



Year 6 Overview 2021/22

		Year 6 Overview 2021/22					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
<b>Geography</b>			<p><b>North America</b> KLP:</p> <ul style="list-style-type: none"> <li>• Understand the significance of the Bering Strait</li> <li>• Understand climate zones, weather patterns and ocean currents.</li> <li>• Understand the agricultural diversity between the Caribbean and North America.</li> <li>• Understand the route of the transcontinental railroad in the United States of America.</li> <li>• Recognise mountainous areas and the extraction of natural resources.</li> <li>• Understand the difference between metropolitan and cosmopolitan.</li> <li>• Understand the pattern of population growth and spread.</li> <li>• Understand how rivers are used for trade and transport</li> <li>• Understand the physical features and route of the Colorado river.</li> <li>• Relate knowledge of biomes in North America to knowledge of mountainous areas.</li> <li>• Maps to understand the route of the transcontinental railroad in the United States of America.</li> <li>• Relate knowledge of biomes in North America to knowledge of mountainous areas.</li> <li>• Maps to understand the route of the transcontinental railroad in the United States of America.</li> </ul>				<p><b>Biomes and Climate Zones</b> KLP:</p> <ul style="list-style-type: none"> <li>• Investigate biomes throughout the world.</li> <li>• Know about Tundra, Freshwater, Grassland, Ice, Marine, Savannah, Taiga and Temperate deciduous biomes.</li> <li>• Recognise physical features of biomes.</li> <li>• Understand how biomes are damaged and how to preserve them.</li> <li>• Understand and recognise the factors that affect an eco-system.</li> <li>• Understand how humans respond to the conditions within a biome.</li> </ul>
<b>History</b>	<p><b>The Ancient Mayans</b> History – A non-European society that provides contrast with British History. KLP:</p> <ul style="list-style-type: none"> <li>• Geographical location of the Mayan region.</li> <li>• How the Mayan civilisation developed over time and has impacted on modern day life.</li> </ul>		<p><b>The Vikings</b> History – The Viking and Anglo-Saxon struggle for the kingdom of England. KLP:</p> <ul style="list-style-type: none"> <li>• The battle of Lindisfarne and where Vikings originated.</li> <li>• Viking warrior and their weaponry.</li> <li>• Viking Shields.</li> <li>• Everyday life for Vikings.</li> </ul>		<p><b>World War II</b> Battle of Britain History – Hitler’s invasion of Europe and its impact on Britain. KLP:</p> <ul style="list-style-type: none"> <li>• Identify the axis and allies in World War 2.</li> <li>• What life was like during World War 2: Evacuation, rationing.</li> <li>• Who was Anne Frank?</li> </ul>		

	<ul style="list-style-type: none"> <li>• Importance of Mayan masks.</li> <li>• Discovery of cocoa and how it is used today.</li> <li>• Hierarchy of Mayan society.</li> <li>• Mayan beliefs.</li> <li>• Investigate the impact of the arrival of the Spanish on the continuity of Maya culture and beliefs.</li> <li>• Investigate the Maya calendar system and the Dresden Codex.</li> </ul>		<ul style="list-style-type: none"> <li>• Viking Gods.</li> <li>• Viking chronology of significant events.</li> <li>• Viking long boats.</li> <li>• Viking clothing and jewellery.</li> <li>• How the Viking era came to an end.</li> <li>• Viking sunstone and navigation tools used at the time.</li> <li>• Three rulers who laid claim to the English throne in 1066.</li> <li>• Famous battles between the Vikings and the Anglo-Saxons.</li> <li>• Use historical language to help present information.</li> </ul>	<ul style="list-style-type: none"> <li>• What life was like for soldiers in World War 1 and 2.</li> <li>• The Blitz.</li> <li>• Anderson/Morrison Shelters.</li> <li>• Propaganda.</li> <li>• Winston Churchill.</li> <li>• The Universal Declaration of Human Rights.</li> <li>• Use multiple sources of evidence, including maps, investigate the evacuation of British forces at Dunkirk.</li> </ul>		
<b>Science</b>	<p><b>A Journey through your Body</b> KLP:</p> <ul style="list-style-type: none"> <li>• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>• Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>• Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>• Use test results to make predictions to set up further comparative and fair tests.</li> <li>• Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</li> <li>• Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<p><b>Classifying Living things</b> KLP:</p> <ul style="list-style-type: none"> <li>• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</li> <li>• Give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>• Record data and results of increasing complexity</li> </ul>	<p><b>Evolution and inheritance</b> KLP:</p> <ul style="list-style-type: none"> <li>• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>• Identify scientific evidence that has been used to support or refute ideas or argument.</li> </ul>	<p><b>How can you light up your life?</b> KLP:</p> <ul style="list-style-type: none"> <li>• Recognise that light appears to travel in straight lines.</li> <li>• Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</li> <li>• Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</li> <li>• Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and</li> </ul>	<p><b>Electricity</b> KLP</p> <ul style="list-style-type: none"> <li>• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>• Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on / off position of switches.</li> <li>• Use recognised symbols when representing a simple circuit in a diagram.</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>• Take measurements, using a range of</li> </ul>	

