



## Year 6

### Science

#### Autumn

##### **Animals including humans – Blood and transportation**

- Understand the function of the heart and its role in the circulatory system.
- Identify and compare blood vessels.
- Explore blood.
- Learn how the body transports water and nutrients.
- Investigate what affects your heart rate.
- Learn about the impact of drugs and alcohol on the body.

##### **Working Scientifically**

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Report and present 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

#### Spring

##### **Electricity**

- Describe the parts of an electric circuit
- Explore voltage and its effect on an electrical circuit.
- Apply knowledge to identify and correct problems in a circuit.
- Investigate what affects the output of a circuit.
- Build a set of traffic lights.
- Apply knowledge of conductors and insulators.

##### **Working Scientifically**

- Carrying out simple comparative fair tests
- Identify scientific evidence that has been used to support or refute ideas or arguments
- Reporting findings from your enquiry, including conclusions, in oral and written forms
- Take measurements, use a range of scientific equipment, with increasing accuracy and precision and take repeat readings
- Plan different types of scientific enquiries to answer questions, recognise control variables where necessary

#### Summer

##### **Light**

- Explain how light travels.
- Explore reflection.
- Explore reflection and explain how it can be used to help us see.
- Investigate how shadows can change.
- Investigate how we can show why shadows have the same shape as the object that casts them.
- Explore light phenomena.

##### **Working Scientifically**

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Use test results to make predictions to set up further comparative and fair tests.
- Identify scientific evidence that has been used to support or refute ideas or arguments.

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- Identify scientific evidence that has been used to support or refute ideas or arguments.

### **Evolution and Inheritance**

- Explain how adaptations help animals and plants survive
- Describe the process of natural selection
- Explain why animals can look different to their parents
- Describe the process of genetic modification
- Explain what fossils can tell us
- Explore the work of palaeontologist Mary Anning

### **Working Scientifically**

- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Identify scientific evidence that has been used to support or refute ideas or arguments.

### **Living things and their habitats**

- Classifying living things
- Explore the kingdoms of life
- Describe the work of Carl Linnaeus
- Identify different classes of vertebrates
- Explore soil habitats
- Describe different types of fungi

### **Working Scientifically**

- Create your own classification key
- Use test results to make predictions to set up further comparative and fair tests
- Report on findings from enquiries, including oral and written explanations, displays of results
- Record scientific data using diagrams
- Report on findings from enquiries, including oral and written explanations, displays of results
- Research and present your findings

### **Looking after our environment**

- Learn about climate change.
- Explore ways to reduce how much rubbish is sent to landfill.
- Explore ways to reduce energy consumption.
- Explore what happens when fuels are burnt.
- Explore the outcomes of COP26.
- Compare data associated with weather.

### **Working Scientifically**

- Identify scientific evidence that has been used to support or refute ideas or arguments
- Record data and results of increasing complexity using scientific diagrams
- Plan different types of scientific enquiries to answer questions
- Record data and results of increasing complexity use scientific diagrams and bar graphs
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision
- Identify scientific evidence that has been used to support or refute ideas or arguments



## Year 6

### History

Autumn	Spring	Summer
<p><b><u>Leisure and Entertainment During and After WWII</u></b></p> <p>To find out about leisure and entertainment at the start of the 20th Century, and consider how these pastimes have changed.</p> <p>To consider how leisure and entertainment activities were affected during World War Two</p> <p>To consider how trends in leisure and entertainment were affected by significant events in national and international history after World War Two.</p> <p>To consider ways in which music trends and technology have changed over time.</p> <p>To consider ways in which British people have influenced, and been influenced by, other countries through film and television.</p> <p>To consider how holidays in Britain have changed over time.</p> <p>To show what you have learned and understood about how leisure and entertainment in Britain have changed during the 20th and 21st Centuries.</p>	<p><b><u>Medicine and Disease through the Ages</u></b></p> <p>To learn about the medical practices of prehistoric civilisations and Ancient Egyptians.</p> <p>To discover the Roman attitude towards health and medicine and how this was influenced by the Greeks.</p> <p>To investigate Medieval medicine and the events during the Black Plague.</p> <p>To explore the medical practices of the Tudor period</p> <p>To research the medical advancements and significant people during the Victorian period.</p> <p>To explore medicine in the 20th and 21st century.</p> <p>To recall information about the history of disease and medicine.</p>	<p><b><u>The Kingdom of Benin</u></b></p> <p>To find out where the Kingdom of Benin was and about time period we will be exploring.</p> <p>To explore how we know about The Kingdom of Benin from AD 900 to 1300.</p> <p>To find out about the leaders of The Kingdom of Benin.</p> <p>To find out about the lives of the people of the Kingdom of Benin.</p> <p>To find out about the trade network of the Benin Empire.</p> <p>To find out about the Benin Empire's Golden Age.</p> <p>To find out about the decline of the Benin Empire.</p>

