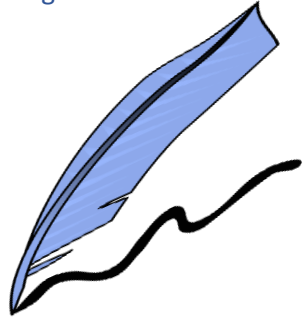





Curriculum Map - Year Six	HT1	HT2	HT3	HT4	HT5	HT6
Unit of Study	WW2		Ancient Greece		Bata	
Writing 	The Arrival – Narrative  Letters From a Lighthouse	Letter to a Historical character – Persuasive Letter  Goldilocks/ Jack and Jill – Non-Fiction, Newspaper	Paper Man – Narrative  Thornhill - Narrative	Pet Peeves – Instructional Text	Thinker’s Rap – Poetry  Origin of Species – Non-Fiction, Non-Chronological Report	Kensuke’s Kingdom – Non-Fiction  Tyger and the Hope-o-potamus – Narrative and Poetry
Curriculum Text 	<u>Text:</u> Friend or Foe Letters from a Lighthouse		<u>Text:</u> Who Let The Gods Out Thornhill		<u>Text:</u> Rich variety of genres relating to the theme Charles Darwin’s on the Origins of Species Kensuke’s Kingdom Tyger	
Maths	<u>Strands</u> Place Value – to 10,000,000, powers of 10, rounding, compare and order any integer, negative numbers Addition, Subtraction, Multiplication, Division – common factors, common multiples, square and cube numbers, short and long multiplication, short		<u>Strands</u> Ratio – language of ratio, ratio and fractions, scale drawing, scale factors, ratio and proportion, problem solving Algebra – function machines, form expressions, substitution, formulae, form equations, solve		<u>Strands</u> Properties of Shape – angles in a triangle, angles in quadrilaterals, angles in polygons, circles, nets of 3D shapes Position and Direction – coordinates in all four quadrants, translation Revision of all Strands	

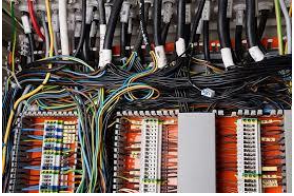
	<p>division and introduction to long division, order of operations Fractions – add and subtract, fractions in multi-step problems, multiply and divide fractions by integers, multiply fractions by fractions, find fractions of an amount, from a fraction of an amount find the whole Measurement – convert metric measures, compare miles and km, imperial measures</p> <p><u>Times tables:</u> All</p>		<p>problems, solve problems with two unknowns Decimals – multiply and divide by 10, 100, 1000, integers and decimals, rounding decimals, multiply and divide decimals Measurement – area, perimeter and volume – area of a triangle, area of a parallelogram, volume – counting cubes, volume using a formula Statistics – line graphs, dual bar charts, read and interpret pie charts, the mean</p> <p><u>Times tables:</u> All</p>		<p>Post SATs – projects, financial / life skills learning</p> <p><u>Times tables:</u> All</p>
<p>Science</p> 	<p><u>Electricity</u></p> <ul style="list-style-type: none"> <li>• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of</li> </ul>	<p><u>Light</u></p> <ul style="list-style-type: none"> <li>• recognise that light appears to travel in straight lines</li> <li>• use the idea that light travels in straight lines to explain that objects are seen because they give</li> </ul>	<p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> <li>• identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>• describe the ways in which nutrients and water are</li> </ul>	<p><u>Evolution and Inheritance</u></p> <ul style="list-style-type: none"> <li>• recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>• recognise that living things produce offspring of the same kind, but normally offspring vary</li> </ul>	<p><u>Living Things And Their Habitat</u></p> <ul style="list-style-type: none"> <li>• describe how living things are classified into broad groups according to common observable characteristics and based on similarities and</li> </ul>

