|           | Autumn Term The Vikings  |   | Spring Term<br>The Groovy Greeks   |   | Summer Term Planet Earth and Beyond  |   |
|-----------|--|---|--|---|--|---|
| Key texts | Autumn 1  Beowulf Viking Boy The 1000-year-old boy Shewolf Non-Fiction Books.  | Autumn 2 Beowulf Viking Boy The 1000-year-old boy Shewolf Non-Fiction Books.  | Spring 1 Orchid book of Greek Myths Who let the Gods Out? Literacy Shed Media Clips.   | Spring 2 Orchid book of Greek Myths Who let the Gods Out? Literacy Shed Media Clips                         | Summer 1 The Watertower Cosmic The Jamie Drake Equation The skies above my eyes Literacy Shed Media Clip | 5.  |
| Trips     | Residential: Kingwood  | The Specialists Visit.  | Visitor – Portals to the past  | Visitor – Portals to the past   | In School Activities   | National Space Centre   |
| Wow days  | Hook Day: The<br>Specialists Visit.  | Hook Day: The<br>Specialists Visit.   | Visitor – Portals to the past  | Hook Day - Greek Food<br>Tasting.   | Space Dome   | Space Dome  |
| English   | Diary Entry  Biography Alfred The Great.  Short descriptive writing.  Non-Chronological report on Viking longboats.  Narrative Writing-Beowulf.  Kenning Poetry. | Diary Entry  Biography Alfred The Great.  Non-Chronological report on Vikings longboats.  Narrative Writing.  Kenning Poetry. | Narrative based around a traditional myth. Explanation write. Travel Brochure Balanced argument Sparta Vs Athens.  DART Report | Narrative based around a traditional myth. Travel Brochure Balanced argument Sparta Vs Athens.  DART Report | Newspaper report.  Narrative based on the film.  Short descriptive writing.                              | Newspaper report.  Narrative based on the film.  Short descriptive writing. |

| Maths   | WHITE ROSE Maths  |  |  |  |  |  |  |  |
|---------|---|--|--|--|--|--|--|--|
|         |   | See Y5 and Y6 sche   | emes of learning   |  |  |  |  |  |
| Science | Living things and habitats  | Animals including  | <b>Evolution and</b>   | <u>Forces</u>  | <u>Space</u>   |  |  |  |
|         | <ul> <li>Know the process of reproduction in plants</li> <li>Know the process of reproduction in animals</li> <li>Know the life cycle of different living things e.g. mammal, amphibian, insect and bird</li> <li>Know the differences between different life cycles.</li> <li>Classify living things into broad groups according to observable characteristics and based on</li> </ul> | humans: The Heart and the circulatory system.  •Identify and name the main parts of the human circulatory system  •Know the function of the heart, blood vessels   | Inheritance  • Know how the Earth and living things have changed over time  • Know how fossils can be used to find out about the past  • Know about  | <ul> <li>Know what gravity is<br/>and its impact on our<br/>lives</li> <li>Identify and know<br/>the effect of air and<br/>water resistance</li> <li>Identify and know<br/>the effect of friction</li> </ul>   | <ul> <li>Know about and explain the movement of the Earth and other planets relative to the Sun</li> <li>Know about and explain the</li> </ul>                 |  |  |  |
|         | similarities and differences  •Know how living things have been classified  •Give reasons for classifying plants and animals in a specific way  | and blood •Know the impact of diet, exercise, drugs and lifestyle on health •Know the ways in which nutrients and water are transported in animals, including humans •Keep an on-going record of new scientific words that they have come across for the first time and use these regularly in future scientific write ups | reproduction and offspring (recognising that offspring normally vary and are not identical to their parents)  •Know how animals and plants are adapted to suit their environment  •Link adaptation over time to evolution  •Know about evolution and can explain what it is. | <ul> <li>Explain how levers, pulleys and gears allow a smaller force to have a greater effect</li> <li>Set up a fair test when needed e.g. does light travel in straight lines?</li> <li>Know how to set up an enquiry-based investigation.</li> <li>Know what the variables are in a given enquiry</li> </ul> | movement of the Moon relative to the Earth  •Know and demonstrate how night and day are created  •Describe the Sun, Earth and Moon (using the term spherical). |  |  |  |
|         |   |  |  |  |  |  |  |  |

