

Rural Church Schools Academy Trust

Year 6 Curriculum

LET YOUR LIGHT SHINE

Matthew v5:16

Article 29: Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

Our Curriculum Policy details our intent behind our curriculum, how we implement it and our desired impact. At RCSAT, the school curriculum consists of all those activities designed or encouraged within its organisational framework to provide the intellectual, emotional, personal, social, spiritual and physical development of all its pupils. It includes not only the subject specific curriculum but also the 'informal' programme of enrichment and extra-curricular activities.

The curriculum at RCSAT, developed over a number of years, is firmly rooted in and stems directly from our Vision, Mission and Core Values;

Our Vision – '**Let your Light shine**' Matthew v5:16

Our Mission – 'A Caring Christian Family Where We Grow Together'

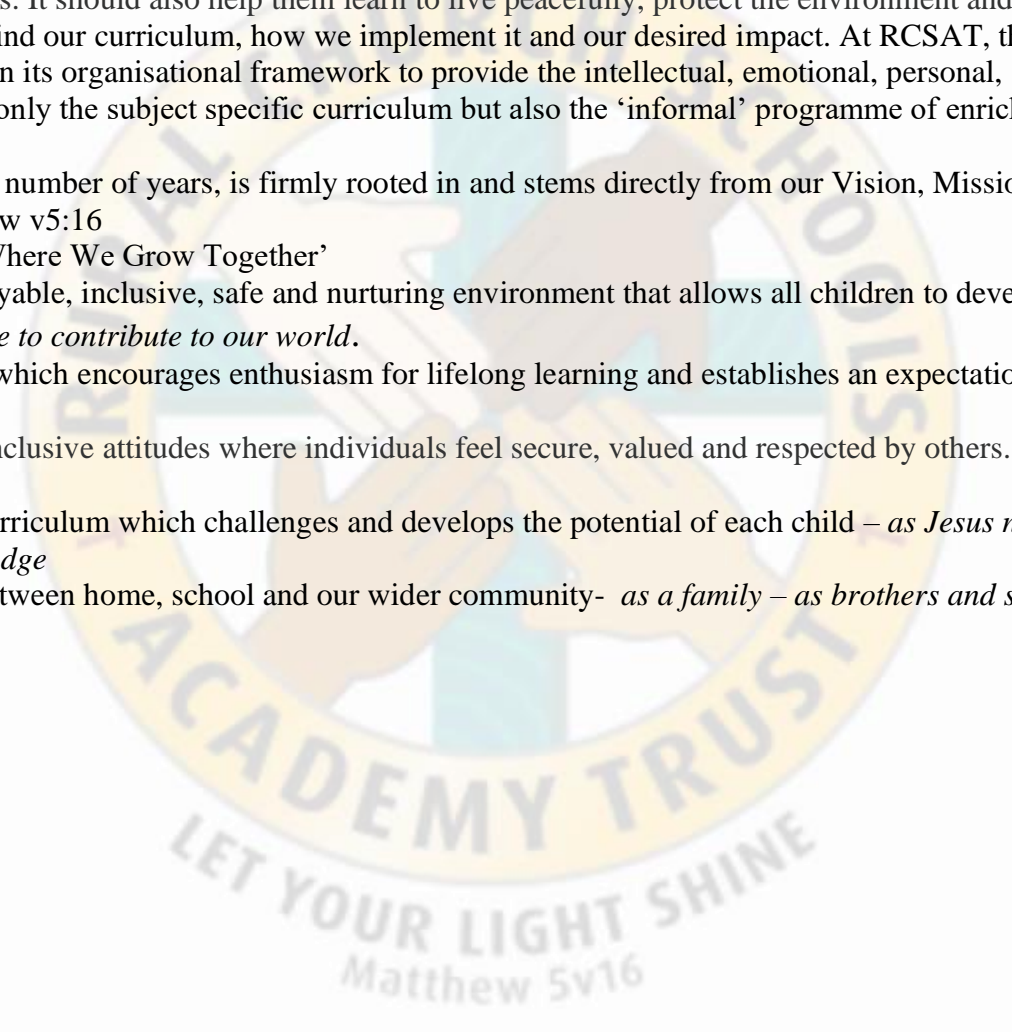
Our Core Values – WE aim to create an enjoyable, inclusive, safe and nurturing environment that allows all children to develop spiritually, morally and socially. – *every child is a child of God, made to contribute to our world.*