			<p>using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests.</p> <ul style="list-style-type: none"> <li>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</li> <li>Identify scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>		<p>precision, taking repeat readings when appropriate.</p> <ul style="list-style-type: none"> <li>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>Use test results to make predictions to set up further comparative and fair test.</li> </ul> <p><b>Sex and Relationships Education</b> KLP:</p> <ul style="list-style-type: none"> <li>Puberty</li> <li>How babies are made</li> <li>How babies are born</li> </ul>	<p>scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <ul style="list-style-type: none"> <li>Record data and results of increasing complexity.</li> <li>Use test results to make predictions to set up further comparative and fair tests.</li> <li>Report and present findings from enquiries, including conclusions, presentations.</li> <li>Identify scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>
<b>R.E.</b>	<p><b>Why is Diwali celebrated by both Hindus and Sikhs?</b> KLP:</p> <ul style="list-style-type: none"> <li>Explain Hindus beliefs about different forms of God, including the Trimurti.</li> <li>Recall/retell the main events of the story of Rama and Sita.</li> <li>Understand the significance of Rama and Sita.</li> <li>Explain when, why and how Diwali is celebrated.</li> <li>Understand the symbolism and importance of Rangoli Patterns during Diwali celebrations.</li> </ul>	<p><b>What is prayer and meditation?</b> KLP:</p> <ul style="list-style-type: none"> <li>Recognise and understand the importance of prayer for Christians, Jews and Hindus.</li> <li>Know how important prayer is within a religious community.</li> <li>Understand the different aspects of prayer - forgiveness, adoration, intercession and supplication.</li> <li>Understand what meditation is and its origins (Buddhism).</li> </ul> <p><b>Christianity – Christmas</b> <b>What is the true meaning of Christmas?</b> KLP:</p> <ul style="list-style-type: none"> <li>Understand what Christians celebrate at Christmas.</li> <li>Christians see Jesus as a gift to world bringing love, peace (salvation).</li> <li>Christian concept of salvation.</li> <li>Share ideas and thoughts about how can we show love</li> </ul>	<p><b>How do different religions celebrate birth, coming of age and marriage?</b> KLP:</p> <ul style="list-style-type: none"> <li>Consider how at key moments, e.g. birth, growing up, marriage religion can be important for some people.</li> <li>Reflect on key moments in their own life.</li> <li>Concept of making a commitment to another person through marriage.</li> <li>Compare how different religions and cultures celebrate marriage (Hindus and Christians).</li> <li>Understand how religious and non-religious marriages differ.</li> <li>Christian beliefs relating to baptism, confirmation and marriage. Significance of Jewish bar/bat Mitzvah.</li> <li>Rituals and promises associated with confirmation in Christianity, and Bar/Bat Mitzvah in Judaism.</li> </ul> <p><b>Easter</b> KLP:</p> <ul style="list-style-type: none"> <li>Meaning of Crucifixion for Christians.</li> <li>Concept of sacrifice (Christianity).</li> </ul>	<p><b>What do people believe happens after someone dies?</b> KLP:</p> <ul style="list-style-type: none"> <li>Special moments in life can be marked by religious ceremonies e.g. childhood to adulthood, funerals.</li> <li>Recognises the key emotions and the power of feelings associated with loss.</li> <li>Reflect on and, where appropriate, share their own feelings about loss.</li> <li>How different religions and cultures mark the death of someone. Recognise the power and importance of memory (memories).</li> <li>Reflect on key moments in their own life.</li> <li>Different religions and cultures have their own beliefs about what happens when you die.</li> </ul>	<p><b>How can religious meaning be expressed through art?</b> KLP:</p> <ul style="list-style-type: none"> <li>Expressing faith can involve feelings and emotions.</li> <li>Religious beliefs can be expressed through creative and expressive arts.</li> <li>Compare and contrast some of the ways in which believers express their principal beliefs, ideas and teachings through the arts.</li> <li>Art can be sacred and spiritual for believers.</li> <li>Symbolic importance of Islamic art and architecture (e.g.: prayer mats).</li> <li>Images in Christian art (e.g. analysing stain glass windows).</li> <li>Recognises how art is used differently in Christianity and Islam.</li> <li>Mandala comes from Sanskrit meaning</li> </ul>	

		and peace in our home/school or wider community.		<ul style="list-style-type: none"> <li>• Concept of reincarnation (Hinduism).</li> <li>• Life after Death and our own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• 'circle' and that they are a symbolic picture of the universe in Buddhism often using geometric patterns.</li> <li>• Buddhists believe of loss and change.</li> <li>• Music is used as a form of worship (e.g.: Christian hymns).</li> </ul>