| History   | Vikings The Viking and Anglo- Saxon struggle for the Kingdom of England to the time of Edward the Confessor  • Know where the Vikings originated from and show this on a map • Know that the Vikings and Anglo- Saxons were often in conflict • Know why the Vikings frequently won battles with the Anglo-Saxons | Vikings The Viking and Anglo- Saxon struggle for the Kingdom of England to the time of Edward the Confessor  •Know where the Vikings originated from and show this on a map •Know that the Vikings and Anglo-Saxons were often in conflict •Know why the Vikings frequently won battles with the Anglo-Saxons | Geography Driver   | Ancient Greece – a study of Greek life and achievements and their influence on the western world  • Know some of the main characteristics of the Athenians and the Spartans  • Know about the influence the gods had on Ancient Greece  • Know at least five sports from the Ancient Greek Olympics | Geography Driver  | Geography Driver  |
|-----------|---|---|--|---|---|---|
| Geography | History Driver -To describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources   | History Driver -To describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources   | Geography of Greece understand geographical similarities and differences through the study of human and physical geography of a region in a European country (GREECE). | History Driver  | Geography -Know the names of and locate some of the world's desert -Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts | Geography -Know the names of and locate some of the world's desert -Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts |

Arnold Mill Primary School

| including energy, food, minerals and water.  and earthquakes; human geography including: types of settlement and land use  identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Southern Hemisphere, Southern Hemisphere, Southern Hemisphere, Actariand Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  use and earthquakes; human geography including: types of settlement and land use  identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, bothern Hemisphere, Southern  Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  use the eight points of a compass, four and six-figure grid   | O NOL LONG | y reiminanning          | 0,010 E |  | 7111010 7               | Alli Frimary School   |
|--|------------|-------------------------|---------|--|-------------------------|-----------------------|
| including: types of settlement and land use  identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Southern Hemisphere, Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  use the eight points of a compass, four and indired use  |            | including energy, food, |         |  | and earthquakes;        | and earthquakes;      |
| identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Southern Hemisphere, Southern Hemisphere, Southern Hemisphere, The Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  settlement and land use use the eight points of a compass, four and land use  identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Southern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Meridian and time zones (including day and night)  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  |            | minerals and water.     |         |  | human geography         | human geography       |
| identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (Including day and night) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied was end and describe features studied use he individed in the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Southern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (Including day and night) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and   |            |                         |         |  | including: types of     | including: types of   |
| identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  use the eight points of a compass, four and   |            |                         |         |  | settlement and land     | settlement and land   |
| and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Southern Hemisphere, Southern Hemisphere, Southern Hemisphere, Southern Hemisphere, Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  use the eight points of a compass, four and   |            |                         |         |  | use                     | use                   |
| and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Southern Hemisphere, Southern Hemisphere, Southern Hemisphere, Southern Hemisphere, Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  use the eight points of a compass, four and   |            |                         |         |  |                         |                       |
| and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Southern Hemisphere, Southern Hemisphere, Southern Hemisphere, Southern Hemisphere, Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  use the eight points of a compass, four and   |            |                         |         |  |                         |                       |
| latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  use the eight points of a compass, four and  |            |                         |         |  | identify the position   | identify the position |
| Equator, Northern Hemisphere, Southern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Meridian and time zones (including day and night)  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Carcer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time 2008 (including day and night)  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied southern Hemisphere, the Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time 2008 (including day and night)  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied southern describe and digital/computer mapping to locate countries and describe f |            |                         |         |  | and significance of     | and significance of   |
| Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  use the eight points of a compass, four and  |            |                         |         |  | latitude, longitude,    | latitude, longitude,  |
| Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and   |            |                         |         |  | Equator, Northern       | Equator, Northern     |
| Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  use the eight points of a compass, four and   |            |                         |         |  | Hemisphere, Southern    | Hemisphere,           |
| Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  use the eight points of a compass, four and Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  use maps, atlases, globes and use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied   |            |                         |         |  | Hemisphere, the         | Southern              |
| Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  use the eight points of a compass, four and   |            |                         |         |  | Tropics of Cancer and   | Hemisphere, the       |
| Prime/Greenwich Meridian and time zones (including day and night)  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  use the eight points of a compass, four and   |            |                         |         |  | Capricorn, Arctic and   | Tropics of Cancer and |
| Meridian and time zones (including day and night)  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Use the eight points of a compass, four and   |            |                         |         |  | Antarctic Circle, the   | Capricorn, Arctic and |
| zones (including day and night)  use maps, atlases, globes and use maps, atlases, digital/computer mapping to locate countries and describe features studied  use the eight points of a compass, four and  |            |                         |         |  | Prime/Greenwich         | Antarctic Circle, the |
| and night)  zones (including day and night)  use maps, atlases, globes and use maps, atlases, digital/computer globes and mapping to locate countries and describe features studied  use the eight points of a compass, four and   |            |                         |         |  | Meridian and time       | Prime/Greenwich       |
| use maps, atlases, globes and use maps, atlases, digital/computer globes and mapping to locate countries and describe features studied countries and describe features studied use the eight points of a compass, four and   |            |                         |         |  | zones (including day    | Meridian and time     |
| use maps, atlases, globes and use maps, atlases, digital/computer globes and digital/computer mapping to locate countries and describe features studied countries and describe features use the eight points of a compass, four and  |            |                         |         |  | and night)              | zones (including day  |
| globes and use maps, atlases, digital/computer globes and mapping to locate countries and describe features studied countries and describe features studied use the eight points of a compass, four and use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied studied   |            |                         |         |  |                         | and night)            |
| digital/computer globes and mapping to locate countries and describe features studied countries and describe features studied use the eight points of a compass, four and globes and digital/computer mapping to locate countries and describe features studied  |            |                         |         |  | use maps, atlases,      |                       |
| mapping to locate countries and describe features studied countries and describe features and describe features studied countries and describe features studied a compass, four and  |            |                         |         |  | globes and              | use maps, atlases,    |
| countries and describe features studied countries and describe features and describe features use the eight points of a compass, four and  |            |                         |         |  | digital/computer        | globes and            |
| features studied countries and describe features use the eight points of a compass, four and   |            |                         |         |  | mapping to locate       | digital/computer      |
| describe features use the eight points of a compass, four and  |            |                         |         |  | countries and describe  | mapping to locate     |
| use the eight points of a compass, four and  |            |                         |         |  | features studied        | countries and         |
| a compass, four and  |            |                         |         |  |                         | describe features     |
|  |            |                         |         |  | use the eight points of | studied               |
| six-figure grid  |            |                         |         |  | a compass, four and     |                       |
|  |            |                         |         |  | six-figure grid         |                       |