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## Year 6

### Geography

Autumn	Spring	Summer
<p><b><u>South America</u></b></p> <p>To find out about the location and countries of South America.            To find out about the climate in South America.            To find out about the major mountain ranges of South America.            To find out about the human geography of South America.            To find out about trade and industry in South America.            To be able to carry out an in-depth study of a South American country.            To compare an area of South America with the UK.</p>	<p><b><u>Exploring Scandinavia</u></b></p> <p>To be able to locate Scandinavia's countries and major cities on a world map.            To explore the climate and weather of Scandinavia.            To explore the physical features of Scandinavia.            To explore some aspects of the human geography of Scandinavia.            To be able to compare and contrast an area in the UK with an area in Scandinavia.            To be able to plan a tourist visit to a Scandinavian destination.</p>	<p><b><u>Our Local Area</u></b></p> <p>To explore economic activity as part of a local area study.            To explore settlements as part of a local area study.            To explore climate zones as part of a local area study.            To explore rivers as part of a local area study.            To explore mountains and hills as part of a local area study.</p>

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## Year 6

### PE

Autumn	Spring	Summer
<p><b>Cognitive:</b> <b>Co-ordination and Agility</b></p> <ul style="list-style-type: none"> <li>I have a clear idea of how to develop my own and others' work.</li> <li>I review, analyse and evaluate my own and others' strengths and weaknesses.</li> <li>I can read and react to different situations as they develop</li> <li>I can understand ways (criteria) to judge performance.</li> <li>I can develop methods to outwit opponents.</li> <li>I can recognise and suggest patterns of play which will increase chances of success.</li> <li>I can use my awareness of space and others to make good decisions.</li> <li>I can identify specific parts of performance to work on.</li> </ul> <p><b>Creative:</b> <b>Balance</b></p> <ul style="list-style-type: none"> <li>I can effectively disguise what I am about to do next.</li> <li>I can use variety and creativity to engage an audience.</li> <li>I can respond imaginatively to different situations.</li> <li>I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others.</li> </ul>	<p><b>Social Skills:</b> <b>Dynamic Balance and Counter Balance</b></p> <ul style="list-style-type: none"> <li>I can involve others and motivate those around me to perform better.</li> <li>I can negotiate and collaborate appropriately.</li> <li>I can give and receive sensitive feedback to improve myself and others.</li> <li>I cooperate well with others and give helpful feedback.</li> <li>I help organise roles and responsibilities and I can guide a small group through a task.</li> </ul> <p><b>Physical:</b> <b>Static Balance and Dynamic Balance to Agility</b></p> <ul style="list-style-type: none"> <li>I can effectively transfer skills and movements across a range of activities and sports.</li> <li>I can perform a variety of skills consistently and effectively in challenging or competitive situations.</li> <li>I can use combinations of skills confidently in sport specific contexts.</li> </ul>	<p><b>Health and Fitness:</b> <b>Static Balance and Co-ordination</b></p> <ul style="list-style-type: none"> <li>I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event.</li> <li>I can plan and follow my own basic fitness programme.</li> <li>I can self-select and perform appropriate warm-up and cool down activities.</li> <li>I can identify possible dangers when planning an activity.</li> <li>I can describe the basic fitness components.</li> <li>I can explain how often and how long I should exercise to be healthy.</li> <li>I can record and monitor how hard I am working.</li> </ul> <p><b>Personal: Co-ordination and Agility</b></p> <ul style="list-style-type: none"> <li>I can create my own learning plan and revise that plan when necessary.</li> <li>I can accept critical feedback and make changes.</li> <li>I see all new challenges as opportunities to learn and develop.</li> <li>I recognise my strengths and weaknesses and can set myself appropriate targets.</li> <li>I can persevere with a task and improve my performance through regular practice.</li> <li>I cope well and react positively when things become difficult.</li> </ul>

