Year 6 Curriculum Map

English

Please see our Literature Spines, which provide details of the texts we follow each term, along with the rationale for each book choice. These spines are based on The Literacy Tree suggested texts. In addition to the Literature Spines, the progression documents for both writing and spelling offer an overview of the skills your children will learn each year.

Drama, Oracy and Talk for Writing are incorporated into every writing journey. Also, as part of our writing journey we make cross- curricular links, when ever feasible, so that children develop a hinterland knowledge to support their writing.Vocabulary, sentence structure and developing a personal 'voice' are developed through imerssively devving into the books we study . Within the writing journey, children learn to write, edit, draft and to publish independently or with peers.

Handwriting

Pupils should be taught to:
Write legibly, fluently and with increasing speed by:
*Choosing which shape of a letter to use when given choices
*Deciding whether or not to join specific letters o choosing the writing implement that is best suited for a task.

Oracy

Develop talk trios/pairs and the strategies of oracy.
Learn about the 3 kinds of talk:
Disputational, cumulative and exploratory
Use the rules for successful talk:

1. Always respect each other
2. Invite others to contribute
3. Demonstrate active listening
4. Be prepared to change your mind
5. Try to come to a shared agreement

In year 6 we also use a range of oracy strategies:

- Use of sentence stems to aid sentence structure, coherence and point making.
- Use of a discussion guide – rules for the interaction.
- Develop question types – open and closed.
- Discussion roles – builder, investigator, prober, summariser, clarifier and challenger.
- Listening ladder and how to prompt listening – develop the skills of listening.
- Use of oracy in all curricular areas by modelling talk/listening and extending vocabulary.

Examples of activities : debates, scientific explanations, mathematical discussions about reasoning problems, talk trio discussions on dilemmas, P4C activities, recording presentations, reading aloud work and feeding back to others

Assessment:
Half termly Rising Stars tests in Grammar, Spelling and Reading
Termly moderation of writing
SATS test in Reading, Spelling and Grammar
End of year teacher assessment in writing with possible moderation.

Maths		
Autumn	**Spring**	**Summer**
Herts Maths Essentials Place Value -Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. Round any whole number to a required degree of accuracy. Multiply and Divide by 10, 100 and 1,000 - Mult/div by 10, 100, 1,000 up to 3dp Choosing Effective Mental Calculation Strategies Problem Solving with Four Operations Application of Factors, Multiples and Primes – Be able to identify common factors, common multiples and prime numbers Equivalent Fractions Comparing and Ordering Fractions - Compare and order fractions, including fractions > 1 Adding and Subtracting Fractions - Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. Fraction and Decimal Equivalents - Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8]. Fractions, Decimals and Percentages - Recall and use equivalences between simple fractions,	**Herts Maths Essentials** Order of Operations and Algebra - simple formula, linear number sequences, express missing numbers algebraically, equations. Formal Written Method for Long Division - 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 Exploring Relationships Between Perimeter and Area **-** Recognise that shapes with the same areas can have different perimeters and vice versa. Recognise and Find Angles - Find unknown angles in triangles, quadrilaterals and regular polygons Reflection and Translation - Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. Multiplying Fractions - Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 1/4 x 1/2 = 1/8]. Dividing Fractions - Divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6].	**Herts Maths Essentials** Statistics – Calculate and Interpret Mean Average Application of Previous Years' Learning Application of Known Facts and Calculation Strategies *Any remaining time before SATs should be used to consolidate key learning* Post SATs: Constructing Pie Charts Statistical Representations Post SATs 3 6LS34 Further Algebra Financial Maths and Enterprise Maths Preparation for KS3

decimals and percentages, including in different contexts. Calculating Percentages - Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison. Formal Written Method of Multiplication - Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication Area of Parallelograms and Triangles Formal Written Method of Short Division - 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 Properties of Shape - for example - Draw 2-D shapes using given dimensions and angles. Recognise, describe and build simple 3-D shapes, including making nets. ***Any remaining time should be used to consolidate key learning***	Fraction Problem Solving **-** Solve problems which require answers to be rounded to specified degrees of accuracy**.** Ratio and Proportion - Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Volume Measures - Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]. Statistics Interpret Line Graphs and Pie Charts - interpret and construct pie charts and line graphs and use these to solve problems Algebra and Sequences **-** Use simple formulae and generate and describe linear number sequences. ***Any remaining time should be used to consolidate key learning***	

Assessment:

Assessment plays a vital role in the teaching and learning of maths. Pupils are regularly assessed by teachers through informal day-to-day observations, verbal feedback (discussions), to more formal style tests and tasks at the end of a topic, term or year. For instance, termly PUMA assessments (Progress in understanding Mathematics) are conducted

Science

Curriculum content (National Curriculum): Substantive Knowledge;

Living things and their habitats

- 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.