<b>PSHE (including RSHE)</b>	<p><b>Identity, Society, Equality and Belonging</b> KLP:</p> <ul style="list-style-type: none"> <li>• Valuing diversity; challenging discrimination and stereotypes.</li> </ul> <p><b>Keeping safe</b> KLP:</p> <ul style="list-style-type: none"> <li>• Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media.</li> </ul> <p><b>Money and Work</b> KLP:</p> <ul style="list-style-type: none"> <li>• Influences and attitudes to money; money and financial risks.</li> </ul>	<p><b>Respecting ourselves and others</b> KLP:</p> <ul style="list-style-type: none"> <li>• Expressing opinions and respecting other points of view, including discussing topical issues.</li> </ul> <p><b>Safe relationships</b> KLP:</p> <ul style="list-style-type: none"> <li>• Recognising and managing pressure; consent in different situations.</li> </ul> <p><b>Physical health and Mental wellbeing</b> KLP:</p> <ul style="list-style-type: none"> <li>• What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online.</li> </ul>	<p><b>Families and friendships</b> KLP:</p> <ul style="list-style-type: none"> <li>• Attraction to others; romantic relationships; civil partnership and marriage.</li> </ul> <p><b>Growing and changing</b> KLP:</p> <ul style="list-style-type: none"> <li>• Human reproduction and birth.</li> <li>• Increasing independence; managing transitions.</li> </ul>		
	<p><b>Media literacy and Digital Resilience:</b> Evaluating media sources and sharing things online.</p>				
<b>Art &amp; Design</b>	<p><b>The Art of Anatomy</b> Artist Spotlight: Albrecht Durer Media Focus: drawing, pencil sketches, printing KLP:</p> <ul style="list-style-type: none"> <li>• Investigate Leonardo da Vinci's Vitruvian Man drawing.</li> <li>• Investigate and critique the use of the ball-and-socket technique through depicting the human body in a series of different action poses.</li> <li>• Similarities between sculptures by Auguste Rodin with the work of Ancient Greek sculptors.</li> <li>• Dürer's use of grey wash and opaque white colours.</li> <li>• Comparing and contrasting how artists use of colour choices add to the expressive detail of their work.</li> <li>• Connections between the works of Leonardo da Vinci and the artistic styles of Albrecht Dürer.</li> </ul>	<p><b>Art and Religion</b> Artist Spotlight: El Greco Media Focus: glass painting, collage, painting KLP:</p> <ul style="list-style-type: none"> <li>• Religious Art and Spiritual Themes.</li> <li>• Images and stories depicted in stained glass windows.</li> <li>• Connection with Islamic Art Work.</li> <li>• Compare and contrast El Greco's human form in his paintings with the human sculptures of Auguste Rodin.</li> <li>• El Greco's style of Art and comparisons with the typical features of later Expressionist artists.</li> <li>• Create own spiritual painting which uses similar effects to El Greco's painting The Adoration of the Shepherds in order to evoke feelings of wonder.</li> </ul>	<p><b>The Explosion of Pop Art</b> Artist Spotlight: Andy Warhol Media Focus: digital media, drawing, painting KLP:</p> <ul style="list-style-type: none"> <li>• Eduardo Paolozzi and his influence in the development of Pop art.</li> <li>• Lichtenstein's Pop Art Style.</li> <li>• Create your own piece of modern Pop art in the style of an American pop artist.</li> <li>• Dadaism Art Movement.</li> <li>• Andy Warhol's Pop art and his influence on the work of modern-day artists like Banksy, for example.</li> <li>• Warhol's use of bright colours.</li> </ul>		

<p style="text-align: center;"><b>Design &amp; Technology</b></p>	<p><b>Design and make a Mayan Mask.</b> KLP:</p> <ul style="list-style-type: none"> <li>• Research the historical factors that link to their design.</li> <li>• Consider culture and society in their designs.</li> <li>• Justify and evaluate their plan.</li> <li>• Adapt plans, tools and materials if required.</li> <li>• Use tools and materials precisely to shape clay.</li> </ul> <p><b>Making a healthy sandwich.</b> KLP:</p> <ul style="list-style-type: none"> <li>• Use market research to inform plans.</li> <li>• Work within constraints. Follow and refine their plans.</li> <li>• Justify and evaluate their plan.</li> <li>• Adapt plans, tools and materials if required.</li> <li>• Use tools and materials precisely and safely i.e. knives to cut, spread and slice.</li> <li>• Taste test and evaluate their final product.</li> </ul>	<p style="text-align: center;">-</p>	<p><b>Viking Jewellery.</b> KLP:</p> <ul style="list-style-type: none"> <li>• Consider culture and society in their designs.</li> <li>• Use tools and materials precisely to shape clay.</li> <li>• Adapt plans, tools and materials if required.</li> </ul> <p><b>Designing and making a Viking long boat.</b> KLP:</p> <ul style="list-style-type: none"> <li>• Research the historical factors that link to their design.</li> <li>• Follow and refine their plans.</li> <li>• Adapt plans, tools and materials if required.</li> <li>• Use tools and materials precisely and safely (household materials).</li> </ul>	<p><b>Design and make a WW2 Anderson Shelter.</b> KLP:</p> <ul style="list-style-type: none"> <li>• Research the historical factors that link to their design.</li> <li>• Follow and refine their plans.</li> <li>• Adapt plans, tools and materials if required.</li> <li>• Use tools and materials precisely and safely (household materials).</li> <li>• Discuss whether it is fit for purpose.</li> </ul>	<p><b>Biome Shoebox</b> KLP:</p> <ul style="list-style-type: none"> <li>• Creating miniature biomes using a range of carefully selected materials to represent a chosen biome.</li> <li>• Design, plan and improve</li> <li>• Review and evaluate, identifying successes and points for improvement</li> </ul>	