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<ul style="list-style-type: none"><li>• I can link actions and develop sequences of movements that express my own ideas.</li><li>• I can change tactics, rules or tasks to make activities more fun or more challenging.</li></ul>	<ul style="list-style-type: none"><li>• I can perform a range of skills fluently and accurately in practice situations.</li><li>• I can perform a variety of movements and skills with good body tension.</li><li>• I can link actions together so that they flow.</li></ul>	
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## Year 6

### Music

Autumn	Spring	Summer
<p><b><u>How does music bring us together?</u></b>            Do what you want to            Fanfare for the common man – Aaron Copland            It's all about love            Let's write a song            Sunshine on a rainy day</p> <p><b><u>How does music connect us with the past?</u></b>            My best friend            Why            Singing, swinging star            The Rite of Spring – Stravinsky            Roll Alabama</p> <p><b>Musicianship: Understanding Music</b></p> <ul style="list-style-type: none"> <li>Use body percussion, instruments and voices. In the key centres of: C major, G major, D major, A minor and D minor. In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.</li> <li>Find and keep a steady beat. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</li> <li>Copy back melodic patterns using the notes:               <ul style="list-style-type: none"> <li>D, E, F, G, A</li> <li>C, D, E, F, G, A, B</li> <li>G, A, B, C, D, E, F#</li> <li>D, E, F#, G, A, B, C#</li> <li>A, B, C, D, E, F, G</li> </ul> </li> </ul> <p><b>Listening: Respond/Analyse</b></p>	<p><b><u>How does music improve our world?</u></b>            Disco Fever            1812 Overture – Tchaikovsky            La Bamba            Hondo (war)            Vakuru (Elders)            Change</p> <p><b><u>How does music teach us about our community?</u></b>            Let's rock            Mazurkas Op.24            Simple gifts            Danny Boy            Friendship should never end</p> <p><b>Musicianship: Understanding Music</b></p> <ul style="list-style-type: none"> <li>Use body percussion, instruments and voices. In the key centres of: C major, G major, D major, A minor and D minor. In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.</li> <li>Find and keep a steady beat. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</li> <li>Copy back melodic patterns using the notes:               <ul style="list-style-type: none"> <li>D, E, F, G, A</li> </ul> </li> </ul>	<p><b><u>How does music shape our way of life?</u></b>            Wake up            We shall overcome            Down by the riverside            You belong with me            Dance the night away</p> <p><b><u>How does music connect us with the environment?</u></b>            Heal the Earth            My funny valentine            Let's go surfin'            Main title theme from Schindler's List – John Williams            So amazing</p> <p><b>Musicianship: Understanding Music</b></p> <ul style="list-style-type: none"> <li>Use body percussion, instruments and voices. In the key centres of: C major, G major, D major, A minor and D minor. In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.</li> <li>Find and keep a steady beat. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</li> <li>Copy back melodic patterns using the notes:               <ul style="list-style-type: none"> <li>D, E, F, G, A</li> <li>C, D, E, F, G, A, B</li> <li>G, A, B, C, D, E, F#</li> <li>D, E, F#, G, A, B, C#</li> <li>A, B, C, D, E, F, G</li> </ul> </li> </ul>

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<ul style="list-style-type: none"> <li>• Talk about feelings created by the music.</li> <li>• Justify a personal opinion with reference to Musical Elements.</li> <li>• Identify 2/4, 4/4, 3/4, 6/8 and 5/4. Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.</li> <li>• Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.</li> <li>• Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.</li> <li>• Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music. Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale.</li> <li>• Explain the role of a main theme in musical structure.</li> <li>• Know and understand what a musical introduction and outro is, and its purpose.</li> <li>• Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups.</li> <li>• Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&amp;B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.</li> </ul>	<ul style="list-style-type: none"> <li>• C, D, E, F, G, A, B</li> <li>• G, A, B, C, D, E, F#</li> <li>• D, E, F#, G, A, B, C#</li> <li>• A, B, C, D, E, F, G</li> </ul> <p><b>Listening: Respond/Analyse</b></p> <ul style="list-style-type: none"> <li>• Talk about feelings created by the music.</li> <li>• Justify a personal opinion with reference to Musical Elements.</li> <li>• Identify 2/4, 4/4, 3/4, 6/8 and 5/4. Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.</li> <li>• Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.</li> <li>• Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.</li> <li>• Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music. Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale.</li> <li>• Explain the role of a main theme in musical structure.</li> <li>• Know and understand what a musical introduction and outro is, and its purpose.</li> </ul>	<p><b>Listening: Respond/Analyse</b></p> <ul style="list-style-type: none"> <li>• Talk about feelings created by the music.</li> <li>• Justify a personal opinion with reference to Musical Elements.</li> <li>• Identify 2/4, 4/4, 3/4, 6/8 and 5/4. Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.</li> <li>• Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.</li> <li>• Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.</li> <li>• Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music. Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale.</li> <li>• Explain the role of a main theme in musical structure.</li> <li>• Know and understand what a musical introduction and outro is, and its purpose.</li> <li>• Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups.</li> <li>• Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&amp;B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.</li> </ul>
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### **Singing**