Animals including humans

- 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. (*Build on Year 3*)
- Describe the ways in which nutrients and water are transported within animals, including humans.

Evolution and inheritance

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. (*Build on Year 4*)
- 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.

Light

- 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. (*Build on Year 3 on how shadows form*)

Electricity

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. (*Build on Year 4*)
- 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.

Curriculum Content: Disciplinary Knowledge (practical scientific methods);

These STEM skills are taught through-out the year, in all topics:

• Planning different types of scientific enquiries to answer questions, including recognising and controlling variables in a fair test. including recognising and controlling variables in a fair test. Children need to expand on their reasons such as “If I were to…, When I …, Compared to…” to strengthen independent thinking. (*Build on Year 5*)

- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate to check validity. (*Build on Year 5 and widen various reasons for doing this*).
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, *scatter* graphs, bar and line graphs. (*Build on Year 5*)
- Using test results to make predictions to set up further comparative and fair tests. (*Build on Year 5*)
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. (*Build on Year 4 and 5*)

Curriculum Content: Understand the uses and implications of Science: Disciplinary Knowledge;

- Continue to deepen an understanding of how skills, knowledge and language in Science are used in the real world.

Demonstrate STEM career opportunities. Where possible have speakers in and prepare purposeful questions.

Autumn	Spring	Summer
Electricity Opportunities to make careful observations, comparisons and justifications are made with circuits, building on Year 4. Diagrams are also developed, including the use of symbols. **Living things and their habitats** Opportunities to explore famous scientists such as Carl Linnaeus are also made regarding classification.	**Evolution and Inheritance** This also provides the opportunity to build on previous knowledge of habitats to then explore adaptation. **Light** Key concepts from Year 3 are revisited and deepened. Language is developed to expand explanations. More complex graphs are also taught to explain phenomena.	**Animals including humans** This topic also lends itself to more complex diagrams, building on prior KS2 learning.

Assessment: Summative assessments recorded on Arbor final assessments sent to DfE

RE

Autumn 1 Justice and Fairness	Autumn 2 Creation Stories	Spring 1 Beliefs and Practices	Spring 2 Symbols and Actions	Summer Ultimate questions

To explore the concept of freedom. To explore the concept of justice through religious stories. To explore the concept of human rights. To debate which is more important: freedom or justice.	To re-tell the Judeo-Christian and Abrahamic creation stories. To compare the Judeo-Christian and Abrahamic creation stories and discuss why there are different views on creation. To recount the birth story of Jesus. To understand how we know about the birth of Jesus and discuss the importance of stories in Christianity.	To understand the key principles and figures of the Buddhist religion. To identify similar celebrations that are celebrated differently in Christianity and Buddhism. To understand how God can mean different things to different people.	To explore Christianity and Buddhism through music. To explore Christianity and Buddhism through art. To explore the importance of light in Christianity and Buddhism. To understand what crucifixion means to Christians and why it is celebrated.	To debate the question 'Creation and science: contradictory or complementary?' To explore what heaven might look like and how this differs between religions. To explore how natural disasters can create conflict with religious beliefs To explore what is meant by a soul.
Assessment: Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices.		**Assessment**: Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities.	**Assessment:** Compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities.	**Assessment:** Present a range of views and answers to challenging questions about belonging, meaning and truth

Geography			
Autumn- Spring 1			**Spring2- Summer**
Locational knowledge	**Place**		**Geographical skills and fieldwork**