<p style="text-align: center;"><b>Music</b></p>	<p><b>Happy</b> KLP:</p> <ul style="list-style-type: none"> <li>• Identify style indicators in a piece of music focusing on; sounds, instruments and musical dimensions that can be heard.</li> <li>• Use glockenspiels or recorders to play and copy back using up to 3 notes.</li> <li>• Play instrumental parts with the song by ear and/or from notation using the easy or medium part.</li> <li>• Improvise using up to 3 notes.</li> </ul>	<p><b>Classroom Jazz 2</b> KLP:</p> <ul style="list-style-type: none"> <li>• Listen &amp; appraise: Bacharach Anorak and Meet The Blues focusing on what style indicators can be heard.</li> <li>• Describe the structure and what instruments/voices you can heard.</li> <li>• Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C (Meet The Blues).</li> <li>• Improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C.</li> <li>• Improvise in a Blues style using the notes C, Bb, G, F + C.</li> <li>• Understand what Blues music is and listen to a variety of Blues music.</li> </ul>	<p><b>A New Year Carol</b> KLP:</p> <ul style="list-style-type: none"> <li>• Listen to music by Britten and alternative cover versions.</li> <li>• Discuss the mood and story told in a piece of music.</li> <li>• Participate in games exploring the pulse, rhythm and pitch.</li> <li>• Learn to clap some of the rhythms used in the song.</li> <li>• Learn some musical phrases that you will sing in the song including extension rhythm and pitch patterns.</li> </ul>	<p><b>Music and Me</b> KLP:</p> <ul style="list-style-type: none"> <li>• Explore the concept of 'identity' – the various elements that shape us. - Understand how social and cultural differences influence music.</li> <li>• Try out different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years.</li> <li>• Listen and explore the work of multiple musicians including; Shiva Feshareki, Eska Mtungwazi,</li> </ul>	<p><b>You've Got A Friend</b> KLP:</p> <ul style="list-style-type: none"> <li>• Listen &amp; appraise music by Carole King considering; style indicators, structure, instrument, voices and musical dimensions.</li> <li>• Play and copy back using up to 3 notes.</li> <li>• Play instrumental parts with the song by ear and/or from notation using the easy or medium part.</li> <li>• Improvise using up to 3 notes.</li> <li>• Compose a simple melody using simple rhythms choosing</li> </ul>	<p><b>Reflect, Rewind and Replay</b> KLP:</p> <ul style="list-style-type: none"> <li>• Revisit songs and musical activities, exploring a context for the History of Music and the beginnings of the Language of Music.</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Continue to embed the foundations of the interrelated dimensions of music using voices and instruments.</li> </ul>

	<p>-Compose a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B.</p> <p>- Listen to five other songs and recognise the style of music.</p> <p>-Perform and record a performance with accompanying instruments and choreography.</p>	<ul style="list-style-type: none"> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music to create a piece of Blues Music.</li> </ul>	<ul style="list-style-type: none"> <li>Singing in unison in it's original style, and the Urban Gospel version.</li> </ul>	<p>Afrodeutsche, Anna Meredith.</p> <ul style="list-style-type: none"> <li>Discover that music offers a way of exploring and expressing our identity, giving us confidence, power and purpose.</li> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> </ul>	<p>from the notes E, G + A or E, G, A, C + D.</p>	<ul style="list-style-type: none"> <li>Sing and play instruments within a song .</li> <li>Improvisation using voices and instruments. - Compose, share and perform the learning that has taken place.</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> </ul>
<b>Computing</b>	<p><b>Internet communication</b></p> <p>KLP:</p> <ul style="list-style-type: none"> <li>Recognising how the WWW can be used to communicate and be searched to find information.</li> </ul>	<p><b>Webpage creation</b></p> <p>KLP:</p> <ul style="list-style-type: none"> <li>Designing and creating webpages, giving consideration to copyright, aesthetics and navigation.</li> </ul>	<p><b>Variables in games</b></p> <p>KLP:</p> <ul style="list-style-type: none"> <li>Exploring variables when designing and coding a game.</li> </ul>	<p><b>Introduction to spreadsheets</b></p> <p>KLP:</p> <ul style="list-style-type: none"> <li>Answering questions by using spreadsheets to organise and calculate data.</li> </ul>	<p><b>3D modelling</b></p> <p>KLP:</p> <ul style="list-style-type: none"> <li>Planning, developing, and evaluating 3D computer models of physical objects.</li> </ul>	<p><b>Sensing</b></p> <p>KLP:</p> <ul style="list-style-type: none"> <li>Designing and coding a project that captures inputs from a physical device.</li> </ul>