UKS2 Long Term Planning Cycle 2

Arnold Mill Primary School

|           |  |             |  |  | references, symbols                  | use the eight points                |
|-----------|--|-------------|--|--|--------------------------------------|-------------------------------------|
|           |  | 1           |  |  | and key (including the               | of a compass, four                  |
|           |  |             |  |  | use of Ordnance                      | and six-figure grid                 |
|           |  |             |  |  | Survey maps) to build                | references, symbols                 |
|           |  |             |  |  | their knowledge of the               | and key (including the              |
|           |  |             |  |  | United Kingdom and                   | use of Ordnance                     |
|           |  |             |  |  | the wider world                      | Survey maps) to build               |
|           |  |             |  |  | (Snowdon)                            | their knowledge of                  |
|           |  |             |  |  | (Silowasil)                          | the United Kingdom                  |
|           |  |             |  |  |                                      | and the wider world                 |
|           |  |             |  |  |                                      |                                     |
|           |  |             |  |  |                                      | (Snowdon)                           |
|           |  |             |  |  |                                      |                                     |
| Computing | 1. Computing   | 2. Creating | 5. Creating media –  | 4. Data and  | Programming A –                      | Programming B –                     |
| Computing | •  | Media       |  | information Flat File  | Coding Developing                    | Animated Stories                    |
|           | Systems and<br>Networks  | ivieuia     | 3D Modelling   | databases  | Games                                | Coding                              |
| A         | Tompsett (London   | DT Driver   | Art Greek art and  | Art Observational  | Pop Art                              | Pop Art                             |
| Art       | cityscape)   | DI Driver   | culture: clay bowl   | Drawings   | Warhol/ Lichtenstein                 | Warhol/ Lichtenstein                |
|           | ·Use stimuli as a  |             | • Use stimuli as a starting  | Rocks and fossils  | <u> </u>                             | <u> </u>                            |
|           | starting point for 3D  |             | point for 3D work (focus   | •Experiments with line,  | •                                    | (inspirational People               |
|           | ·  |             |  |  |                                      |                                     |
|           |  |             | ·  |  |                                      |                                     |
|           | Sawing, Smoothing, not   |             |  | _  |                                      |                                     |
|           | 5  |             | I variety of defires and   | materials to produce   |                                      |                                     |
|           | glue, drilling)  |             |  | •  |                                      |                                     |
|           | glue, drilling)<br>-Makes imaginative use  |             | cultures   | line, tone and shade -<br>use of rubber to   |                                      |                                     |
|           | glue, drilling)  |             |  | line, tone and shade -   |                                      |                                     |
|           | glue, drilling) -Makes imaginative use of the knowledge they have acquired of tools, techniques and  |             | <ul><li>cultures</li><li>Develop knowledge of techniques</li><li>(eg clay - coiling,</li></ul> | line, tone and shade – use of rubber to create light •Selects media /  |                                      |                                     |
|           | glue, drilling) -Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express   |             | cultures  • Develop knowledge of techniques  • (eg clay – coiling, slabbing, joining with a    | line, tone and shade – use of rubber to create light •Selects media / techniques to achieve                    |                                      |                                     |
|           | glue, drilling) -Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings                  |             | <ul><li>cultures</li><li>Develop knowledge of techniques</li><li>(eg clay - coiling,</li></ul> | line, tone and shade – use of rubber to create light •Selects media / techniques to achieve a specific outcome |                                      |                                     |
|           | glue, drilling) -Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings Painting skills: |             | cultures  • Develop knowledge of techniques  • (eg clay – coiling, slabbing, joining with a    | line, tone and shade – use of rubber to create light •Selects media / techniques to achieve                    |                                      |                                     |
|           | glue, drilling) -Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings                  |             | cultures  • Develop knowledge of techniques  • (eg clay – coiling, slabbing, joining with a    | line, tone and shade – use of rubber to create light •Selects media / techniques to achieve a specific outcome |                                      |                                     |
|           |  |             | _  | · · · · · · · · · · · · · · · · · · ·  | comparison<br>(inspirational People) | comparison<br>(inspirational People |