	<p>cells used in the circuit</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<p>out or reflect light into the eye</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	<p>transported within animals, including humans</p>	<p>and are not identical to their parents</p> <ul style="list-style-type: none"> <li>• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	<p>differences, including micro-organisms, plants and animals</p> <ul style="list-style-type: none"> <li>• give reasons for classifying plants and animals based on specific characteristics.</li> </ul>
<p>Art &amp; Design</p> 	<p><u>Craft and Design</u></p> <p>Photo Opportunity</p> <p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>• Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</li> </ul>	<p><u>Drawing</u></p> <p>I need Space</p> <p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>• Develop ideas more independently from their own research. Explore and record their plans, ideas and</li> </ul>	<p><u>Sculpture and 3D</u></p> <p>Making Memories</p> <p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>• Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</li> </ul> <p><b>Using sketchbooks:</b></p>		

	<p><b>Using sketchbooks:</b></p> <ul style="list-style-type: none"> <li>• Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</li> <li>• Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</li> <li>• Understand how art forms such as photography and sculpture continually develop over time as</li> </ul>	<p>evaluations to develop their ideas towards an outcome.</p> <p><b>Using sketchbooks:</b></p> <ul style="list-style-type: none"> <li>• Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</li> <li>• Combine a wider range of media, e.g. photography and digital art effects.</li> <li>• Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</li> </ul> <p><b>Knowledge of artists:</b></p>	<ul style="list-style-type: none"> <li>• Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently</li> <li>• Combine materials and techniques appropriate to fit with ideas.</li> <li>• Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</li> <li>• Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</li> <li>• Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</li> </ul>
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	<p>artists seek to break new boundaries.</p> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Give reasoned evaluations of their own and others' work which takes account of context and intention.</li> <li>• Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</li> <li>• Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</li> <li>• Discuss how artists create work with the intent to create an impact on the viewer.</li> <li>• Consider what choices can be made in their own work to impact their viewer.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</li> <li>• Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work</li> </ul>	<p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Give reasoned evaluations of their own and others' work which takes account of context and intention.</li> <li>• Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</li> <li>• Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</li> <li>• Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.</li> <li>• Art can represent abstract concepts, like memories and experiences.</li> <li>• Sometimes people make art to create reactions</li> <li>• People use art as a means to reflect on their unique characteristics.</li> </ul>
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Design Technology



Textiles

Waistcoats

- Designing a waistcoat in accordance with a specification and design criteria to fit a specific theme.
- Annotating designs.
- Using a template when pinning panels onto fabric.
- Marking and cutting fabric accurately, in accordance with a design.
- Sewing a strong running stitch, making small, neat stitches and following the edge.
- Tying strong knots.
- Decorating a waistcoat – attaching objects using thread and adding a secure fastening.
- Learning different decorative stitches.
- Sewing accurately with even regularity of stitches.

Structures


Playgrounds

- Designing a playground featuring a variety of different structures, giving consideration to how the structures will be used.
- Considering effective and ineffective designs.
- Building a range of play apparatus structures drawing upon new and prior knowledge of structures.
- Measuring, marking and cutting wood to create a range of structures.
- Using a range of materials to reinforce and add decoration to structures.
- Improving a design plan based on peer evaluation.

Digital World



Navigating the World

- Writing a design brief from information submitted by a client.
- Developing design criteria to fulfil the client’s request.
- Developing a product idea through annotated sketches.
- Placing and manoeuvring 3D objects, using CAD
- Changing the properties of, or combine one or more 3D objects, using CAD.
- Considering materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo).
- Explaining material choices and why they were chosen as part of a product concept.
- Programming an N,E, S,W cardinal compass.
- Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool.
- Developing an awareness of sustainable design.
- Explaining the key functions and features of my navigation tool to the client as part of a product concept pitch.