<b>P.E.</b>	<p><b>Netball</b></p> <p>KLP:</p> <ul style="list-style-type: none"> <li>To further develop knowledge of attacking and defending.</li> <li>To know how to intercept a pass.</li> <li>To know how to invade as a team.</li> <li>To communicate effectively with team mates.</li> <li>To develop sportsmanship</li> <li>Know the positions in Netball.</li> <li>Know the rules and how to score games.</li> </ul> <p><b>Sports Leader Sessions:</b></p> <p>KLP:</p> <ul style="list-style-type: none"> <li>Small team games.</li> <li>Play Leader training.</li> </ul>	<p><b>Sports Hall Athletics</b></p> <p>KLP:</p> <ul style="list-style-type: none"> <li>Throw a javelin, discus and shotput for furthest distance.</li> <li>Jump as high and as far as possible.</li> <li>Use arms to power a sprint.</li> <li>Jump over hurdles.</li> <li>Record measurements of distance and speed/time.</li> <li>Bleep Test – Running Skills.</li> <li>Exchange a baton with success.</li> <li>Lead a small group through a short warm-up routine.</li> </ul>	<p><b>Football</b></p> <p>KLP:</p> <ul style="list-style-type: none"> <li>To develop teamwork.</li> <li>To consolidate knowledge of defending.</li> <li>To dribble a ball with control and fluency using foot.</li> <li>To consolidate knowledge of attacking.</li> <li>To strike a ball or object towards a target or goal with power and accuracy.</li> <li>Understand rules and keep score.</li> </ul>	<p><b>Dance (World War 2)</b></p> <p>KLP:</p> <ul style="list-style-type: none"> <li>Able to move with a range of dynamics to express different emotions.</li> <li>Able to execute jitterbug actions.</li> <li>Able to develop relationships – leading and following.</li> <li>Able to demonstrate unison as a group.</li> <li>Able to demonstrate and create shapes representing unity.</li> </ul> <p>-</p>	<p><b>Athletics</b></p> <p>KLP:</p> <ul style="list-style-type: none"> <li>Learn to measure &amp; record performance</li> <li>To train the body to run for a longer duration.</li> <li>To sustain pace over longer distances.</li> <li>To choose appropriate techniques for specific events</li> <li>Complete and Compare Bleep Test results</li> <li>Compare times/distances.</li> <li>Record and challenge own personal bests.</li> </ul>	<p><b>Rounders</b></p> <p>KLP:</p> <ul style="list-style-type: none"> <li>To field as a collaborative team unit.</li> <li>To strike a ball or object 'cleanly' using a rounders bat.</li> <li>To retrieve, intercept and stop a ball when fielding.</li> <li>To strike a ball or object using both sides of the body.</li> <li>Bowl accurately to a 'hitter'</li> <li>Understand the rules of rounders.</li> <li>Recognise their own and other's strengths.</li> </ul>

	<ul style="list-style-type: none"> <li>Evaluating activities and perfecting games.</li> <li>Following and setting rules.</li> <li>Explaining games/activities to others.</li> </ul> <ul style="list-style-type: none"> <li>Use of equipment sensibly and safely.</li> </ul>					
<b>English</b>	<p><b>Skellig</b> KLP:</p> <ul style="list-style-type: none"> <li>Protagonist study.</li> <li>Explore key themes and setting.</li> <li>Detailed setting description.</li> <li>Balanced argument for and against home schooling.</li> <li>Film adaptation.</li> <li>Poetry</li> <li>Writing in role</li> <li>Diary entry</li> <li>William Blake</li> </ul>	<p><b>There's a boy in a girl's bathroom.</b> KLP:</p> <ul style="list-style-type: none"> <li>Poetry.</li> <li>Protagonist study.</li> <li>Diary from the perspective of a child.</li> <li>Dialogue between characters.</li> <li>Formal education report about the main character.</li> <li>Writing an email in role</li> <li>Drama and hot seating</li> </ul>	<p><b>Macbeth</b> KLP:</p> <ul style="list-style-type: none"> <li>To explore the themes of a Shakespeare tragedy.</li> <li>To explore complex relationships within story</li> <li>To begin to understand the language of Shakespeare.</li> <li>Setting description of the heaths.</li> <li>Re-enactment of the battle.</li> <li>A detailed description of the battle.</li> <li>Letter from the perspective of the protagonist.</li> <li>Biography of Shakespeare's life.</li> <li>Links to Viking myths and legends.</li> </ul>	<p><b>Goodnight Mister Tom</b> KLP:</p> <ul style="list-style-type: none"> <li>Protagonist thoughts and feelings.</li> <li>Poetry.</li> <li>Newspaper article for the declaration of war.</li> <li>Emotive letter from a soldier's perspective with a focus on flashbacks.</li> <li>Diary entry from Williams perspective – focus on character tone.</li> <li>Film adaptation review</li> <li>Drama/hot seating</li> <li>Drawing characters and settings</li> <li>Writing in role, letters as Mr Tom.</li> <li>Film review</li> <li>Character analysis</li> </ul>	<p><b>Floodland</b> KLP:</p> <ul style="list-style-type: none"> <li>To engage children with a story with which they will empathise</li> <li>To explore themes and issues, and develop and sustain ideas through discussion</li> <li>To develop creative responses to the text through drama, storytelling and artwork</li> <li>To write in role in order to explore and develop empathy for characters.</li> <li>To write with confidence for real purposes and audiences</li> <li>Description of Eel's island.</li> <li>Protagonist study.</li> <li>Newspaper report.</li> <li>Letter writing</li> <li>Writing in role</li> <li>Poetry</li> <li>Persuasive speeches</li> <li>Free writing opportunities .</li> </ul>	<ul style="list-style-type: none"> <li><b>SENSATIONAL Poems Inspired by the senses by Roger McGough</b></li> </ul> <p>KLP:</p> <ul style="list-style-type: none"> <li>The Magic of the Brain Jenny Joseph</li> <li>Performance poetry ( Vegan Delight Benjamin Zephaniah)</li> <li>Preludes TS Elliott</li> <li>Creating poems in the style of a poet</li> <li>Poetic features of simile, metaphor, syllables, onomatopoeia.</li> <li>To read, enjoy and respond to poetry</li> <li>To broaden understanding of writers' use of language</li> <li>To prepare poems to read aloud and perform.</li> <li>To compose poetry</li> </ul>