WE aim to create an inspiring environment, which encourages enthusiasm for lifelong learning and establishes an expectation of high standards – *knowing the way, showing the way and going the way.*

WE aim to encourage caring, sensitive and inclusive attitudes where individuals feel secure, valued and respected by others. – *like Jesus showed us through his teachings*

WE aim to provide a broad and connected curriculum which challenges and develops the potential of each child – *as Jesus needed his disciples to support and guide, so we look to others with more knowledge*

WE aim to develop a positive relationship between home, school and our wider community- *as a family – as brothers and sisters.*



The RCSAT curriculum is designed to
Embody - the Christian values we live by
Enable – all children to flourish in mind, body and spirit
Ensure – that all pupils are given the experiences to ‘Let their Light Shine.’

Intent:

The schools within RCSAT are strongly committed to helping our children grow and develop the skills required to be successful in life. Our curriculum is designed to promote every child’s individuality giving them the skills, knowledge and understanding to prepare them for the future. At RCSAT, our Connected Curriculum is planned around the development of Knowledge, Skills and Understanding. We ensure a curriculum that nurtures fascination and imagination and promotes an appreciation of creativity & individuality. One that also works in strong partnership with parents and carers to ensure high standards, engendering a strong sense of community, where all children and families are key to the delivery of a challenging, inspirational and innovative curriculum. As a trust, we provide varied opportunities throughout their time with us, which promote independent, interactive and collaborative learning that builds on the children’s natural curiosity and eagerness to learn. We teach children to aspire to be the best possible version of themselves through our key drivers.

Our key drivers are:

Inspirational and connected curriculum which instils a love of learning
 Curiosity and appreciation of God’s world through our Christian Values

A culture of care for everyone in our community and in the world around us (RRSA, Global Learning, British Values)

Aspiring to become the best person God created us to be – Let your light shine (Matthew 5:16)

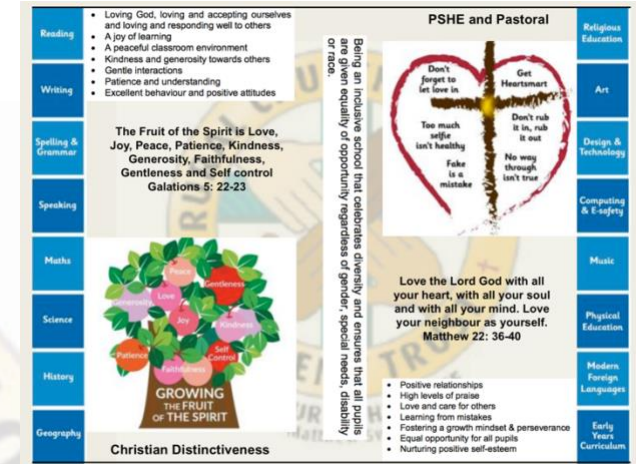
Academic success comes through creativity and problem solving; responsibility and resilience, as well as physical development, well-being and mental health all being key elements in supporting the whole child through their learning journey.

Our curriculum also celebrates diversity and utilises the skills and knowledge of the community to enhance our curriculum while supporting the children’s emotional and spiritual development.

Implementation:

Our curriculum is driven by a desire to develop the whole child and therefore delivers much more than just the National Curriculum. Our connected curriculum provides opportunities for the children to learn about managing themselves, relationships and situations. Our curriculum is not simply a set of encounters from which children form ad hoc memories; it is designed to be remembered in detail – to be stored in our children’s long-term memories so that they can later build on it, forming an ever wider and deeper pool of knowledge. Our curriculum is connected. It is planned vertically between year groups, horizontally within the academic year and diagonally to build on prior knowledge.