UKS2 Long Term Planning Cycle 2

Arnold Mill Primary School

|    | ,   |  | 1   |   | 1  |  |
|----|---|--|---|---|--|--|
| DT | •Makes tones by adding black and white. • Makes secondary colours with primary •Makes hues •Investigates shapes, form and composition •Uses techniques, colours, tools and effects to represent things seen •Explores the effect of light and colour, texture and tone on natural and man-made objects.  D.T. Moving mechanisms  -Know how to test and evaluate designed products  -Follow and refine original plans  -Know which tool to use for a specific practical task | D.T. Moving mechanisms  -Know how to test and evaluate designed products  Follow and refine original plans  Know which tool to use for a specific practical task | DT Cooking Focus: Greek food -Understand and apply the principles of a healthy and varied diet -Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques -Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. | DT Cooking Focus: Greek food -Understand and apply the principles of a healthy and varied diet -Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques -Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. | Art Driver   | Art Driver                               |
| RE | Unit 5.2<br>What matters to<br>Christians   | Unit 5.2 What matters to Christians  | Unit 5.3 Beliefs and Questions (Beliefs about God)  | Unit 5.3 Beliefs and Questions (Beliefs about God)  | Unit 5.1<br>Inspirational People in<br>Today's World | Unit 6.1 Teachings, wisdom and authority |