<b>SPaG</b>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Using relative clauses beginning with who, which, where, when, whose, that or with an</li> </ul>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Subjunctive Form- recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms</li> </ul>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Using a colon to introduce a list Use of semicolons within lists Punctuating bullet points consistently</li> </ul>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Recognising vocabulary and structures that is appropriate for formal speech and writing,</li> </ul>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Cohesion Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation (Key Stage 2) Coverage of all KS2 Grammar, Vocabulary and Punctuation objectives</li> </ul>

	<p>implied relative pronoun</p> <ul style="list-style-type: none"> <li>Using modal verbs to indicate degrees of possibility</li> <li>Using adverbs to indicate degrees of possibility</li> <li>Using brackets, dashes or commas to indicate parenthesis</li> <li>Using expanded noun phrases to convey complicated information concisely</li> <li>Using the perfect form of verbs to mark relationships of time and cause</li> <li>Using commas to clarify meaning or avoid ambiguity in writing</li> <li>Synonyms and Antonyms - how words are related by meaning as synonyms and antonyms [for example, big, large, little]</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Homophones &amp; Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy Adjectives ending in -ant into nouns ending in -ance/ -ancy Adjectives ending in -ent into nouns ending in -ence/ -ence</li> </ul>	<ul style="list-style-type: none"> <li>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</li> <li>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]]</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Words ending in -able</li> <li>Words ending in -ably</li> <li>Word families based on common words, showing how words are related in form and meaning</li> <li>Creating diminutives using prefixes microor mini</li> </ul>	<ul style="list-style-type: none"> <li>Punctuation of bullet points to list information</li> <li>Active and Passive –</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using semi-colons to mark boundaries between independent clauses</li> <li>Using colons to mark boundaries between independent clauses.</li> <li>Using dashes to mark boundaries between independent clauses</li> <li>Hyphens - using hyphens to avoid ambiguity [for example, man eating shark versus maneating shark, or recover versus recover</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Adding suffixes beginning with vowel letters to words ending in -fer</li> <li>Words with a long /e/ sound spelt ‘ie’ or ‘ei’ after c (and exceptions)</li> <li>Words with the long /e/ sound spelt ‘ie’ or ‘ei’ after c (and exceptions)</li> <li>Word families based on common words, showing how words are related in form and meaning</li> <li>Statutory spellings challenge</li> </ul>	<p>including subjunctive forms</p> <ul style="list-style-type: none"> <li>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</li> <li>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Words with endings which sound like /shuhl/</li> <li>Words with a ‘soft c’ spelt /ce/</li> <li>Word families based on common words, showing how words are related in form and meaning</li> <li>Statutory Spelling Challenge Words</li> </ul>	<p>phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Word families based on common words, showing how words are related in form and meaning</li> <li>Words that can be nouns or verbs</li> <li>Words with a long /o/sound spelt ou or ow</li> <li>Words ending in ible</li> <li>Words ending in ibly</li> </ul>	<ul style="list-style-type: none"> <li>Review of statutory spellings</li> <li>Review of spelling rules learned throughout the year</li> </ul>
<b>Maths</b>	<p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>Read, write, order and compare numbers up to 10 000 000</li> <li>Round any whole number</li> <li>Use negative numbers in context, and calculate intervals across zero.</li> </ul>	<p><b>Fractions, Percentages, Ratio and Proportion</b></p> <ul style="list-style-type: none"> <li>Identify common factors, common multiples and prime numbers.</li> <li>Compare and order fractions, including fractions &gt;1.</li> <li>Add and subtract fractions with different denominators and mixed numbers.</li> </ul>	<p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>Count forwards or backwards in steps of integers, decimals or powers of 10 for any number.</li> <li>Describe and extend number sequences</li> <li>Use simple formulae.</li> <li>Generate and describe linear number sequences.</li> </ul>	<p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Add and subtract whole numbers and decimals using formal written methods.</li> <li>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods</li> </ul>	<p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>Count forwards or backwards in steps of integers, decimals or powers of 10 for any number.</li> <li>Order and compare numbers including integers, decimals and negative numbers.</li> </ul>	<p><b>Place Value and Decimals</b></p> <ul style="list-style-type: none"> <li>Count forwards or backwards in steps of integers, decimals or powers of 10 for any number.</li> <li>Order and compare numbers including integers, decimals and negative numbers.</li> </ul>