Our connected curriculum stems from key questions linked to a specific concept which then underpins the children’s learning. Knowledge around this concept is delivered through primary sources such as high-quality texts, music, art and technologies, enabling connections to be made across a range of National Curriculum subjects. Our teachers skillfully plan to ensure the children in their class experience a curriculum that inspires a love for learning.



Our curriculum is organised around rich and engaging, high-quality texts, making links and connecting to all curriculum areas where relevant. Subject leads ensure progression and coverage of knowledge, skills and understanding are weaved into a meaningful and cohesive curriculum drawing in learning based on local, national and international events

Medium term plans outline the learning to take place for the term and are developed as mind maps using the phrases; As Artists, As Geographers, As Historians, As Writers, As Readers, As Mathematicians, As Musicians, As Programmers, As Designers, As Performers, As respectful, responsible citizens to frame ideas and concepts to be taught. The core basic skills of English and Maths are planned and delivered to reflect the National Curriculum 2014 changes and many elements of the new statutory orders are reflected in our practice.

We also feel that the following are necessary to support the implementation of our connected curriculum;

Learning Environment – We work hard to make sure that our learning environment supports the development of the whole child both inside, outside and beyond. Our classrooms are well organised and resourced allowing children to choose resources independently to support their learning.

Our outdoor areas have been developed to enhance our connected curriculum with developments such as: running paths, outdoor stage, mini woodland, outdoor reading provision, wilderness area and forest schools. This enables pupils to explore at break and lunch-times and gives teachers a range of resource to tap into to support teaching and learning at various points within the year.

Learning Partners – It is important that as a school we engage with external partner, locally, nationally and internationally to bring added dimensions to our curriculum offer. We partner with artists, musicians, coaches, poets, cultural organisations, engineers, other schools to bring expertise and difference to our curriculum offer. These may be short term projects over a few weeks or much longer endeavours. It is through these partnerships that we may light a spark of interest, enthusiasm and passion within our children that they may carry forward with them into their future lives and schooling.

New Pedagogies – As we continue to develop our curriculum, our approach to teaching and learning also develops. We take a blended learning approach where multiple disciplines will be touched upon within a lesson. It may be a ‘Science’ based lesson where problem solving, maths, literacy and art disciplines are enveloped within the taught session. Project based inquiry learning coupled with direct instruction ensure that our curriculum is relevant and provides children with opportunities to develop the skills of communication, collaboration, critical thinking, citizenship and creativity whilst also building their own character.

Impact:

Through our connected approach:

Our children will have the capacity to control and express their emotions, and handle interpersonal relationships whilst keeping themselves safe.

Our children will become confident and successful lifelong learners, demonstrating the Christian Values to ensuring they let their individual lights shine as they make the right choices about their learning.


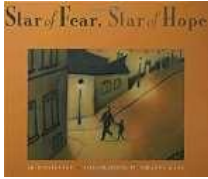

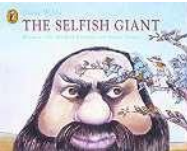
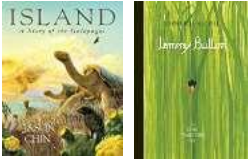

Our curriculum has an ambition for high achievement of all pupils irrespective of their background or starting point.


Our curriculum promotes a love of learning.

The curriculum also includes those features which produce the school's ethos (i.e. the ‘hidden curriculum’) such as the quality of relationships and the values exemplified by the way the school sets about its task.

Our aim is to provide a curriculum which will firstly expand the pupil’s knowledge, experience and imaginative understanding, and thus his/her awareness of moral and Christian values and capacity for enjoyment, and secondly, enable the pupil to enter the world after formal education is over as an active participant in society and a responsible contributor to it, capable of achieving as much independence as possible.

