed over time.</p> <p>Place Knowledge <i>Understand how human and physical geography has changed over time in the UK.</i></p> <p>Human and Physical Geography Describe and understand key aspects of physical geography (climate zones, biomes, vegetation belts, rivers and mountains) and human geography (types of settlement, land use, economic activity including trade links and distribution of natural resources, including energy, food, minerals and water) <i>and how this has changed over time.</i></p> <p>Geographical Skills and Fieldwork Use maps, atlases, globes</p>	

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	<p>economic activity including trade links and distribution of natural resources, including energy, food, minerals and water).</p> <p>Geographical Skills and Fieldwork Use maps and globes to locate countries and describe features studied <i>in relation to climate change</i>.</p>		<p>Geographical Skills and Fieldwork Be able to choose the most appropriate method and resource to locate countries <i>in Asia</i> and describe features studied. Use the eight points of a compass, six figure grid references, symbols, and key to build their knowledge of the United Kingdom and the wider world.</p>		<p>and digital/computer mapping to <i>show how settlements have changed over time</i>. --Use the eight point of a compass, six figure grid-references, symbols and key (including the use of OS maps) to build their knowledge of the UK and wider world <i>and how this has changed over time</i>.</p>	
Design & Technology	<p>Design</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks accurately • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <p>Evaluate</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Understand how key events and individuals in design and technology have helped shape the world. 					
	Torches – electrical systems		Market stall enterprise – smoothies/chocolate/cake design and sell		School performance related D.T	
Art & Design		Islamic art		Banksy – how does Art spread a message?	School performance related Art & Design	
Physical Education	<p>Sport & Games</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • Develop flexibility, strength, technique, control and balance. 					
	<ul style="list-style-type: none"> • Critique their own and others work, commenting on the techniques used and how it makes them feel. • Identify ways they would improve artwork created by themselves or another artist. • Research the lives and work of different artists, designers and architects. • Recognise artists that have demonstrated similar styles and techniques. • Identify similarities and differences in style between different artists, designers and architects. 					

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	<ul style="list-style-type: none"> • Perform dances using a range of movement patterns. • Take part in outdoor and adventurous activity challenges both individually and within a team. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming and water safety. Pupils should be taught to:</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively • Perform safe self-rescue in different water-based situations. 					
	<p>Rugby: Ball Skills/Invasion Games</p> <p>Health & Fitness: Cross Country/ Yoga& Pilates</p>	<p>Dance Football: Ball Skills/ Invasion Games</p>	<p>Indoor Athletics Netball: Ball Skills Net & Wall games</p>	<p>Hockey: Ball Skills Invasion Games</p> <p>Gymnastics</p>	<p>Athletics: Track/Field</p> <p>Cricket & Rounders: Ball Skills Striking & Fielding</p>	<p>Athletics Track/Field</p> <p>OAA</p>
<p>Music</p>	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the interrelated dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music. 					
	<ul style="list-style-type: none"> • To sing increasingly complex songs, considering breathing, diction and expression • To securely identify whether a piece of music is in '2' or '3' time • To perform music simultaneously on pitched instruments, securely demonstrating an awareness of the need to listen to other performers. • To perform basic notated melodic shapes on tuned percussion instruments. • To be able to identify and demonstrate semibreves, minims, crotchets, quavers, semiquavers and rests in written notation • To display a sensitivity to other performers whilst demonstrating the above • To compose and notate a four bar rhythm on a theme, considering rhyme structure and logical word emphasis • To understand the key 	<ul style="list-style-type: none"> • To sing songs and rounds, using dynamics and altering voice to express meaning of words • To recognise a wider range of instruments and musical elements demonstrated in live and recorded performances • To securely understand the musical terms 'Forte, fortissimo, piano, pianissimo, staccato, legato, allegro, adagio, major, minor, busy, sparse, high, low' • To securely understand dynamics and be able to adjust voices using written musical symbols 'f', 'p', 'ff' and 'pp', 'crescendo' and 'diminuendo', 'mf' and 'mp'. • Create melodic ideas, using tuned percussion, in response to a simple storyboard - the music should, in a basic way, reflect the images and narrative. • The storyboard 	<ul style="list-style-type: none"> • To sing songs written by famous composers with increasing accuracy • Continue to sing songs with increasing complexity, embracing the concept of singing in parts. • To have a good understanding of the different sections of the orchestra and be able to identify specific instruments in an orchestral setting (e.g. the melody is played on a...) • To watch videos of orchestral performances and discuss various instrument-specific devices used with increasing knowledge of musical terms • To listen to a variety of famous musical works and answer more detailed questions about various musical features, using musical terms previously discussed and new, instrument specific terms, such as 'pizzicato' and 	<ul style="list-style-type: none"> • To comfortably understand the terms 'Early Music', 'Baroque', 'Classical', 'Romantic' and 'Modern' and listen to and discuss examples of music from each genre, considering instrumentation and musical features • To have a developing understanding of the differences in the music from each era and key points in history that shaped these differences • To learn about more famous composers from each era • To use analytical skills to begin to make a decision on which era a piece of music may belong to and who it may be written by, with increasing accuracy • To complete two written overview assessments and improve understanding on areas that were not as strong as others, displaying improvement in second • To transcribe musical 	<ul style="list-style-type: none"> • To learn songs with up to three parts from different countries and traditions, including those in different languages • To listen to music from different countries/traditions and learn more detailed relevant terms such as 'call and response', 'repetition' and 'polyrhythmic' and 'syncopation' • To learn about instruments and features specific to music from various countries and to consider in more detail cultural and social elements that have shaped the music • To apply knowledge from previous terms to perform more complex world music ensemble pieces using pitched and unpitched instruments including, where applicable, more complicated syncopated rhythms 	<p>Performance</p>

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	words pulse, rhythm, pitch, metre, melody	composition will make use of the pitch notes C-G, and the rhythms semi-quavers, quavers, crotchets and minims as a minimum expectation, and the use of one rest. • Instrumental students may make use of their instrument for composition tasks where appropriate.	'glissando' and 'double stopping' • To analyse specific musical works and display an understanding of devices/instrumentation used by composers to evoke moods • To begin to understand texture, using the words 'polyphonic' and 'homophonic'. • To perform short excerpts from famous historical musical works.	excerpts from historical works, using tools such as Musescore • Key words will include: J.S. Bach. W.A. Mozart, Beethoven, Pagannini, and Louis Armstrong.	<ul style="list-style-type: none"> To work within a structure to compose class music in the style of specific genre, using elements as discussed To listen to an audio music example and make an informed decision about where it might be from based on the elements discussed To compose and perform a piece using the key term 'pentatonic' linking to music of Asia. 	
Religious Education	Stories of Hinduism.	What is a church?	What is the Qur'an?	Expressing faith through the arts.	Sikh worship and community.	What happens when we die?
PSHE	Being in My World. Railway Safety Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling Rail safety (locality) World Mental Health Day	Celebrating Difference Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy Anti-bullying Week	Dreams and Goals Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments Children's Mental Health Week	Healthy Me Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Relationships Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Changing Me Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition Water Safety
MFL	Phonetics. At School.	Planets.	At the Weekend.	World War II.	Healthy Lifestyle.	Me in the World.