	Knowledge	Human and physical geography	Fieldwork	Map skills
Locate and compare the world's countries, using maps to focus on Europe (Russia and the UK) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. -identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) and explain their understanding	Understand and explain geographical similarities and differences through the study of human and physical geography. Compare two or more regions from around the world.	Describe and understand key aspects of: <u>Physical geography, including:</u> biomes and vegetation belts (as well as building upon existing knowledge from the previous year group) <u>Human geography, including:</u> types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	<u>Gather information</u> Select appropriate methods for data collection such as interviews, Make relevant and purposeful field notes. Use a database to interrogate/amend information collected, Use graphs to display data collected Form and develop opinions Evaluate the quality of evidence collected and suggest improvements <u>Sketching</u> Evaluate their sketch against set criteria and improve it Use sketches as evidence in an investigation. select field sketching from a variety of techniques Annotate sketches to describe and explain geographical processes and patterns. <u>Audio/Visual</u> Make a judgement about the best angle or viewpoint when taking an image or completing a sketch Use photographic evidence in their investigations Evaluate the usefulness of the images	<u>Using maps</u> Follow a short route on a OS map Describe the features shown on an OS map Use atlases to find out data about other places Use 8 figure compass and 6 figure grid reference accurately Use lines of longitude and latitude on maps <u>Making maps</u> Draw plans of increasing complexity Begin to use and recognise atlas symbols
Assessment: Spring 1- locational and place knowledge and human and physical geography assessment form			**Assessment:** Summer 2-Geographical skills and fieldwork assessment form	

History

Autumn	Spring	Summer
<u>WW1</u> **Why did WW1 happen and what was its impact locally, nationally and globally? Did The Treaty of Versailles lead to WW2?** • Focus on the trench. • Explore the links made by countries and their impact on world events. • Use of sources to explore life during the war and its impact on the Empire. • The impact of war, the aftermath of war – What did we learn? • Events related to WW1 in Cuffley – William Leefe Robertson. LINKS: Empire, conflict and local history Ancient. Greece and Romans	**<u>WW2</u>** **Why did WW2 happened and what was its impact on Britain and our locality?** Why and how did Hitler rise to power? • Did the Treaty of Versailles work? • Home front and life in Britain during the War – evacuation, black out, The Battle of Britain. • The similarities and differences between WW1 and WW2 • The political leadership of the time. • Contribution of the Empire. • How did the war end and its impact? The Windrush. **LINKS: Empire, Conflict, civilisation, invaders and settlers** and Invention	**<u>The Tudors</u>** **Why do we remember the Tudor period?** • How did the Tudor period begin? • Introduce the concept of civil war and the impact of war on Britain • Why did Henry VIII create the Church of England? • Reasons for breaking with Rome and it impact on life. • The Reformation. • Exploration during the period - Drake, Raleigh links to Spanish Conquistadors and the Maya. • Growth of the Empire and its impact on other world civilisation – links to slavery and impact of Britain at the time – beginnings of the slave trade. • Hatfield House, Forty Hall or Hampton Court for local history **LINKS: Exploration, Empire, local history** and Invention
Assessment: Initial artefact assessment KWL(What is already known (K), What would like to be known (W) and What has been learnt (L)) End of unit assessment key question: Why did WW1 happen and what was its impact locally, nationally and globally? Did The Treaty of Versailles lead to WW2?	**Assessment:** KWL End of unit assessment key question: What was the impact of WW 2 after the War had finished? Why did WW2 happen and what was its impact on Britain and our locality?	**Assessment:** End of year artefact assessment KWL End of unit assessment key question: In your opinion, why do we study the Tudor period?

Computing					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Computing Systems and Networks – Communication and Collaboration	**Creating Media – Web Page Creation**	**Programming A – Variables in Games**	**Data and Information - Introduction to Spreadsheets**	**Creating Media – 3D Modelling**	**Programming B - Sensing Movement**
In this unit, pupils explore how data is transferred over the internet. They will look at how the internet facilitates online communication and collaboration before completing shared projects online and evaluating different methods of communication. Pupils will learn how to communicate responsibly by considering what should and should not be shared on the internet.	This unit introduces pupils to the creation of websites for a chosen purpose. They will identify what makes a good web page before using this information to design and evaluate their own website (using Google Sites). Pupils will consider copyright and the fair use of media, the aesthetics of the site and navigation paths.	This unit explores the concept of variables in programming through games in Scratch. They will learn the term 'variables' before using them to create a simulation. They will modify variables in an existing project before focusing on designing their own games on Scratch.	This unit introduces learners to spreadsheets. They will organise data into columns and rows while learning the importance of formatting data to support calculations. They will be introduced to formulas and begin to understand how they are used to produce calculated data. They will produce their own spreadsheets to plan an event.	In this unit, pupils will develop their understanding of using a computer to produce 3D models. Pupils will familiarise themselves with working in a 3D space, moving, resizing and duplicating objects. Pupils will explore the benefits of grouping and ungrouping 3D objects before planning, developing and evaluating their own 3D model.	This unit combines the elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 – 'Programming A'). Pupils will utilise a physical device (the micro:bit). They will use a simple program to build in and test before transferring it to their micro:bit.
Assessment: Communication and Collaboration	**Assessment:** Web Page Creation	**Assessment:** Variables in Games	**Assessment:** Introduction to Spreadsheets	**Assessment:** Introduction to Spreadsheets	**Assessment:** Sensing Movement