	<ul style="list-style-type: none"> <li>Count forwards or backwards in steps of integers, decimals or powers of 10 for any number.</li> <li>Order and compare numbers including integers, decimals and negative numbers.</li> <li>Find 0.001, 0.01, 0.1, 1, 10 and powers of 10 more or less than a given number.</li> <li>Recall and use addition and subtraction facts for 1 (with decimal numbers to two decimal places).</li> <li>Round decimals with three places to the nearest whole number or one or two decimal places.</li> <li>Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Perform mental calculations, including with mixed operations and large numbers and decimals.</li> <li>Choose an appropriate strategy to solve a calculation.</li> <li>Solve addition and subtraction multi-step problems.</li> <li>Express missing number problems algebraically.</li> <li>Find pairs of numbers that satisfy an</li> </ul>	<ul style="list-style-type: none"> <li>Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. <math>\frac{3}{8}</math>).</li> <li>Recall and use equivalences between simple fractions, decimals and percentages.</li> <li>Solve problems involving fractions.</li> <li>Find simple percentages of amounts.</li> <li>Solve problems involving the calculation of percentages</li> <li>Solve problems involving similar shapes where the scale factor is known or can be found.</li> <li>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Interpret and construct pie charts and line graphs and use these to solve problems.</li> <li>Solve comparison, sum and difference problems using information presented in all types of graph.</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>Solve problems involving the calculation and conversion of units of measure (including money and time).</li> <li>Use, read, write and convert between standard units, converting measurements of length and mass.</li> <li>Convert between miles and kilometres.</li> <li>Recognise that shapes with the same areas can have different perimeters and vice versa.</li> <li>Calculate the area of parallelograms and triangles.</li> <li>Recognise when it is possible to use the formulae for area and volume of shapes.</li> </ul>	<p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Describe positions on the full coordinate grid (all four quadrants).</li> <li>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>Use negative numbers in context.</li> <li>Order and compare numbers including integers, decimals and negative numbers.</li> <li>Calculate and interpret the mean as an average.</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Identify common factors, common multiples and prime numbers.</li> <li>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</li> <li>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</li> <li>Multiply simple pairs of proper fractions, writing the answer in its simplest form.</li> <li>Divide proper fractions by whole numbers.</li> <li>Calculate decimal fraction equivalents for a simple fraction.</li> </ul> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Divide numbers up to 4 digits by a two-digit whole number using long division.</li> <li>Divide numbers up to 4 digits by a two-digit number using short division.</li> <li>Use written division methods where the answer</li> </ul>	<p>to use and why.</p> <ul style="list-style-type: none"> <li>Use their knowledge of the order of operations to carry out calculations involving the four operations.</li> </ul> <p><b>Measurement, Ratio and Proportion</b></p> <ul style="list-style-type: none"> <li>Solve problems involving similar shapes where the scale factor is known or can be found.</li> <li>Use, read, write and convert between standard units, converting measurements of length, mass, volume and time.</li> <li>Solve problems involving the calculation and conversion of units of measure (including money and time).</li> <li>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</li> <li>Solve problems involving the calculation of percentages.</li> <li>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</li> <li>Convert between miles and kilometres.</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Draw 2-D shapes using given dimensions and angles.</li> <li>Recognise, describe and build simple 3-D shapes, including making nets.</li> </ul>	<ul style="list-style-type: none"> <li>Identify, represent and estimate numbers using the number line.</li> <li>Find 0.001, 0.01, 0.1, 1, 10 and powers of 10 more or less than a given number.</li> <li>Round decimals.</li> <li>Simplify fractions.</li> <li>Compare and order fractions.</li> <li>Add and subtract fractions.</li> <li>Calculate decimal fraction equivalents.</li> </ul> <p><b>Multiplication and Written Calculation</b></p> <ul style="list-style-type: none"> <li>Perform mental calculations, including with mixed operations and large numbers and decimals.</li> <li>Add and subtract whole numbers and decimals using formal written methods.</li> <li>Solve problems involving addition, subtraction, multiplication and division, using formal written methods.</li> <li>Use estimation and inverse to check answers to calculations.</li> </ul> <p><b>Fractions, Ratio and Proportion</b></p> <ul style="list-style-type: none"> <li>Multiply simple pairs of proper fractions.</li> <li>Divide proper fractions by whole numbers.</li> <li>Solve problems involving the calculation of percentages.</li> <li>Solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Calculate differences in temperature.</li> <li>Find 0.001, 0.01, 0.1, 1, 10 and powers of 10 more or less than a given number.</li> <li>Round decimals with three places.</li> <li>Describe and extend number sequences.</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>Solve problems involving the calculation and conversion of units of measure.</li> <li>Use, read, write and convert between standard units.</li> <li>Calculate, estimate and compare volume of cubes and cuboids using standard units.</li> </ul> <p><b>Addition, Subtraction, Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Perform mental calculations, including with mixed operations and large numbers and decimals.</li> <li>Add and subtract whole numbers and decimals using formal written methods.</li> <li>Solve problems involving addition, subtraction, multiplication and division using formal written methods.</li> <li>Use estimation and inverse to check answers to calculations.</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Use common factors to simplify fractions.</li> </ul>