- Rehearse and learn songs from memory and/or with notation.
- Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.
- Continue to sing in parts where appropriate. Sing in 2/4, 4/4, 3/4, 5/4 and 6/8. Sing with and without an accompaniment.
- Sing syncopated melodic patterns. Demonstrate and maintain good posture and breath control whilst singing.
- Sing expressively, with attention to breathing and phrasing.
- Sing expressively, with attention to dynamics and articulation.
- Lead a singing rehearsal.
- Talk about the different styles of singing used for the different styles of songs sung in this year.

Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.

### **Notation**

- Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
- Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted

- Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups.
- Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.

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- Sing syncopated melodic patterns. Demonstrate and maintain good posture and breath control whilst singing.
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- Sing syncopated melodic patterns. Demonstrate and maintain good posture and breath control whilst singing.
- Sing expressively, with attention to breathing and phrasing.
- Sing expressively, with attention to dynamics and articulation.
- Lead a singing rehearsal.
- Talk about the different styles of singing used for the different styles of songs sung in this year.

Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.

### **Notation**

- Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
- Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of:

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quavers, quavers and semiquavers, and simple combinations of:

- C, D, E, F, G, A, B
- F, G, A, B $\flat$ , C, D, E
- F, G, A $\flat$ , B $\flat$ , C, D, E $\flat$
- G, A, B $\flat$ , C, D, E, F
- G, A, B, C, D, E, F $\sharp$
- D, E, F, G, A
- D, E, F $\sharp$ , A, B, C $\sharp$
- E, F $\sharp$ , G, G $\sharp$ , A, B, C, C $\sharp$
- E $\flat$ , F, G, A $\flat$ , B $\flat$ , C, D

Identify: • Stave • Treble clef • Time signature  
Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.

Recognise how notes are grouped when notated. Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.

### Playing Instruments

- Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E $\flat$  major, D minor and F minor.
- Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).

### Creating: Improvising

- Talk about the different styles of singing used for the different styles of songs sung in this year.

Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.

### Notation

- Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.

Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of:

- C, D, E, F, G, A, B
- F, G, A, B $\flat$ , C, D, E
- F, G, A $\flat$ , B $\flat$ , C, D, E $\flat$
- G, A, B $\flat$ , C, D, E, F
- G, A, B, C, D, E, F $\sharp$
- D, E, F, G, A
- D, E, F $\sharp$ , A, B, C $\sharp$
- E, F $\sharp$ , G, G $\sharp$ , A, B, C, C $\sharp$
- E $\flat$ , F, G, A $\flat$ , B $\flat$ , C, D

- Identify: • Stave • Treble clef • Time signature  
Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.
- Recognise how notes are grouped when notated. Identify the stave and symbols on the stave (such as the treble clef), the

- C, D, E, F, G, A, B
- F, G, A, B $\flat$ , C, D, E
- F, G, A $\flat$ , B $\flat$ , C, D, E $\flat$
- G, A, B $\flat$ , C, D, E, F
- G, A, B, C, D, E, F $\sharp$
- D, E, F, G, A
- D, E, F $\sharp$ , A, B, C $\sharp$
- E, F $\sharp$ , G, G $\sharp$ , A, B, C, C $\sharp$
- E $\flat$ , F, G, A $\flat$ , B $\flat$ , C, D

- Identify: • Stave • Treble clef • Time signature  
Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.
- Recognise how notes are grouped when notated. Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.

### Playing Instruments

- Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E $\flat$  major, D minor and F minor.
- Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).

### Creating: Improvising

- Explore improvisation within a major scale, using the notes: C, D, E, F, G
- G, A, B $\flat$ , C, D

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- Explore improvisation within a major scale, using the notes: C, D, E, F, G
- G, A, B $\flat$ , C, D
- G, A, B, C, D
- F, G, A, C, D
- Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.