	<ul style="list-style-type: none"> <li>Evaluating work continually as it is created.</li> </ul>	<ul style="list-style-type: none"> <li>Testing and adapting a design to improve it as it is developed.</li> <li>Identifying what makes a successful structure.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrating a functional program as part of a product concept</li> </ul>			
<p>Music</p> 	<p><b>Musical Spotlight:</b> Music and Technology</p> <p><b>Social Question:</b> How Does Music Bring Us Together?</p> <ul style="list-style-type: none"> <li>Tempo: Adagio — at a slow speed (66 bpm)</li> <li>Time signature: 2/4</li> <li>Time signature: 2/4 — there are two crotchet beats in a bar</li> </ul>	<p><b>Musical Spotlight:</b> Developing Ensemble Skills</p> <p><b>Social Question:</b> How Does Music Connect Us with Our Past?</p> <ul style="list-style-type: none"> <li>Tempo: Adagio — at a slow speed (66 bpm)</li> <li>Time signature: 2/4</li> <li>Time signature: 3/4</li> </ul>	<p><b>Musical Spotlight:</b> Creative Composition</p> <p><b>Social Question:</b> How Does Music Improve Our World?</p> <ul style="list-style-type: none"> <li>Tempo: Adagio — at a slow speed (68 bpm)</li> <li>Time signature: 2/4</li> <li>Time signature: 4/4</li> </ul>	<p><b>Musical Spotlight:</b> Musical Styles Connect Us</p> <p><b>Social Question:</b> How Does Music Teach Us About Our Community?</p> <ul style="list-style-type: none"> <li>Tempo: Moderato — at a moderate speed (116 bpm)</li> </ul>	<p><b>Musical Spotlight:</b> Improvising with Confidence</p> <p><b>Social Question:</b> How Does Music Shape Our Way of Life?</p> <ul style="list-style-type: none"> <li>Tempo: Andante — at a walking pace (76 bpm)</li> <li>Time signature: 5/4</li> <li>Time signature: 6/8 — there are six quaver beats in a bar</li> <li>Key signature: G major</li> <li>Key signature: D minor — there is</li> </ul>	<p><b>Musical Spotlight:</b> Farewell Tour</p> <p><b>Social Question:</b> How Does Music Connect Us with the Environment?</p> <ul style="list-style-type: none"> <li>Tempo: Adagio — at a slow speed (66 bpm)</li> <li>Time signature: 5/4</li> <li>Time signature: 2/4 — there are two crotchet beats in a bar</li> <li>Key signature: G major</li> <li>Key signature: C major — there are no sharps or flats in the key signature</li> <li>Notes: G, A, B, C, D, E, F#</li> </ul> <p>Rhythmic patterns using: Minims, crotchets,</p>

	<ul style="list-style-type: none"> <li>•Key signature: C major</li> <li>•Key signature: C major — there are no sharps or flats in the key signature</li> <li>•Notes: C, D, E, F, G, A, B</li> </ul> <p>Rhythmic patterns using: Minims, crotchets, quavers and semiquavers</p>	<p>— there are three crotchet beats in a bar</p> <ul style="list-style-type: none"> <li>•Key signature: C major</li> <li>•Key signature: A minor — there are no sharps or flats in the key signature</li> <li>•Notes: C, D, E, F, G, A, B</li> </ul> <p>Rhythmic patterns using: Minims, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers</p>	<p>— there are four crotchet beats in a bar</p> <ul style="list-style-type: none"> <li>•Key signature: C major</li> <li>•Key signature: D major — there are two sharps in the key signature (#)</li> <li>•Notes: C, D, E, F, G, A, B</li> </ul> <p>Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers and semiquavers</p>	<ul style="list-style-type: none"> <li>•Time signature: 2/4</li> <li>•Time Signature: 5/4 — there are five crotchet beats in a bar</li> <li>•Key signature: C major</li> <li>•Key signature: G major — there is one sharp in the key signature (#)</li> <li>•Notes: C, D, E, F, G, A, B</li> </ul> <p>Rhythmic patterns using: Minims, dotted crotchets,</p>	<p>one flat in the key signature (b)</p> <ul style="list-style-type: none"> <li>•Notes: G, A, B, C, D, E, F#</li> </ul> <p>Rhythmic patterns using: Dotted crotchets, triplet quavers and quavers</p>	<p>quavers and semiquavers</p>
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			crotchets and quavers	
<p>History</p>  	<p><u>Skill: Historical Interpretation</u></p> <ul style="list-style-type: none"> <li>• use relevant dates and terms</li> <li>• find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>• compare beliefs and behaviour with another period studied</li> <li>• link sources and work out how conclusions were arrived at</li> <li>• consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>• be aware that different evidence will lead to different conclusions</li> </ul> <p><u>Knowledge: An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></p> <ul style="list-style-type: none"> <li>• Cause and outbreak</li> <li>• Winston Churchill</li> <li>• Battle of Britain</li> <li>• D Day</li> <li>• The Blitz</li> </ul>	<p><u>Skill: Historical Organisation and Communication</u></p> <ul style="list-style-type: none"> <li>• bring knowledge gathering from several sources together in a fluent account</li> <li>• use a variety of ways to communicate</li> <li>• Make accurate use of specific dates and terms. Provide an account of a historical event based on more than one source</li> <li>• Note connections, contrasts and trends over time and show developing appropriate use of historical terms.</li> </ul> <p><u>Knowledge: Ancient Greece – a study of Greek life and achievements and their influence on the western world</u></p> <ul style="list-style-type: none"> <li>• Greek time periods: Greek dark ages, Archaic period, Classical period, Hellenistic period</li> </ul>	<p><u>Skill: Knowledge of the past</u></p> <ul style="list-style-type: none"> <li>• write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>• know key dates, characters and events of time studied</li> <li>• recognise primary and secondary sources</li> <li>• use a range of sources to find out about an aspect of time past.</li> <li>• suggest omissions and the means of finding out</li> </ul> <p><u>Knowledge: A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</u></p> <ul style="list-style-type: none"> <li>• Life in East Tilbury before Bata</li> <li>• The development of the Bata factory</li> <li>• The impact of the Bata factory on the local area</li> <li>• Bata community - the garden city, Bata School, sport and youth provision</li> <li>• Modern day East Tilbury and the connections with Bata</li> </ul>	