There is an Act of Worship every day. Worship is a time where we come together to reflect on the school’s vision and to learn about the ‘*person, love & work of Jesus*’ which is central to the school’s vision and curriculum. The daily Act of Worship promotes the Christian and Learning values which permeate the ethos of the school. As such, Worship is an essential part of the school day and the contributions of staff, pupils, clergy and other visitors are valued high

<p>Year 6</p> 						
<p>Year 6</p>	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
<p>Texts</p>	<p><i>Star of Hope, Star of Fear</i> by Jo Hoestlandt <i>An Eagle in the snow</i> by Michael Morpurgo</p>	<p><i>Can we save the tiger?</i> by Martin Jenkins <i>Jungle Book</i> by Rudyard Kipling</p>	<p><i>Selfish Giant</i> by Oscar Wilde <i>Gulliver's Travels retold</i> by Martin Jenkins, illustrated by Chris Riddell</p>	<p><i>Jemmy Button</i> by Alix Barzelay <i>The Island</i> by Jason Chin <i>The Explorer</i> by Katherine Rundell</p>	<p><i>Manfish</i> by Jennifer Berne <i>Dolphin Song</i> by Lauren St John</p>	<p>Transition Unit <i>Sky Chasers</i> by Emma Carroll</p>
<p>Writing outcome</p>	<p>Outcome Flashback story Information text Greater Depth To write a narrative with a flashback</p>	<p>Outcome Hybrid text - information and explanation Greater Depth Write a Newsround TV style story</p>	<p>Outcome Classic fiction Explanation Greater Depth Write the narrative from a different viewpoint</p>	<p>Outcome Journalistic Discussion Greater Depth Write a magazine article/hybrid text</p>	<p>Outcome Biography /hybrid text Greater Depth Add in a script commentary about role in conservation debate</p>	<p>Outcome Narrative Fiction Autobiography Greater Depth Write the narrative from a different viewpoint Include section from an alternative viewpoint in the autobiography</p>
<p>Topic headings</p>	<p>Is it ever right to fight?</p>		<p>Evolution and inheritance</p>		<p>Can we change the world?</p>	
<p>Courageous advocate</p>	<p>Anne Frank Martin Luther King Jnr – religious discrimination</p>		<p>Animal Rights</p>		<p>Environment and plastic life underwater</p>	
<p>Science End Points</p>	<p>Electricity: Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit and compare and give reasons for variations in how components function. Use recognized symbols when representing a simple circuit in a diagram.</p>	<p>Living things and habitats: Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals and give reasons for classifying plants and animals based on specific characteristics.</p>	<p>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 and describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Evolution: Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Light: recognise that light appears to travel in straight lines and use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	
<p>Curriculum Objectives</p>	<p>Electricity • Planning different types of scientific enquires to answer questions including recognising and controlling variables where necessary</p>	<p>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 microorganisms, plants and animals. • Identification and classification. • Give reasons for classifying plants and animals based on specific characteristics. • Identification and classification-pattern seeking.</p>	<p>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. • Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>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. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>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</p>	

Working Scientifically	<ul style="list-style-type: none"> • Ask relevant questions about what they notice. • Makes systematic and careful observations using a range of equipment. • Uses test results to set up further enquiries, comparative and fair tests. • Identifies differences, similarities or changes related to simple scientific ideas and processes. • Uses test results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Gathers, records and classifies data in a variety of ways to help in answering questions 					
						