#### **Creating: Composing**

- Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest.
- Play this melody on available tuned percussion and/or orchestral instruments.
- Notate this melody. Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment.
- Create a simple chord progression. Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved. Create music in response to music and video stimulus.
- Use music technology, if available, to capture, change and combine sounds.
- Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Use simple dynamics. Use rhythmic variety. Compose song accompaniments, perhaps using basic chords.
- Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet),

name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.

#### **Playing Instruments**

- Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E $\flat$  major, D minor and F minor.
- Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).

#### **Creating: Improvising**

- Explore improvisation within a major scale, using the notes: C, D, E, F, G
- G, A, B $\flat$ , C, D
- G, A, B, C, D
- F, G, A, C, D
- Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.

#### **Creating: Composing**

- Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest.

- G, A, B, C, D
- F, G, A, C, D
- Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.

#### **Creating: Composing**

- Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest.
- Play this melody on available tuned percussion and/or orchestral instruments.
- Notate this melody. Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment.
- Create a simple chord progression. Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved. Create music in response to music and video stimulus.
- Use music technology, if available, to capture, change and combine sounds.
- Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Use simple dynamics. Use rhythmic variety. Compose song accompaniments, perhaps using basic chords.
- Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).
- Use full scales in different keys. Create a melody using crotchets, quavers and minims, and perhaps

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<p>mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <ul style="list-style-type: none"> <li>• Use full scales in different keys. Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests.</li> <li>• Use a pentatonic and a full scale.</li> <li>• Use major and minor tonality:</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Create, rehearse and present a holistic performance for a specific event, for an unknown audience. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</li> <li>• Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts.</li> <li>• Perform from memory or with notation.</li> <li>• Understand the value of choreographing any aspect of a performance. A student or a group of students rehearse and lead parts of the performance. Understand the importance of the performing space and how to use it.</li> <li>• Record the performance and compare it to a previous performance.</li> <li>• Collect feedback from the audience and reflect how the audience believed in the performance.</li> <li>• Discuss how the performance might change if it was repeated in a larger/smaller performance space.</li> </ul>	<ul style="list-style-type: none"> <li>• Play this melody on available tuned percussion and/or orchestral instruments.</li> <li>• Notate this melody. Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment.</li> <li>• Create a simple chord progression. Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved. Create music in response to music and video stimulus.</li> <li>• Use music technology, if available, to capture, change and combine sounds.</li> <li>• Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Use simple dynamics. Use rhythmic variety. Compose song accompaniments, perhaps using basic chords.</li> <li>• Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</li> <li>• Use full scales in different keys. Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests.</li> <li>• Use a pentatonic and a full scale.</li> <li>• Use major and minor tonality:</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Create, rehearse and present a holistic performance for a specific event, for an</li> </ul>	<p>semibreves and semiquavers, and all equivalent rests.</p> <ul style="list-style-type: none"> <li>• Use a pentatonic and a full scale.</li> <li>• Use major and minor tonality:</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Create, rehearse and present a holistic performance for a specific event, for an unknown audience. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</li> <li>• Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts.</li> <li>• Perform from memory or with notation.</li> <li>• Understand the value of choreographing any aspect of a performance. A student or a group of students rehearse and lead parts of the performance. Understand the importance of the performing space and how to use it.</li> <li>• Record the performance and compare it to a previous performance.</li> <li>• Collect feedback from the audience and reflect how the audience believed in the performance.</li> <li>• Discuss how the performance might change if it was repeated in a larger/smaller performance space.</li> </ul>
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unknown audience. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.

- Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts.
- Perform from memory or with notation.
- Understand the value of choreographing any aspect of a performance. A student or a group of students rehearse and lead parts of the performance. Understand the importance of the performing space and how to use it.
- Record the performance and compare it to a previous performance.
- Collect feedback from the audience and reflect how the audience believed in the performance.
- Discuss how the performance might change if it was repeated in a larger/smaller performance space.