- Home Front: 'dig for victory' 'make do and mend', rationing
- Evacuation
- Holocaust and Anne Frank
- VE day

- Greek mythology
- The Olympics
- Alexander the Great
- Greek life: clothing, food, alphabet, education, art, pottery
- Democracy
- Architecture
- Greek Army
- Influence on the western world

### Geography

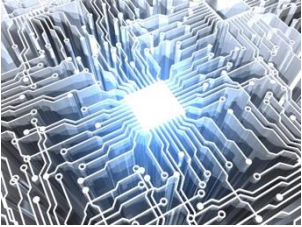


### Why does population change?

- Identify the most densely and sparsely populated areas.
- Describe the increase in global population over time.
- Begin to describe what might influence the environments people live in.
- Define birth and death rates, suggesting what may influence them.
- Define migration, discussing push and pull factors.
- Explain why some people have no choice but to leave their homes.
- Describe the causes of climate change, explaining its

### Where does our energy come from?

- Describe the significance of energy.
- Give examples of sources of energy and their trading routes.
- Define renewable and non-renewable energy.
- Discuss the benefits and drawbacks of different energy sources.
- Describe the significance of the Prime Meridian.
- Identify human features on a digital map.
- Discuss how transport links have changed over time.
- Locate UK cities on a map.
- Use six-figure grid references to identify features on an OS map.
- Consider and justify the location of energy sources.



	<p>impact on the global population.</p> <ul style="list-style-type: none"> <li>• Suggest an action they can take to fight climate change.</li> <li>• Calculate the length of a route to scale.</li> <li>• Follow a selected route on an OS map.</li> <li>• Use a variety of data collection methods, including using a Likert scale.</li> <li>• Collect information from a member of the public.</li> <li>• Create a digital map to plot and compare data collected from two locations.</li> <li>• Suggest an idea to improve the environment.</li> </ul>			<ul style="list-style-type: none"> <li>• Design and use interview questions.</li> <li>• Plot points on a sketch map.</li> <li>•</li> </ul>		
<p>Computing</p> 	<p><u>Computing systems and networks – Communication</u></p> <ul style="list-style-type: none"> <li>-To identify how to use a search engine</li> <li>-To describe how search engines select results</li> </ul>	<p><u>Creating media – Web page creation</u></p> <ul style="list-style-type: none"> <li>-To review an existing website and consider its structure</li> <li>-To plan the features of a web page</li> </ul>	<p><u>Programming A – Variables in games</u></p> <ul style="list-style-type: none"> <li>-To define a 'variable' as something that is changeable</li> <li>-To explain why a variable is used in a program</li> </ul>	<p><u>Data and information – Spreadsheets</u></p> <ul style="list-style-type: none"> <li>-To identify questions which can be answered using data</li> <li>-To explain that objects can be</li> </ul>	<p><u>Creating media – 3D Modelling</u></p> <ul style="list-style-type: none"> <li>-To use a computer to create and manipulate three-dimensional (3D) digital objects</li> <li>-To compare working digitally with 2D and 3D graphics</li> </ul>	<p><u>Programming B – Sensing</u></p> <ul style="list-style-type: none"> <li>-To create a program to run on a controllable device</li> <li>-To explain that selection can control the flow of a program</li> <li>-To update a variable with a user input</li> </ul>