HISTORY						
History End Points	Articulate the key events and people involved in the start of WW2 and the significance of The Battle of Britain. Develop a secure understanding of what life was like in the local area and the UK during WW2.				Develop knowledge of the history of undersea exploration; describing significant individuals and development in the knowledge of the sea flora and of the Earth beneath	
Curriculum objectives	A study of an aspect of theme in British history that extends pupils' chronological knowledge beyond 1066 (WW2) <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. • Show chronology knowledge and understanding of local, national and global history. • Use sources of evidence to deduce information about the past. • Describe connections, contrasts and trends over short and longer time periods. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Consider different viewpoints • To see the relationships between different periods and the legacy of impacts for me and my identity. • Refine lines of enquiry as appropriate. 				Undersea exploration Compare some of the times studied with those of the other areas of interest around the world.	
History enquiry skills	<ul style="list-style-type: none"> • Use a range of sources to deduce information about the past – show an increasing proficiency in selecting these and be able to comment on their effectiveness • Use literacy, numeracy and computing skills to a high standard in order to communicate information about the past • Use dates and terms accurately in describing events 					
GEOGRAPHY						
Geography End Points	To develop a secure knowledge of European countries are located; using map work and geographical language to describe their locality in the world and the political impact and changes that have occurred.	To name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, climate zones, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Link to Tiger Habitat	To develop understanding of 6 figure grid references.	To develop a secure knowledge of some areas within the Southern Hemisphere including their landscapes, habitat, and residents; using map work and geographical language to describe their locality in the world and the impact climate change is having on them and places faraway. Galapagos Islands	To develop a secure knowledge of the water cycle and how the weather affects the physical changes to the coastlines; How humans use and affect the environment through economics.	To have an awareness of coastal erosion and strategies to slow it down.
Curriculum objectives	Physical Name and locate the European countries and other areas involved in WWII (linked to history and English book). Human To identify the changes that occurred due to the changing political landscape.	Physical Understand how animals change because of humans. How human lifestyle needs to change – living with tigers. Locate tiger habitats and the surrounding geography; including changes over time. Human	To map out the route that Charles Darwin took from England to the Galapagos Islands.	Place Knowledge <ul style="list-style-type: none"> • Southern hemisphere • South America Human and Physical Geography Locational Knowledge • Locate the world's countries, using maps to focus on South America concentrating on their environmental regions, key physical and human characteristics and countries. 	Human and Physical Geography Physical <ul style="list-style-type: none"> • Describe and understand key aspects of coasts.- linked to water • Resources including water cycle Human • Economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • How animals change because of humans. 	Human and Physical Geography Physical <ul style="list-style-type: none"> • Describe and understand key aspects of coasts.- erosion Human • Reducing coastal/beach erosion. What is happening and what ideas on how to improve the protection of coastlines

		The economic activity including trade links, distribution of natural resources including energy, food, minerals and water supplies.				
Geography enquiry skills Collect and analyse statistics and other information in order to draw clear conclusions about locations. <ul style="list-style-type: none"> Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways including sketch maps, plans and graphs, and digital technologies. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 						
DESIGN and TECNOLOGY						
D&T End Points	Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? Use electrical systems and test materials Possible ideas Design a light/lamp				Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? Cutting, selecting materials Possible ideas Shadow puppets	Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? Textiles Possible ideas Design own t-shirts which show your identity. (batik, patchwork, tie dye)
Curriculum objectives	Designing Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost. Generate and develop innovative ideas and share and clarify these through discussion. Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. Making Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment. Evaluating Continually evaluate and modify the working features of the product to match the initial design specification. <ul style="list-style-type: none"> Test the system to demonstrate its effectiveness for the intended user and purpose. Investigate famous inventors who developed ground-breaking electrical systems and components. Technical knowledge and understanding Understand and use electrical systems in their products. Apply their understanding of computing to program, monitor and control their products. Know and use technical vocabulary relevant to the project. 				Designing <ul style="list-style-type: none"> Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. 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 <ul style="list-style-type: none"> Produce detailed lists of tools, equipment and materials. 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 <ul style="list-style-type: none"> 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. Investigate famous manufacturing and engineering companies relevant to the project. 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. Know and use technical vocabulary relevant to the project. 	Designing <ul style="list-style-type: none"> Generate innovative ideas through research including surveys, interviews and questionnaires. Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes including using computer-aided design. Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. Making <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Investigate and analyse textile products linked to their final product. Compare the final product to the original design specification. Test products with intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work.