Art

Autumn	Spring	Summer
DRAWING	PAINTING	3D
Building on the skills learnt in EYFS, KS1, Year 3, Year 4 and Year 5: **<u>Drawing & Mark-making:</u>** using full range of drawing tools and techniques to build on EYFS/KS1/Year 3/Year 4/Year 5 skills and developing new skills. To focus on **perspective** by learning that objects are smaller in the distance and larger in the foreground. To use pencil to 'measure' objects/structures in space and compare them when drawing **landscapes from observation** (e.g. Station Road shops, local fields/woods, trip to another outdoor setting). To create artists' books illustrating beginning of project (exploring techniques) through to the range of macro/micro drawings, using **different materials** that reflect the environment (maps, chip paper, etc). To combine **drawing with storytelling by using outdoor environment as narrative setting.** To select from the full range of media/tools and produce highly experimental work using **mixed-media.** **Outcomes** To research landscape drawing and the use of perspective. To practise skills, drawing a setting using perspective. To research illustration in storytelling, focusing on setting. To plan a perspective drawing of a narrative setting, focusing on atmosphere.	**Building on the skills learnt in EYFS, KS1, Year 3, Year 4 and Year 5:** **Painting focus: tone and perspective.** Children gain proficiency in using tone and perspective to **create a sense of depth** with the contrasting foreground (bolder colour and larger scale objects) and background (paler tones and smaller scale). They are encouraged to consider their **conceptual understanding** of artists' work and to be able to infer meaning from images. They discuss visual **themes**, art as a means of expression and communication, the artist's intention, **symbolism** and **mood**. Through discussion, they learn about the **varied ways of interpreting meaning, about subjectivity and objectivity and the challenges of interpreting artistic works. They study** an artist such as **Salvador Dali** and explore how **an artist can subvert traditional notions of visual perception or how artistic technique can be used to evoke a response in an audience, such as the war paintings of Paul Nash.** **<u>Painting Project: Conceptual Art</u>** Using their knowledge of a wide range of technical skills, children now demonstrate their mastery **devising and executing a painting to convey meaning to the viewer/audience and playing with traditional notions of visual perception, and tone & scale to create perspective, using acrylic paint.**	**Building on the skills learnt in EYFS, KS1, Year 3, Year 4 and Year 5:** **<u>3D Animals/Characters</u>:** Children consolidate their learning, having mastered the skills of rolling, cutting, joining, form, patterning, texture, colour and hollow modelling to prevent cracking. They make various detailed sketches of animals/characters based on topic/text and make larger more vertical sculptures, **advancing to using fine coils and detailed surface embellishment, incorporating a range of surface marks** (to describe fur, scales/feathers/folds in fabric/facial features). Their skill is now in creating a realistic model. **<u>Contrasting materials:</u>** Research a 3D sculptor such as Su Williamson who makes book sculptures. Design own book sculpture based on the content of individual book and construct it using the pages, to reflect a scene from the text. Or: Create animal/character **armature structure (or found/resistant materials)** made from wire/sticks/masking tape, covered with Mod Roc, painted with surface details of skin/fur/scales/clothes. **Outcomes** To research a 3D artist. To practise skills, using the artist's techniques. To make a detailed design of a sculpture, interpreting the style of the artist.

To experiment with mixed media in a final drawing of a narrative setting. To evaluate the drawing process and rework a final piece. **Drawing Project Resources** **-**Making an Artist's Book **-**Making Illustrations	**Outcomes** To research painting with an abstract/ conceptual focus, inferring meaning from images. To practise skills, exploring traditional ways of creating perspective using tone to create depth. To practise subverting traditional visual perceptions, in the style of an abstract artist. To plan a conceptual painting. To make a final painting. To evaluate a final piece of art and rework. (Possible artists: Paula Rego – emotion; De Chirico – architecture/visual perception; Salvador Dali – Surrealism; Nash – evocation of atmosphere).	To make a 3D model, focusing on structure and detailed surface embellishment. To make a contrasting model using armature, model magic/found objects/resistant materials/paper books. To evaluate the process of designing and making, comparing the contrasting 3D techniques (clay and other).
Assessment: Examples of progression of skills recorded in sketchbooks and in year group art assessment folder.		