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## Year 6

### French

Autumn	Spring	Summer
<p><b>Let's Visit a French Town</b></p> <ul style="list-style-type: none"> <li>• How to say you're looking for something.</li> <li>• Learn how to use the third person singular.</li> <li>• Use the verb "to put", in the present and past tense.</li> <li>• Learn more common verbs and adverbs.</li> <li>• Use the verb "to find", in the past tense.</li> <li>•</li> </ul> <p><b>Let's Go Shopping</b></p> <ul style="list-style-type: none"> <li>• Learn the famous French song "Sur le pond d'Avignon."</li> <li>• French geography.</li> <li>• Learn what you can visit in Paris.</li> <li>• Learn the French names of some French-speaking countries.</li> <li>• Talk about French food.</li> </ul> <p>Recipe for : how to make a "croque-monsieur"</p>	<p><b>This is France!</b></p> <ul style="list-style-type: none"> <li>• Family vocabulary.</li> <li>• Describe your family.</li> <li>• Talk about household chores.</li> <li>• Talk about activities that you might do with your family.</li> <li>• Learn some birthday party vocabulary Learn a new version of Cinderella (Cendrillon)</li> </ul> <p><b>All in a Day</b></p> <ul style="list-style-type: none"> <li>• Talk about weekend activities.</li> <li>• Learn how to invite friends to do some fun weekend activities.</li> <li>• Say what you like to do at sleepovers and what you don't.</li> <li>• Talk about night-time snacks.</li> <li>• Learn how to accept an invitation.</li> <li>• Story: "La soiree pyjama."</li> </ul>	<p><b>Our Precious Planet</b></p> <ul style="list-style-type: none"> <li>• Learn how to form the future tense with this song: "Je vais.."</li> <li>• Learn how to use the future tense with verbs you already know.</li> <li>• What are you going to do tomorrow?</li> <li>• Learn how to form French comparisons.</li> <li>• Learn how to use sentences in the third person.</li> <li>• Story: "Le trois boucs Bourru."</li> </ul> <p><b>More to Explore</b></p> <ul style="list-style-type: none"> <li>• Learn about careers with a song: "Je veux etre astronaut."</li> <li>• Male and Female jobs.</li> <li>• Learn how to stay who works where.</li> <li>• Learn how to say what you can see in the space station.</li> <li>• What does a firefighter do? Use present and future tense.</li> <li>• Story: "La journee calmee de Paul."</li> </ul>

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## Year 6

### Art

Autumn	Spring	Summer
<p><b><u>Street Art</u></b></p> <p>Through sketching, to develop ideas and techniques for art work comprising stylised graffiti lettering.            Through sketching, to develop ideas for improving a public space with street art            To express ideas through a satirical work of art designed for public spaces.            To develop techniques for creating street art using stencils            To create street art using stencils.</p>	<p><b><u>Gustav Klimt</u></b></p> <p>To sketch, and improve upon sketches, in the style of the early draw            To use symbolic imagery in the style of Gustav Klimt in works of art that share ideas, or tell a story.            To review and revisit ideas, then use gilding in a Klimt-inspired work of art or product.            To develop techniques used to create natural textures such as those in Klimt's landscape paintings.            To develop techniques and use symbolism in the style of, or inspired by Gustav Klimt.</p>	<p><b><u>Express Yourself</u></b></p> <p>To explore how clothing can be used express ourselves.            To observe and draw different facial expressions.            To explore how lines and fonts can express ideas.            To explore how artists use colour to express themselves in their art.            To study the artwork of Chuck Close and explore his techniques.</p>

## Year 6

<p><b><u>Burgers</u></b></p> <p>To explore different types of burgers and their nutrition facts.            To explore how to make burger patties.            To explore sauces and side dishes for burgers.            To explore burger buns and their suitability.            To be able to plan and design a burger to make.            To be able to make a burger.</p>	<p><b><u>Making African Instruments</u></b></p> <p>To investigate and analyse African musical instruments.            To explore kalimbas, how they work and how they can be recreated.            To select suitable tools and materials to create a kalimba.            To investigate and design a strengthened body of an African percussion instrument.</p>	<p><b><u>Programming Pioneers</u></b></p> <p>To explain how computers and computer programs are used in a variety of products.            To develop ideas for a product with an embedded computer system that controls it.            To develop, model and communicate ideas for an embedded system which monitors and controls a door, a room or both.            To develop ideas for a product and start to write programs to monitor and control them.</p>