ART						
Art End Points	Shelter drawings – Henry Moore Using a range of art materials, etching and different techniques I can depict aspects of WW2.	Tigers – Henry Rousseau I can work with a partner to produce a mixed media piece based on the work of the artists studied.	Still life observational sketches - Paul Cezane I can use Lines, Marks, Tone, Form and Texture to produce a still life sketch.	Animal theme observational sketches – Darwin sketches. Through close observation, I can sketch the main features of an animal I have chosen to study.	Keith Siddle – Fish pattern I can create contrasting colour paintings with repeating patterns of fish using mixed media.	Textiles – use fabrics to create 3D structure – hot air balloons Use digital device to record video and present audio - link to t-shirt work and themselves.
Curriculum objectives	*Use sketchbooks to collect and develop ideas. *Work from a variety of sources including observation, photographs and digital media. *Work in a sustained and independent way to create detailed drawings. *Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry and music. Lines, Marks, Tone, Form and Texture *Explore blending techniques with coloured pencils. *Develop their own style using mixed media.	*Carry out preliminary studies, mixing appropriate colours. Colour *Identify and mix tertiary colours. *Mix and match colours to create atmosphere and light effects. *Work with complementary colours.	*Use sketchbooks to collect and develop ideas. *Work from a variety of sources including observation, photographs and digital media. *Work in a sustained and independent way to create detailed drawings. *Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry and music. Lines, Marks, Tone, Form and Texture *Explore blending techniques with coloured pencils. *Develop their own style using mixed media.	*Use sketchbooks to collect and develop ideas. *Work from a variety of sources including observation, photographs and digital media. *Work in a sustained and independent way to create detailed drawings. *Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry and music. Lines, Marks, Tone, Form and Texture *Explore blending techniques with coloured pencils. *Develop their own style using mixed media.	*Create printing blocks by simplifying an initial sketchbook idea. *Use impressed printing methods. *Create prints with three overlays. *Work into prints with a range of media including different types of pens. *Carry out preliminary studies, mixing appropriate colours. Colour *Identify and mix tertiary colours. *Mix and match colours to create atmosphere and light effects. *Work with complementary colours.	*Use different techniques, colours and textures when designing and creating pieces of work. *Use collage as a means of collecting ideas and information and building a visual vocabulary. *Use a range of media to create collages. * Select, use and combine the appropriate technology tools to create virtual landscapes. *Use a digital device to record video and present audio. *Use fabrics to create 3D structures. *Experiment with a range of media to overlap and layer creating interesting colours, textures and effects. *Use different stitches, grades of thread and needles
<p>*Select and record ideas from observation, experience and imagination.</p> <p>*Question and make thoughtful observations about the work of famous artists, craftspeople, designers and famous works of art.</p> <p>*Select ideas from art work studied to use in their own work.</p> <p>*Explore the roles, purposes and work of artists, craftspeople and designers working in different times and cultures and different art work.</p> <p>*Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>*Adapt their work according to their views and describe how they might develop their work further.</p> <p>*Annotate work in sketchbooks.</p>						
MUSIC						
Music End Points Sing Up	Hey Mr Miller Focus: Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation) progression snapshot 1. Hey Mr Miller		Dona Nobis pacern Focus: Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations (crotchet, rest, quavers, minim, dotted minim, dotted crotchet), sacred vocal music, singing in harmony, progression snapshot 2		Ame Sau vala tara bal Focus: Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhanga, Bollywood, Indian classical), progression snapshot 3.	
Curriculum objectives	Compose a syncopated melody using the notes of the C major scale. • Sing a syncopated melody accurately and in tune. • Sing and play a class arrangement of the song with a good sense of ensemble. • Listen to historical recordings of big band swing and describe features of the music using music vocabulary.		Compose an 8-bar piece on percussion, in 3-time and using chords F and C major. • Sing a round accurately and in a legato style. • Sing a chorus in two-part harmony with dancing on the beat. • Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).		Create a rhythmic piece for drums and percussion instruments. • Sing the chorus of Throw, catch in three-part harmony with dancing. • Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary. • Demonstrate coordination and keeping a steady beat by dancing to bhang	
COMPUTING						
Computing End points Purple Mash	Unit 6.1 Coding Unit 6.2 Online Safety	Unit 6.3 Spreadsheets Unit 6.4 Blogging	Recap Unit 6.2 Online Safety Unit 6.5 Text Adventures	Unit 6.6 Networks Unit 6.7 Quizzing	Recap Unit 6.2 Online Safety Unit 6.8 Understanding Binary	Unit 6.9 Spreadsheets
Curriculum objectives	To design a playable game with a timer and a score. To plan and use selection and variables. To understand how the launch command works. To use functions and understand why they	To use a spreadsheet to investigate the probability of the results of throwing many dice. To use a spreadsheet to calculate the discount and final prices in a sale.	To identify benefits and risks of mobile devices broadcasting the location of the user/device. To identify secure sites by looking for privacy seals of approval.	To learn about what the Internet consists of. To find out what a LAN and a WAN are. To find out how the Internet is accessed in school. To research and find out about the age of the Internet.	To identify benefits and risks of mobile devices broadcasting the location of the user/device. To identify secure sites by looking for privacy seals of approval.	To know what a spreadsheet looks like. To navigate and enter data into cells. To introduce some basic data formulae in Excel for percentages, averages and max and min numbers. To demonstrate how the use of