Modern Foregin Language – Spanish		
Autumn	**Spring**	**Summer**
El fin de semana Year 6 children will start their progressive units this year. Children will be able to ask what the time is, tell the time accurately, learn to say what they do at the weekend, learn to integrate conjunctions in their writing and present an account of what they do and at what time at the weekend. To introduce the aim of the unit and consolidate with more sophisticated language for telling the time accurately To consolidate the vocabulary for time and introduce the new phrases for the activities done at the weekend	**La Segunda Guerra Mundial** Children will group/order unknown vocabulary to help decode texts, improve their listening and reading skills, name the countries and languages involved in WWII, say what the differences were in the city/country, learn to integrate all new and previous language writing a letter home as an evacuee. To introduced the aim of the unit and learn how to decode unknown language in longer Spanish text To learn some of the countries and languages involved in World War II in Spanish To answer true or false statements in Spanish on	**Comer sano** Children will name and recognise foods and drinks considered good and not so good for health, say what activities they do to keep in shape, what they do to maintain a healthy lifestyle and learn how to make a healthy recipe. To name and recognise ten foods and drinks that are considered good for your health To name and recognise ten food and drinks that are not considered good for your health To say what activities they do to keep in shape during the week

To consolidate the new language for the weekend activities with a variety of reading and listening work To consolidate language for weekend activities, integrating a time into the new phrases and learning how to use conjunctions To consolidate all the language covered so far and introduce three positive and three negative opinions phrases To revise all the language covered so far and complete the end of unit assessment	what experiences were during WWII To improve the range of vocabulary by learning key words for things Vera saw in the countryside and in the city To improve their language skills by using adjectives to compare city and country life, taught through the story of Daisy To write a letter home in Spanish as a evacuee and complete the end of unit assessment	To say in general what they do to keep a healthy lifestyle To learn to make a healthy recipe in Spanish To revise all language covered so far and complete assessment for the unit
Assessment focusing on 4 key skills: speaking, listening, reading and writing	**Assessment focusing on 4 key skills**: speaking, listening, reading and writing	**Assessment focusing on 4 key skills**: speaking, listening, reading and writing

Design and technology		
Autumn	**Spring**	**Summer**
Textiles – combining different fabric shapes **Designing** • Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. • Investigate and analyse textile products linked to their final product. • Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer aided design. • Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. **Making**	**Food – celebrating culture & seasonality** **Designing** • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Understand how key chefs have influenced eating habits to promote varied and healthy diets (e.g. Jamie Oliver and healthy school meals). • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.	**Mechanisms – pulleys and gears** **Designing** • Generate innovative ideas by carrying out • research using surveys, interviews, questionnaires and web-based resources. • Investigate famous manufacturing and engineering companies relevant to the project. • Develop a simple design specification to guide their thinking. • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. **Making** • Produce a detailed lists of tools, equipment and materials. Formulate step-by-step plans

• Produce detailed lists of equipment and fabrics relevant to their tasks. • Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. • Work within the constraints of time, resources and cost. **Evaluating** • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. **Technical knowledge and understanding** • A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. Fabrics can be strengthened, stiffened and reinforced where appropriate.	**Making** • Write a step-by-step recipe, including a list of • ingredients, equipment and utensils • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose. **Evaluating** • Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using tables/ graphs/ charts such as star diagrams. • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. **Technical knowledge and understanding** • Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products.	and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment (including electrical equipment) to make products that that are accurately assembled and well finished. • Work within the constraints of time, resources and cost. **Evaluating** • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. **Technical knowledge and understanding** • Understand that mechanical and electrical systems have an input, process and an output. • Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. A product that is reinforced and stiffened with a range of materials.
End of unit assessment	**End of unit assessment**	**End of unit assessment**

P.E.				
Autumn 1	**Autumn 2**	**Spring**	**Summer 1**	**Summer 2**
Invasion Games (Tag Rugby)	**Dance** - Uses compositional devices of canon,	**Gymnastics** - Create and perform a sequence that	**Striking & Fielding** - Select their shot based on where the	**Athletics** - Use sound basic techniques in a range of