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	<p>To create an African-inspired percussion instrument.</p> <p>To use our products in a performance and evaluate their effectiveness.</p>	<p>To model and communicate ideas, using either prototype models or computer-aided design.</p> <p>To evaluate your design for a computer-controlled system and consider the views of others to improve your work.</p>
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Year 6		
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Autumn	Spring	Summer
<p><b>Pilgrimages:</b></p> <ul style="list-style-type: none"> <li>To identify what we would like to learn about pilgrimages by explaining what we already know.</li> <li>Understand more about the purpose of a pilgrimage by describing a spiritual journey.</li> <li>Use the experiences of pilgrims to understand more about why people go on pilgrimages</li> <li>Investigate the Hajj to understand why it is important to Muslims.</li> <li>Use the experiences of Muslims to understand more about why people go on the Hajj pilgrimage.</li> <li>Use different sources to investigate pilgrimage in other religions.</li> <li>To identify what we would like to know about pilgrimages by explaining what we have learnt.</li> </ul> <p><b>Beliefs About God:</b></p> <ul style="list-style-type: none"> <li>Explain what we know about beliefs about God to identify what we would like to know.</li> <li>Investigate people of faith to understand the impact of beliefs on people's lives.</li> </ul>	<p><b>The Natural World:</b></p> <ul style="list-style-type: none"> <li>Explain what we know about the natural world to identify what we would like to know.</li> <li>To use our knowledge of the Judeo-Christian creation story to represent creation in art form.</li> <li>To use our knowledge of the Judeo-Christian and Islamic creation stories to consider stewardship.</li> <li>To develop understanding of the scientific explanation of creation to compare it with religious beliefs.</li> <li>Explain what we have learnt about the natural world to identify what we would still like to know.</li> </ul> <p><b>Symbolism:</b></p> <ul style="list-style-type: none"> <li>Explain what we know about symbolism to identify what we would like to know.</li> <li>Explore the use of symbols in everyday life to consider why they are used.</li> </ul>	<p><b>Right and Wrong:</b></p> <ul style="list-style-type: none"> <li>Explain what we know about right and wrong to identify what we would like to know.</li> <li>Discuss our own ideas and listen to the ideas of others to explore our personal codes of conduct.</li> <li>Examine rules and codes of conduct to identify similarities and differences.</li> <li>Investigate the Noble Eightfold Path to understand what Buddhists believe about right and wrong.</li> <li>Investigate the five pillars of Islam to understand what Muslims believe about right and wrong.</li> <li>To identify what we would like to know about right and wrong by explaining what we have learnt.</li> </ul> <p><b>Thinking and Being:</b></p> <ul style="list-style-type: none"> <li>Explore emotions to consider the importance of feelings.</li> <li>Explore our responses to a range of emotions to explain how we are able to read the emotions of others.</li> </ul>

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<ul style="list-style-type: none"><li>• Investigate what it means to be a Christian to understand some Christian beliefs.</li><li>• Investigate what it means to be a Muslim or a Hindu to understand some of their beliefs.</li><li>• Investigate what it means to be a Sikh or a Jew to understand some of their beliefs and compare them with other religious beliefs.</li><li>• Investigate humanist beliefs to compare them with religious beliefs.</li><li>• To identify what we would like to know about beliefs about God by explaining what we have learnt.</li></ul>	<ul style="list-style-type: none"><li>• Investigate the theme of peace in different religions to create a peace symbol.</li><li>• Investigate the 5Ks to explain why they are important Sikh symbols.</li><li>• Investigate Christian symbols to explain their significance to Christians.</li><li>• Investigate Islamic symbols to understand their importance to Muslims</li><li>• To identify what we would like to know about symbolism by explaining what we have learnt.</li></ul>	<ul style="list-style-type: none"><li>• Explore the use of art in worship to create a plan for an art piece.</li><li>• Use our plans to create a piece of art work to reflect worship in religion.</li><li>• Use our plans to create a piece of art work to reflect worship in religion.</li></ul>
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## Year 6