--	--	--	---	--	---	---

	<p>equation with two unknowns.</p> <ul style="list-style-type: none"> <li>Use estimation and inverse to check answers to calculations.</li> <li>Add and subtract whole numbers and decimals using column addition and subtraction.</li> <li>Solve problems which require answers to be rounded to specified degrees of accuracy.</li> </ul> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using long multiplication.</li> <li>Multiply one-digit numbers with up to two decimal places by whole numbers.</li> <li>Divide numbers up to 4 digits by a two-digit whole number using long division.</li> <li>Divide numbers up to 4 digits by a two-digit number using short division, interpreting remainders.</li> <li>Use written division methods in cases where the answer has up to two decimal places.</li> <li>Perform mental calculations, including with mixed operations and large numbers and decimals.</li> <li>Solve problems involving addition, subtraction, multiplication and division.</li> </ul>	<ul style="list-style-type: none"> <li>Calculate, estimate and compare volume of cubes and cuboids using standard units.</li> </ul>	<p>has up to two decimal places.</p> <ul style="list-style-type: none"> <li>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using long multiplication.</li> <li>Multiply one-digit numbers with up to two decimal places by whole numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.</li> <li>Continue to complete and interpret information in a variety of sorting diagrams.</li> <li>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</li> <li>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</li> <li>Recognise that shapes with the same areas can have different perimeters and vice versa.</li> <li>Recognise when it is possible to use the formulae for area and volume of shapes.</li> <li>Calculate the area of parallelograms and triangles.</li> <li>Calculate, estimate and compare volume of cubes and cuboids.</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Interpret and construct pie charts and line graphs and use these to solve problems.</li> <li>Solve comparison, sum and difference problems using information presented in all types of graph.</li> </ul>	<p>involving similar shapes where the scale factor is known or can be found.</p> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Draw 2-D shapes using given dimensions and angles.</li> <li>Describe positions on the full coordinate grid (all four quadrants).</li> <li>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</li> </ul> <p><b>Algebra and Sequences</b></p> <ul style="list-style-type: none"> <li>Describe and extend number sequences including those with multiplication and division steps, inconsistent steps, alternating steps and those where the step size is a decimal.</li> <li>Use simple formulae.</li> <li>Generate and describe linear number sequences.</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>Solve problems involving the calculation and conversion of units of measure (including money and time), using decimal notation up to three decimal places</li> <li>Use, read, write and convert between standard units.</li> <li>Calculate and interpret the mean as an average.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and order fractions, including fractions <math>&gt;1</math>.</li> <li>Add and subtract fractions with different denominators.</li> <li>Multiply simple pairs of proper fractions.</li> <li>Divide proper fractions by whole numbers.</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Draw 2-D shapes using given dimensions and angles.</li> <li>Recognise, describe and build simple 3-D shapes, including making nets.</li> <li>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.</li> <li>Continue to complete and interpret information in a variety of sorting diagrams.</li> <li>Illustrate and name parts of circles, including radius, diameter and circumference.</li> <li>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</li> </ul>
--	--	---	---	---	--	--

	<ul style="list-style-type: none"> <li>Express missing number problems algebraically.</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Draw 2-D shapes using given dimensions and angles.</li> <li>Recognise, describe and build simple 3-D shapes, including making nets.</li> <li>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.</li> <li>Continue to complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes).</li> </ul>				<p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Solve comparison, sum and difference problems using information presented in all types of graph.</li> </ul>	
LOtC	<p>Science React Show Mayan Workshop Mayan Cocoa Theatre Trip</p>	<p>The Great British Sandwich Off Remembrance Assembly</p>	<p>Macbeth Drama Workshop Tullie House Outreach Programme Christian marriage workshop.</p>	<p>WWII Trip Darwin Workshop Watch Tree Visit</p>	<p>Water Workshop Heritage Trust Visit</p>	<p>Residential Courts Visit</p>