	<p>-To explain how search results are ranked</p> <p>-To recognise why the order of results is important, and to whom</p> <p>-To recognise how we communicate using technology</p> <p>To evaluate different methods of online communication</p>	<p>-To consider the ownership and use of images (copyright)</p> <p>-To recognise the need to preview pages</p> <p>-To outline the need for a navigation path</p> <p>-To recognise the implications of linking to content owned by other people</p>	<p>-To choose how to improve a game by using variables</p> <p>-To design a project that builds on a given example</p> <p>-To use my design to create a project</p> <p>-To evaluate my project</p>	<p>described using data</p> <p>-To explain that formulas can be used to produce calculated data</p> <p>-To apply formulas to data, including duplicating</p> <p>-To create a spreadsheet to plan an event</p> <p>-To choose suitable ways to present data</p>	<p>-To construct a digital 3D model of a physical object</p> <p>-To identify that physical objects can be broken down into a collection of 3D shapes</p> <p>-To design a digital model by combining 3D objects</p> <p>-To develop and improve a digital 3D model</p>	<p>-To use an conditional statement to compare a variable to a value</p> <p>-To design a project that uses inputs and outputs on a controllable device</p> <p>-To develop a program to use inputs and outputs on a controllable device</p>
RE	<p><u>What do religions say when life gets hard?</u></p> <ul style="list-style-type: none"> <li>Express ideas about how and why</li> </ul>	<p><u>Is it better to express your beliefs in arts and architecture or in charity and generosity?</u></p>	<p><u>What matters most to Christians and Humanists.</u></p> <ul style="list-style-type: none"> <li>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples</li> <li>Describe some Christian and Humanist values simply</li> </ul>	<p><u>What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)?</u></p> <ul style="list-style-type: none"> <li>Describe what Ahimsa, Grace or Ummah mean to religious people</li> <li>Respond sensitively to examples of religious practice with ideas of their own</li> </ul>		

	<p>religion can help believers when times are hard, giving examples</p> <ul style="list-style-type: none"> <li>• Outline Christian, Hindu and/or nonreligious beliefs about life after death</li> <li>• Explain some similarities and differences between beliefs about life after death</li> <li>• Explain some reasons why Christians and Humanists have different ideas about an afterlife</li> <li>• Explain what difference</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about religious teachings, charities and ways of expressing generosity</li> <li>• Describe and make connections between examples of religious creativity (buildings and art)</li> <li>• Show understanding of the value of sacred buildings and art</li> <li>• Suggest reasons why some believers see generosity and charity as more important than buildings and art</li> <li>• Outline how and why some</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</li> <li>• Give examples of similarities and differences between Christian and Humanist values</li> <li>• Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections between beliefs and behaviour in different religions</li> <li>• Outline the challenges of being a Hindu, Christian or Muslim in Britain today</li> <li>• Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions</li> <li>• Explain similarities in ways in which key beliefs make a difference to life in two or three religions</li> </ul>
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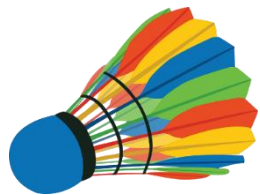