### PSHE

Autumn	Spring	Summer
<p><b><u>Identified strengths</u></b></p> <ul style="list-style-type: none"> <li>Recognise their strengths and how they can contribute to different groups.</li> <li>Be able to reflect on past achievements</li> <li>Recognise achievements of others as being worthwhile and important</li> </ul> <p><b><u>Setting Goals</u></b></p> <ul style="list-style-type: none"> <li>Work collaboratively towards common goals</li> <li>Recognise how their behaviour and that of others may influence people both positively and negatively</li> </ul> <p><b><u>Internet Safety</u></b></p> <ul style="list-style-type: none"> <li>To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> </ul> <p><b><u>Extremism and Radicalisation</u></b></p> <ul style="list-style-type: none"> <li>Recognise extremism and radicalisation</li> <li>Identify why and how people are recruited into radicalised activity</li> <li>Identify some of the stereotypes relevant to radicalisation</li> <li>Identify the risks faced in relation to extremist activity</li> <li>Understand how they can lead to harm</li> </ul>	<p><b><u>Keeping Healthy</u></b></p> <ul style="list-style-type: none"> <li>Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>To know how and when to seek support including which adults to speak to in school if they are worried about their health</li> <li>To know that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li> <li>To know the facts and science relating to allergies, immunisation and vaccination</li> </ul> <p><b><u>Extremism &amp; Radicalisation</u></b></p> <ul style="list-style-type: none"> <li>Recognise extremism and radicalisation</li> <li>Identify why and how people are recruited into radicalised activity</li> <li>Identify some of the stereotypes relevant to radicalisation</li> <li>Identify the risks faced in relation to extremist activity</li> <li>Understand how they can lead to harm</li> </ul>	<p><b><u>Economic Awareness</u></b></p> <ul style="list-style-type: none"> <li>Learn about budgeting and what it means to budget</li> <li>Understand why financial management and planning is important from a young age</li> <li>Know and understand financial terms such as loan, interest, tax and discount</li> <li>Understand why aspirations are important in helping to plan for the future</li> <li>Know and understand financial terms such as loan, interest, tax and discount</li> </ul> <p><b><u>Enterprise</u></b></p> <ul style="list-style-type: none"> <li>Know and understand the principles of enterprise</li> <li>Understand profit and loss</li> <li>Know and understand the principles of charity work</li> </ul> <p><b><u>Relationships and Sex Education</u></b></p> <ul style="list-style-type: none"> <li>Understand what an unhealthy relationship is and know how to deal with relationship issues</li> <li>Know about and understand the physical, mental and emotional changes that take place during puberty</li> <li>Learn about sex (and bust some myths!)</li> </ul>

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<p><b><u>Support and Care</u></b></p> <ul style="list-style-type: none"><li>• Know that relationships can change as a result of growing up.</li><li>• Know that mental wellbeing is a normal part of daily life, in the same way as physical health</li><li>• Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li></ul>	<p><b><u>Similarities and Differences</u></b></p> <ul style="list-style-type: none"><li>• Know the importance of self-respect and how this links to their own happiness</li><li>• Learn about racial discrimination and its impact on societies, past and present</li><li>• Know what a stereotype is, and how stereotypes can be unfair, negative or destructive</li><li>• Learn about gender discrimination and its impact</li><li>• Know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li><li>• Learn about the importance of family within different cultures</li></ul>	
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## Year 6

### Computing

Autumn	Spring	Summer
<p><b>Networks</b></p> <p>To understand what a computer network is and identify examples of networks at home, school and in the wider world.</p> <p>To understand the difference between the internet and the World Wide Web and explore the services they provide.</p> <p>To explore how the internet can be used for communication and collaboration, and how to do this safely and respectfully.</p> <p>To explore who is in charge of the internet and how rules and website blocking can affect people, society and online platforms.</p> <p><b>Graphing</b></p> <p>To create comparative bar charts using graphing software.</p> <p>To create pie charts using graphing software.</p> <p>To create line graphs using graphing software.</p> <p>To present data in graphs to support an argument.</p> <p><b>Blogging</b></p> <p>To understand blogs and their features.</p> <p>To plan the theme, content and structure for a</p>	<p><b>Data Detectives – to be released</b></p> <p><b>Coding - to be released</b></p> <p><b>Online Safety</b> <b>People Online</b></p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of identifying information that is safe and unsafe to share with online friends.</p> <p><b>Girls and Boys Online</b></p> <p>Use technology safely, respectfully and responsibly. Be discerning in evaluating digital content. Children will work in the context of evaluating media aimed at boys and girls.</p>	<p><b>Introduction to Python - to be released</b></p> <p><b>Spreadsheets - to be released</b></p> <p><b>3D Modelling - to be released</b></p> <p><b>Online Safety</b> <b>SMARTbots</b></p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of identifying how to behave in a range of online scenarios.</p> <p><b>Let's Get Quizzical</b></p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating an online safety quiz.</p>

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blog post.  
To write and style a blog post.  
To review and comment on blog posts with an understanding of online safety.

### **Online Safety**

#### **Cyberbullying**

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of comparing cyberbullying to bullying in person and developing strategies for dealing with online bullying.

#### **Secure Websites**

Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of identifying secure and unsecure websites.

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