- Use different techniques for passing, controlling, dribbling and shooting. the ball in games - Apply basic principles of team play to keep possession of the ball. - Use marking, tackling and/or interception to improve their defence. - Play effectively as part of a team. - Know what position they are playing in and how to contribute when attacking and defending. - Recognise their own and others' strengths and weaknesses in games. - Suggest ideas that will improve performance. - Plan practices and warm ups to get ready for playing safely.	unison, question and answer, contrast and complimentary movements to create a dance phrase - Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances with attention to dynamics. - Perform to an accompaniment expressively and sensitively. - Perform dances fluently and with control. - Talk about dance with understanding, using appropriate language and terminology and an awareness of artistic intention. - Use appropriate criteria to evaluate and refine their own and others' work. - Warm up and cool down Independently. - Understand how dance helps to keep them healthy.	includes at least **EIGHT to TEN** elements for an audience. - Include changes of direction, level and speed - Combine and perform gymnastic actions, shapes and balances. - Show clarity, fluency, accuracy and consistency in their movements. - Develop their own solutions to a task by choosing and applying a range of compositional principles. - Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving. - Understand the importance of warming up and cooling down. - Say, in simple terms, why activity is good for their health, fitness and wellbeing - In small groups, prepare a sequence to be performed to an audience.	ball is bowled and with the intention of avoiding the fielders. - Hit with control and accuracy. - Bowl with increasing accuracy and an awareness of the field placement. - Field effectively and return the ball to an appropriate base position. - Take an active and thoughtful part in the games. - Read the game and react to situations as they develop. - Identify their strengths and weaknesses and take decisions about what to work on. -Work collaboratively to set up their own games.	running, jumping and throwing activities and events. - Apply a good knowledge of basic principles to specific events. - Identify and describe elements of performance and technique which are effective. - Explain what needs to be practised and improved. - Pace their effort to meet targets they have set for themselves.

Assessment: Sheet/Google Classroom Evidence	**Assessment:** Sheet/Google Classroom Evidence	**Assessment:** Sheet/Google Classroom Evidence	**Assessment:** Sheet/Google Classroom Evidence	**Assessment:** Sheet/Google Classroom Evidence

Music					
Autumn1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Happy This unit is based on the song 'Happy' by Pharrell Williams which is a pop song with a strong soul influence. During this unit the children will sing and listen to songs about the feeling of happiness. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. (National Curriculum link) I can sing in two parts. (Charanga) I can use my voice with control and expression to reflect the style of music. (Charanga)	**Classroom Jazz 2** This unit is based on continuing the learning from the jazz unit in year 5. During this unit the children will explore the characteristics of jazz music and develop their improvisation skills. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. (National Curriculum link) Use and understand staff and other musical notations. (National Curriculum link) I can play instrumental parts with music by ear, Using the following notes C, D, E, F, G, A, B & C And C, Bb, G, F + C. (Charanga)	**A new year carol** In this unit all the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol. During this unit discussion will be made about the adaptations and changes in music over the years (history of music). Listen with attention to detail and recall sounds with increasing aural memory. (National Curriculum link) I can describe the style indicators of the song/music. (Charanga) I can describe the structure of the song. (Charanga) I can identify the instruments/voices they can hear. (Charanga) I can talk about the musical dimensions used in the song. (Charanga)	**You've got a friend in me** In this unit the learning is focused on the musician Carole King. During the unit the children will listen and sing songs written and performed by Carole King these songs are gentle pop ballads. The children will develop their harmony skills when performing the song 'You've got a friend'. Improvise and compose music for a range of purposes using the inter-related dimensions of music. (National Curriculum link) I can improvise as part of a performance using the notes A and G on a tuned instrument. (Charanga)	**Music and me** In this unit the focus is the children exploring their own identity and that we are all unique. During this unit the children will celebrate and learn about inspirational women who work in the music industry. Improvise and compose music for a range of purposes using the inter-related dimensions of music. (National Curriculum link) I can talk about how I have planned and wrote my composition. For example, being able to explain the key themes they have use in the lyrics, the tools they are using and the sections which they like or dislikes and why. (Charanga)	**Reflect, rewind and replay** This unit of work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the history of music and the beginnings of the language of Music. Develop an understanding of the history of music. (National Curriculum link)

Assessment: Singing	**Assessment:** Playing musical instruments	**Assessment:** Listening and appraising	**Assessment:** Improvisation	**Assessment:** Composition	**Assessment:** Overall judgement

PSHE **Programme of study JIGSAW** which teaches children and young people emotional literacy, social-and lifelong skills, RSE/RSHE and resilience in an age-appropriate manner					
Autumn		**Spring**		**Summer**	
Being Me in My World	**Celebrating Difference**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**