	<p>belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving example</p> <ul style="list-style-type: none"> <li>• Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding</li> </ul>	<p>Humanists criticise spending on religious buildings or art</p>		
<p>PSHE</p> 	<p><u>Families and friendships</u></p> <ul style="list-style-type: none"> <li>• attraction to others</li> <li>• romantic relationships</li> <li>• civil partnership and marriage</li> </ul> <p><u>Safe relationships</u></p> <ul style="list-style-type: none"> <li>• recognising and managing pressure</li> <li>• consent in different situations</li> </ul>	<p><u>Belonging to a community</u></p> <ul style="list-style-type: none"> <li>• valuing diversity</li> <li>• challenging discrimination and stereotypes</li> </ul> <p><u>Media literacy and digital resilience</u></p> <ul style="list-style-type: none"> <li>• evaluating media sources</li> <li>• sharing things online</li> </ul>	<p><u>Physical health and Mental wellbeing</u></p> <ul style="list-style-type: none"> <li>• what affects mental health and ways to take care of it</li> <li>• managing change, loss and bereavement</li> <li>• managing time online</li> </ul> <p><u>Growing and changing</u></p> <ul style="list-style-type: none"> <li>• human reproduction and birth</li> <li>• increasing independence</li> <li>• managing transition</li> </ul>	

	<u>Respecting ourselves and others</u> <ul style="list-style-type: none"> <li>expressing opinions and respecting other points of view, including discussing topical issues</li> </ul>		<u>Money and work</u> <ul style="list-style-type: none"> <li>influences and attitudes to money</li> <li>money and financial risks</li> </ul>		<u>Keeping safe</u> <ul style="list-style-type: none"> <li>keeping personal information safe regulations and choices</li> <li>drug use and the law</li> <li>drug use and the media</li> </ul>	
British Values 		Rule of Law	Individual Liberty	Mutual Respect	Tolerance of others	Democracy
MFL 	<u>Unit Knowledge: Le week-end</u> <ul style="list-style-type: none"> <li>To ask &amp; talk about regular activities</li> <li>To say what you don't do</li> <li>To ask &amp; say what other people do</li> <li>To talk about what you</li> </ul>	<u>Unit Knowledge: Les vêtements</u> <ul style="list-style-type: none"> <li>To ask &amp; say what clothes you'd like</li> <li>To give opinions about clothes</li> <li>To say what clothes you wear</li> <li>To ask &amp; talk about prices</li> <li>(including 60-80)</li> </ul>	<u>Unit Knowledge: Ma journée</u> <ul style="list-style-type: none"> <li>To ask &amp; talk about daily routine</li> <li>To talk about times of daily routine</li> </ul>	<u>Unit Knowledge: Les transports</u> <ul style="list-style-type: none"> <li>To talk about forms of transport</li> <li>To ask &amp; talk about where you're going &amp; how you get there</li> <li>To talk about plans for a trip</li> </ul>	<u>Unit Knowledge: Le sport</u> <ul style="list-style-type: none"> <li>To talk about which sports you like</li> <li>To say what you think of different sports</li> <li>To give reasons for preferences</li> <li>To talk about a sporting event</li> </ul>	<u>Unit Knowledge: On va faire la fête!</u> <ul style="list-style-type: none"> <li>To revise forms of transport, places &amp; immediate future plans</li> <li>To revise descriptions of people &amp; clothes</li> <li>To revise opinions of food &amp; clothes</li> <li>To order food in a café</li> </ul>