UKS2 Long Term Planning Cycle 2

Arnold Mill Primary School

|       | Religions:            | Religions:            | Religion: Islam,                                | Religion: Islam,                                 |                      | (Religious texts)             |
|-------|-----------------------|-----------------------|---|--|----------------------|-------------------------------|
|       | Christianity/Hinduism | Christianity/Hinduism | Hinduism  | Hinduism   | Religion:            | Religion: Christianity,       |
|       |                       |                       | Inspiring RE Living                             | Inspiring RE Living                              |                      | Islam                         |
|       |                       |                       | without God                                     | without God                                      | Inspiring RE         | Inspiring RE Muslims          |
|       |                       |                       | Inspiring RE Hindus                             | Inspiring RE Hindus                              | Inspirational People | Unit of work planning         |
|       |                       |                       | Inspiring RE Muslims                            | Inspiring RE Muslims                             |                      | example                       |
|       |                       |                       | Easter  | Easter   |                      |                               |
| PHSE  | SCARF – Living in the | SCARF – Living in the | Y5: DART  | Y5: DART   | Sex Ed               | Sex Ed                        |
|       | Wider World           | Wider World           | Y6: SCARF Health and                            | Y6: SCARF Health and                             |                      |                               |
|       | Rules, Rights and     | Rules, Rights and     | Wellbeing -> Keeping Safe                       | Wellbeing -> Keeping Safe                        |                      | Y6 – Transition               |
|       | Responsibilities.     | Responsibilities.     | -Know the impact of diet,                       | Suje   |                      | Y5 – Money Matters<br>(SCARF) |
|       |                       |                       | exercise, drugs and                             | -Know the impact of                              |                      | (SCARF)                       |
|       |                       |                       | lifestyle on health                             | diet, exercise, drugs                            |                      |                               |
|       |                       |                       |   | and lifestyle on health                          |                      |                               |
|       |                       |                       | - I can give examples of                        |  |                      |                               |
|       |                       |                       | some of the rights and                          | - I can give examples of                         |                      |                               |
|       |                       |                       | related responsibilities I                      | some of the rights and                           |                      |                               |
|       |                       |                       | have as I grow older, at home and school. I can | related responsibilities I have as I grow older, |                      |                               |
|       |                       |                       | also give real examples of                      | at home and school. I                            |                      |                               |
|       |                       |                       | each that relate to me.                         | can also give real                               |                      |                               |
|       |                       |                       |   | examples of each that                            |                      |                               |
|       |                       |                       | - I can say the percentage of people            | relate to me.                                    |                      |                               |
|       |                       |                       | aged 11-15 years old that                       | - I can say the                                  |                      |                               |
|       |                       |                       | smoke in the UK (3%) and                        | percentage of people                             |                      |                               |
|       |                       |                       | I can give reasons why                          | aged 11-15 years old                             |                      |                               |
|       |                       |                       | some people think it's a lot more than this.    | that smoke in the UK (3%) and I can give         |                      |                               |
|       |                       |                       | וטו חוטויפ ווומוו וווווז.                       | reasons why some                                 |                      |                               |
|       |                       |                       |   | people think it's a lot                          |                      |                               |
|       |                       |                       |   | more than this.                                  |                      |                               |
| Music | PPA Charanga –        | PPA Charanga – Happy  | PPA – Charanga Music                            |  | PPA – Charanga Music | PPA – Charanga                |
|       | Нарру                 |                       | and Me.   |  | and Identity.        | Music and Me.                 |

|        | <u> </u>                |                          |  |                          |                          | ,  |
|--------|-------------------------|--------------------------|--|--------------------------|--------------------------|--|
|        |                         | -listen to and recall    | To identify and move to                  |                          |                          | To identify and move                     |
|        | -listen to and recall   | sounds with increasing   | the pulse with ease.                     |                          | -appreciate and          | to the pulse with                        |
|        | sounds with increasing  | accuracy                 | To think about the                       |                          | understand a range of    | ease.                                    |
|        | accuracy                |                          | message of songs.                        |                          | music from different     | <ul> <li>To think about the</li> </ul>   |
|        |                         | -use and understand      | <ul> <li>To compare two</li> </ul>       |                          | composers and            | message of songs.                        |
|        | -use and understand     | musical notation         | songs in the same style,                 |                          | traditions               | <ul> <li>To compare two</li> </ul>       |
|        | musical notation        |                          | talking about what                       |                          |                          | songs in the same                        |
|        |                         | -compose and perform     | stands out musically in                  |                          | -listen with attention   | style, talking about                     |
|        | -compose and            |                          | each of them, their                      |                          | to detail and share      | what stands out                          |
|        | perform                 |                          | similarities and                         |                          | ideas                    | musically in each of                     |
|        |                         |                          | differences.                             |                          |                          | them, their                              |
|        |                         |                          | <ul> <li>Listen carefully and</li> </ul> |                          | -improvise and           | similarities and                         |
|        |                         |                          | respectfully to other                    |                          | compose                  | differences.                             |
|        |                         |                          | people's thoughts about                  |                          |                          | <ul> <li>Listen carefully and</li> </ul> |
|        |                         |                          | the music.                               |                          |                          | respectfully to other                    |
|        |                         |                          | <ul> <li>Use musical words</li> </ul>    |                          |                          | people's thoughts                        |
|        |                         |                          | when talking about the                   |                          |                          | about the music.                         |
|        |                         |                          | songs.                                   |                          |                          | <ul> <li>Use musical words</li> </ul>    |
|        |                         |                          | <ul> <li>To talk about the</li> </ul>    |                          |                          | when talking about                       |
|        |                         |                          | musical dimensions                       |                          |                          | the songs.                               |
|        |                         |                          | working together in the                  |                          |                          | <ul> <li>To talk about the</li> </ul>    |
|        |                         |                          | Unit songs.                              |                          |                          | musical dimensions                       |
|        |                         |                          | <ul> <li>Talk about the music</li> </ul> |                          |                          | working together in                      |
|        |                         |                          | and how it makes you                     |                          |                          | the Unit songs.                          |
|        |                         |                          | feel, using musical                      |                          |                          | <ul> <li>Talk about the</li> </ul>       |
|        |                         |                          | language to describe                     |                          |                          | music and how it                         |
|        |                         |                          | the music                                |                          |                          | makes you feel, using                    |
|        |                         |                          |  |                          |                          | musical language to                      |
|        |                         |                          |  |                          |                          | describe the music                       |
|        |                         |                          |  |                          |                          |  |
| French | YEAR 5                  | YEAR 5                   | YEAR 5                                   | YEAR 5                   | YEAR 5                   | YEAR 5                                   |
|        | Understand higher       | Understand higher        | Identify key points in a                 | Identify key points in a | Seek help and            | Seek help and                            |
|        | numbers, follow and     | numbers, follow and      | new context e.g. a                       | new context e.g. a       | clarification in French, | clarification in French,                 |
|        | give simple             | give simple instructions | story, write sentences                   | story, write sentences   | e.g. "Repetez s'il vous  | e.g. "Repetez s'il vous                  |
|        | instructions and        | and directions,          | using a word/phrase                      | using a word/phrase      | plait", use simple       | plait", use simple                       |
|        | directions, recognise   | recognise letters of the | bank linked to a recent                  | bank linked to a recent  | conjunctions to form     | conjunctions to form                     |
|        | letters of the alphabet | alphabet in French, read | area of learnng e.g.                     | area of learnng e.g.     | more complex             | more complex                             |
|        |                         |                          |  |                          |                          |  |