	<p>are useful.</p> <p>To understand how functions are created and called.</p> <p>To use flowcharts to create and debug code.</p> <p>To create a simulation of a room in which devices can be controlled.</p> <p>To understand how user input can be used in a program.</p> <p>To understand how 2Code can be used to make a text-adventure game</p> <p>To identify benefits and risks of mobile devices broadcasting the location of the user/device.</p> <p>To identify secure sites by looking for privacy seals of approval.</p> <p>To identify the benefits and risks of giving personal information.</p> <p>To review the meaning of a digital footprint.</p> <p>To have a clear idea of appropriate online behaviour.</p> <p>To begin to understand how information online can persist.</p> <p>To understand the importance of balancing game and screen time with other parts of their lives.</p> <p>To identify the positive and negative influences of technology on health and the environment</p>	<p>To use a spreadsheet to plan how to spend pocket money and the effect of saving money.</p> <p>To identify the purpose of writing a blog.</p> <p>To identify the features of a successful blog.</p> <p>To plan the theme and content for a blog.</p> <p>To understand how to write a blog and a blog post.</p> <p>To consider the effect upon the audience of changing the visual properties of the blog.</p> <p>To understand how to contribute to an existing blog.</p> <p>To understand how and why blog posts are approved by the teacher.</p> <p>To understand the importance of commenting on blogs.</p>	<p>To identify the benefits and risks of giving personal information.</p> <p>To review the meaning of a digital footprint.</p> <p>To have a clear idea of appropriate online behaviour.</p> <p>To begin to understand how information online can persist.</p> <p>To understand the importance of balancing game and screen time with other parts of their lives.</p> <p>To identify the positive and negative influences of technology on health and the environment</p>	<p>To think about what the future might hold.</p> <p>To create a picture-based quiz for young children.</p> <p>To learn how to use the question types within 2Quiz.</p> <p>To explore the grammar quizzes.</p> <p>To make a quiz that requires the player to search a database.</p> <p>To make a quiz to test your teachers or parents.</p>	<p>To identify the benefits and risks of giving personal information.</p> <p>To review the meaning of a digital footprint.</p> <p>To have a clear idea of appropriate online behaviour.</p> <p>To begin to understand how information online can persist.</p> <p>To understand the importance of balancing game and screen time with other parts of their lives.</p> <p>To identify the positive and negative influences of technology on health and the environment</p> <p>To examine how whole numbers are used as the basis for representing all types of data in digital systems.</p> <p>To recognise that digital systems represent all types of data using number codes that ultimately are patterns of 1s and 0s (called binary digits, which is why they are called digital systems).</p> <p>To understand that binary represents numbers using 1s and 0s and these represent the on and off electrical states respectively in hardware and robotics.</p>	<p>Excel can save time and effort when performing calculations.</p> <p>To use a spreadsheet to model a real-life situation.</p> <p>To demonstrate how Excel can make complex data clear by manipulating the way it is presented.</p> <p>To create a variety of graphs in Excel.</p> <p>To apply spreadsheet skills to solving problems</p>
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PE