	like/dislike doing		<ul style="list-style-type: none"> <li>•To ask &amp; talk about breakfast</li> <li>•To talk about details of a typical day</li> </ul>	<ul style="list-style-type: none"> <li>•To buy tickets at the station</li> </ul>		
PE  	<u>Invasion Games – Netball</u> <ul style="list-style-type: none"> <li>• Know which pass is best to use and when in a game.</li> <li>• Use a range of square &amp; straight passes to change direction of the ball.</li> <li>• Use landing foot to change direction to lose a defender.</li> <li>• Draw defender away to create space</li> </ul>	<u>Invasion Games – Rugby</u> <ul style="list-style-type: none"> <li>• Be able to evade and tag opponents.</li> <li>• Running at speed, changing direction at speed.</li> <li>• Play effectively in attack and defence</li> <li>• Score points against opposition</li> <li>• Support player with the ball</li> </ul> <u>Invasion Games – Basketball</u> <ul style="list-style-type: none"> <li>• Know which pass is best to use when in a</li> </ul>	<u>Fitness/OA A</u> <ul style="list-style-type: none"> <li>• Follow a simple route on a map</li> <li>• Identify different key features</li> <li>• Successfully navigate an orienteering map and complete a course in a competitive</li> </ul>	<u>Dance</u> <ul style="list-style-type: none"> <li>• Create &amp; perform dances in a variety of styles consistently</li> <li>• Be aware of &amp; use musical structure, rhythm &amp; mood &amp; can dance accordingly</li> <li>• Use appropriate criteria &amp; terminology to evaluate performances</li> </ul> <u>Racket Skills – Badminton</u> <ul style="list-style-type: none"> <li>• Use ‘move-hit-recover’ approach within a</li> </ul>	<u>Athletics</u> <ul style="list-style-type: none"> <li>• Investigate running styles and changes of speed.</li> <li>• Practise throwing with power and accuracy.</li> <li>• Throw safely and with understanding.</li> <li>• Demonstrate good running technique in a competitive situation.</li> <li>• Explore different footwork patterns.</li> <li>• Understand which technique is most effective when jumping for</li> <li>• Distance.</li> <li>• Utilise all the skills learned in this unit in a competitive situation.</li> </ul>	<u>Swimming</u> <ul style="list-style-type: none"> <li>• To develop basic pool safety skills and confidence in water.</li> <li>• To develop travel in vertical or horizontal position and introduce floats.</li> <li>• To develop push and glides, any kick action on front and back with or without support aids.</li> <li>• To develop entry and exit, travel</li> </ul>





	<p>for self or team.</p> <ul style="list-style-type: none"> <li>• Position body to defend effectively, making successful interceptions.</li> </ul> <p><u>Invasion Games</u> – <u>Hockey</u></p> <ul style="list-style-type: none"> <li>• Use speed, changing of direction and Indian dribbling to advance towards team's goal.</li> <li>• Use a range of passes knowing which one depending on the distance of the pass.</li> <li>• Dribble and change direction by</li> </ul>	<p>competition situation</p> <ul style="list-style-type: none"> <li>• Use a range of passes accurately to change direction of the ball</li> <li>• Draw a defender away to create space for self or team</li> <li>• Position body to defend effectively, making successful interceptions</li> <li>• Make successful shots on target using the layup technique and set shot</li> <li>• Play full 5 a side games</li> </ul>	<p>environment</p> <ul style="list-style-type: none"> <li>• Adapt to outdoor unfamiliar surroundings</li> <li>• Accept responsibility when working in a team</li> <li>• Understand the importance of warming up and cooling down.</li> <li>• Carry out warm-ups and cool-downs safely and effectively during lessons to peers</li> </ul> <p>Identify</p>	<p>game showing facing forward on recovery lunging to reach the drop shot.</p> <ul style="list-style-type: none"> <li>• Show a range of grips.</li> <li>• Use the correct technique when performing various shots</li> <li>• Play and outwit opponents in singles and doubles games.</li> <li>• Serve the shuttlecock accurately making team mates have to move to send it back.</li> <li>• Score games correctly and umpire when not competing.</li> </ul>	<p><u>Rounders</u></p> <ul style="list-style-type: none"> <li>• Apply consistently rounders rules in conditioned games.</li> <li>• Play small sided games using standard rounders pitch layout.</li> <li>• Use a range of tactics for attacking and defending in role of bowler, batter and fielder.</li> </ul> <p><u>Cricket</u></p> <ul style="list-style-type: none"> <li>• To apply with consistency standard cricket rules in a variety of different styles of games</li> <li>• To attempt a small range of recognised shots in isolation and in</li> </ul>	<p>further, float and submerge.</p> <ul style="list-style-type: none"> <li>• To develop balance, link activities and travel further on whole stroke.</li> <li>• To show breath control.</li> <li>• Introduction to deeper water.</li> <li>• Treading water</li> </ul>
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	<p>making a square pass (across the pitch) or straight pass (up/down the pitch).</p> <ul style="list-style-type: none"> <li>• Know when to defend and what defence skills could be used.</li> <li>• Seize an opportunity to score, sometimes quite quickly.</li> </ul>		<p>major muscles and how to stretch them</p> <ul style="list-style-type: none"> <li>• Understand why exercise is good for health, fitness and wellbeing.</li> <li>• Know ways they can become healthy</li> <li>• Plan and carry out circuit training with peers as well as other various training</li> <li>• Identify different</li> </ul>			<p>competitive scenarios</p> <ul style="list-style-type: none"> <li>• To use a range of tactics for attacking and defending in role of bowler, batter and fielder</li> </ul>
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ways of training and benefits on your body