in French, read a variety of short, simple texts containing new and familiar vocabulary

Understand use

context, talk about the

past in simple terms e.g. school subjects

studied, express and

statements about

an email.

justify opinions, make

what they read e.g. in

numbers in

YEAR 6

a variety of short, simple texts containing new and familiar vocabulary

YEAR 6

Understand use numbers in context, talk about the past in simple terms e.g. school subjects studied, express and justify opinions, make statements about what they read e.g. in an email.

Space, change elements in a given text e.g. colour, size of a planet,

#### YEAR 6

Give a description e.g. of a town, read simple texts in groups, read and understand the main points and some detail from from a short written passage, have some understanding of how to use the past tense

Space, change elements in a given text e.g. colour, size of a planet,

#### YEAR 6

Give a description e.g. of a town, read simple texts in groups, read and understand the main points and some detail from from a short written passage, have some understanding of how to use the past tense

sentences, understthe word order of familiar adjectives and apply correct endings, with increasing accuracy

#### YEAR 6

Listen to longer texts spoken by people other than the teacher.understand and use transactional langugae, e.g. in a café, use adjectives to add interest to a description, begin to use some past tense phrases, learn to conjugate verbs in the present tense.

sentences, understthe word order of familiar adjectives and apply correct endings, with increasing accuracy

#### YEAR 6

Listen to longer texts spoken by people other than the teacher.understand and use transactional langugae, e.g. in a café, use adjectives to add interest to a description, begin to use some past tense phrases, learn to conjugate in the present tense.

#### PΕ **Athletics**

-develop flexibility, strength, technique, control and balance.

### Hockey

-Play competitive games, modified where appropriate [for example, badminton. basketball, cricket, football. hockey, netball, rounders and tennis], and apply basic principles suitable for

#### Netball

-Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for

### **Orienteering and** Circuit.

-Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

#### **Rounders**

games,

basic

Cricket and Tennis. Play competitive play competitive games, modified where modified where appropriate appropriate [for example, [for example, badminton, badminton, basketball, cricket, basketball, cricket, football. football. hockey, netball, hockey, netball, rounders and rounders and tennis], and apply tennis], and apply basic

Arnold Mill Primary School

| <br>J |               |   |                      |                     |
|-------|---------------|---|----------------------|---------------------|
|       | attacking and | attacking and                                 | principles suitable  | principles suitable |
|       | defending.    | defending                                     | for                  | for                 |
|       |               |   | attacking and        | attacking and       |
|       |               | <u>Apparatus</u>                              | defending            | defending           |
|       |               | -Develop flexibility,<br>strength, technique, | Alblada              |                     |
|       |               | control and balance.                          | Athletics            |                     |
|       |               | control and balance.                          | develop flexibility, |                     |
|       |               |   | strength,            |                     |
|       |               |   | technique, control   |                     |
|       |               |   | and balance          |                     |