PE End points	Invasion: Netball Health related exercise	Invasion: Football Gymnastics: Matching and Mirroring	Invasion: Basketball Dance: Carnival	Invasion: Hockey OAA: Orienteering	Striking and Fielding Rounders Net and Wall: Tennis	Striking and Fielding: Cricket Athletics
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Curriculum objectives	<p>Netball</p> <ul style="list-style-type: none"> • Consolidate keeping possession, develop officiating • Consolidate defending • Create, understand and apply attacking/defending tactics in game situations <p>Health Related Exercise</p> <ul style="list-style-type: none"> • Develop a secure understanding of cardio fitness • Develop a secure understanding of flexibility fitness • Develop a secure understanding of strength fitness 	<p>Football</p> <ul style="list-style-type: none"> • Consolidate keeping possession, develop officiating • Consolidate defending • Organise formations and manage teams • Organise formations decide tactics, manage teams and officiate games <p>Matching and Mirroring</p> <ul style="list-style-type: none"> • Introduction to matching /mirroring • Application of matching mirroring learning onto apparatus • Sequence development 	<p>Basketball</p> <ul style="list-style-type: none"> • Consolidate keeping possession and officiating • Consolidate defending • Create, understand and apply attacking tactics in game situations • Create, understand and apply defending tactics in game situations <p>Carnival</p> <ul style="list-style-type: none"> • Performing with technical control and rhythm in a group • Creating rhythmic patterns using the body • Experiencing dance from a different culture • Chorographical elements including still imagery 	<p>Hockey</p> <ul style="list-style-type: none"> • Consolidate keeping possession, develop officiating • Consolidate defending • Create, understand and apply attacking/defending tactics in game situations <p>Orienteering</p> <ul style="list-style-type: none"> • Face orienteering • Cone orienteering • Point and return • Point to point • Timed course • Orienteering competition 	<p>Rounders</p> <ul style="list-style-type: none"> • Introduction to full rounders • Consolidate fielding tactics • Refine our understanding of what happens if the batter misses or hits the ball backwards • Batting considerations <p>Tennis</p> <ul style="list-style-type: none"> • Game application • Game application, mixed ability doubles, round robin games 	<p>Cricket</p> <ul style="list-style-type: none"> • Consolidate batting, fielding and bowling • Create, understand and apply attacking and defensive tactics in game <p>Athletics</p> <ul style="list-style-type: none"> • Running for speed competition • Running for distance competition • Throwing competition • Jumping competition
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MFL

MFL End points	<p>My Town</p> <ul style="list-style-type: none"> -name some of the major Spanish speaking cities -identify and say typical amenities to be found in towns -say and order multiples of ten -ask and give a simple address in Spanish 	<p>Let's Go</p> <ul style="list-style-type: none"> -name some types of transport; -use the 1st and 2nd person singular of the verb 'ir' (to go) correctly in a simple sentence; -respond to simple instructions for direction and movement; 	<p>Shopping</p> <ul style="list-style-type: none"> -Listen and respond to topic vocabulary. -Answer questions using the topic vocabulary. -Take part in role play as a shopper/shopkeeper, speaking in Spanish. -Greet and respond. 	<p>The Wider World</p> <ul style="list-style-type: none"> -Listen and respond to topic vocabulary; -Answer questions orally using the topic vocabulary; -Write an answer in a sentence using the topic vocabulary; 	<p>My Routine</p> <ul style="list-style-type: none"> -say and write a sentence to tell the time (o'clock); -count in fives to at least 30; -understand and use the terms 'antes' and 'después'; -answer questions about a TV schedule. 	<p>Free Time</p> <ul style="list-style-type: none"> -listen and respond to topic vocabulary; -answer questions orally using the topic vocabulary; -identify vocabulary about sports, weather, seasons and holiday activities
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	-locate the correct part of a bilingual dictionary to translate from Spanish – English or vice versa	-follow simple directions to find a place on a map.		-Recognise capitals, countries and continents; -Name some animals in Spanish.		
	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally* and in writing</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>					