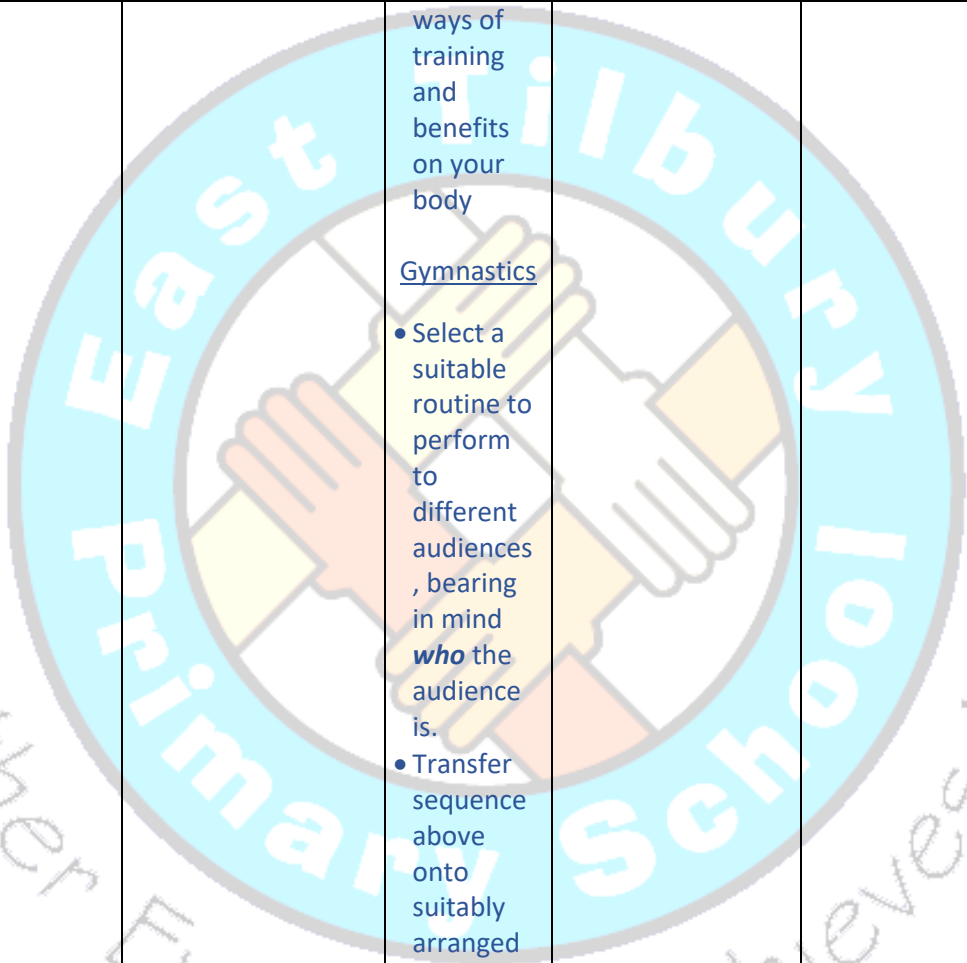
Gymnastics

- Select a suitable routine to perform to different audiences , bearing in mind **who** the audience is.
- Transfer sequence above onto suitably arranged apparatus & floor
- Perform 6-8 part

Together

Everyone

Achieves More



			<p>floor sequence as individual, pair &amp; small group to a piece of music</p> <ul style="list-style-type: none"><li>• Demonstrate 3 paired balances in sequence using various skills/actions</li></ul>		
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