Year 6 2020-21		A1	A2	Sp1	Sp2	Su1	Su2
English	Focus Texts (F)Fiction (NF) Non Fiction	A Monster Calls - Patrick Ness	The Boy in the Striped Pyjamas - John Boyne	Kensukes Kingdom - Michael Morpurgo	Wonder - R J Palaccio	The Land of Roar - Jenny McLachlan	Unstoppable - Dan Freedman
English	Focus Poem	The Highwayman - Alfred Noyes	War Poems	Haiku Poetry	Father William - Lewis Carroll	The Pied Piper of Hamelin - Robert Browning	An array of Performance Poetry
English	Writing Genres usually dictated by topic/focus texts	Narrative poem, stories with flashbacks	Biographies, recounts,	Setting description, diary writing	Playscripts,	Stories from other cultures, stories set in an imaginary world	Balanced argument, persuasive writing.
Science	Focus	**Animals including Humans** **Working Scientifically**	**Light** **Working Scientifically**	**Electricity** **Working Scientifically**	**Evolution and Inheritance** **Working Scientifically**	**Living Things and Their habitats.** **Working Scientifically**	
Science	Revision sheets	https://drive.google.com/open?id=1UG5sikV3goxzuS607o4K2L6QwXs7OVwl	https://drive.google.com/open?id=1zGawDT3FH3bDNkWSI-ndk3WOmb9ElJvD	https://drive.google.com/open?id=1Ou79jF-DZqwQqV0MXbFIFN0NK7E41K12	https://drive.google.com/open?id=1WQ4SyTMpAuIyl7vdERu8KXr2QqpT40QU	https://drive.google.com/open?id=1pi9d4E3_29CA-36rbTWUht8ypT9R1fUb	
Science	Assessment	https://drive.google.com/open?id=1iVdSN5Gk_7xl-FMOXQkn_UiJx5IojIii	https://drive.google.com/open?id=1_ZGi03CU-lbegR2bg64kU6Hpo2pbrNAu	https://drive.google.com/open?id=14_bc1ZCM1VXgw2PdERBWfz3nri5hHHYk	https://drive.google.com/open?id=1eLeei5CS4wlJZgPvMZZD2ekE1TiZk1jw	https://drive.google.com/open?id=1k01BD8aAnrROX4K2WqL4Hl_9napYegEC	
Science	Knowledge	I know the parts of the main human circulatory system. I know the function of the heart, blood vessels and blood. I know the impact of exercise, diet, drugs and lifestyle on the way their bodies function. I know the ways in which nutrients and water are transported within animals including humans. I know what the heart is made of. I know what bpm are. I know why you're heart beats faster after exercise. I know how the intestine help with the absorption of nutrients and minerals.	I know how light travels to explain how objects are seen. I know how light appears to travel. I know that we see things because lights travels. I know that light travels in straight lines and I can explain why shadows have the same shape as the objects that cast them.	I know the brightness of a lamp or the volume of a buzzer is associated with the number and voltage of cells used in the circuit. I know reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. I know recognised symbols when representing a simple circuit in a diagram. I know the function of a switch. I know how to make a test fair. I know why its not safe to use a metal knife in a toaster.	I know that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. I know that living things produce offspring of the same kind. I know how animals and plants are adapted to suit their environment in different ways and what adaptation may lead to. I know where fossils can be found. I know why the oldest rocks are of those of simple organisms and why the newest rocks are those of complex organisations. I know whether traits are inherited or acquired. I know what may happen when a species struggles to adapt. I know some differences between the skeleton of a human and a chimpanzee.	I know how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. I know reasons for classifying plants and animals based on specific characteristics. I know things that all insects have in common. I know about bacteria, viruses and fungi. I know that there are micro-organisms living in water that can't be seen. I know how to read a classification key.	
Science	Skills	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.	Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. 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. Use recognised symbols when representing a simple circuit in a diagram.	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	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. Give reasons for classifying plants and animals based on specific characteristics.	
Science	Working Scientifically Objectives To be taught alongside each focus.	*Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. *Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. *Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. *Using test results to make predictions to set up further comparative and fair tests. *Reporting and presenting 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. *Identifying scientific evidence that has been used to support or refute ideas or arguments.					
Science	Working Scientifically Ideas	Exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.	Deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. They might investigate the relationship between light sources, objects and shadows by using shadow puppets. They could extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).	Observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels. They might analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.	Systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.	Using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.	
Science	Key Vocabulary	*Circulatory, Heart, Blood Vessels, Veins, Arteries, Oxygenated, Deoxygenated, Valve, Exercise, Respiration, internal organs, muscle, cartilage, capillaries, bpm, nutrients, digestive system, small intestine, large intestine, rectum, absorption,*	*Refraction, Reflection, Light, Spectrum, Rainbow, Colour, shadows, omitted, light pollution, periscope, light sensor, opaque, translucent, transparent,*	*Cells, Wires, Bulbs, Switches, Buzzers, Battery, Circuit, Series, Conductors, Insulators, Amps, Volts, Cell, variable resistor, electrical symbols, motor, non-retilinear circuit, voltage,*	*Fossils, Adaptation, Evolution, Characteristics, Reproduction, Genetics*	*Classification, Vertebrates, Invertebrates, Micro-organisms, Amphibians, Reptiles, Mammals, Insects*	
History	Topic	**WW2 Blast from the past**	**Nancy Wake and Anne Frank**	**Journey to the Far East**	**Blackpool - from Notown to Showtown (title in progress)** **Local history unit.**		**History through the ages**
History	Knowledge	I can create a timeline showing the key events of WWII I know the key events which surrounded the start of WWII. I know which countries were part of the allies,axis and neutral. I know who the world leaders were during WW2 and the parts they played during the conflict I know how an event in history can act as a turning point(Battle of Britain) I know what the life of a child was like during WW2(Evacuees) I know what rationing and 'dig for victory' are and how these played a huge role in winning the war.	I know how propaganda was used to influence both the British and German people. I know what life was like for Jewish people during WW2(Anne Frank focus) I know who Nancy Wake was why she became one of the most wanted people in Germany. I know what the Hiroshima bomb was and how this finally ended the war. I can look at more than one version of the event who a range of sources.	I can explain how life was different in Japan than the UK during times like the Samarai. I know what made the Samarai soldiers so unique.	I know where the Victorian period falls in time. I know how key inventions changed our way of life. I know why workhouses were needed in Victorian Britain. I know how people may have felt living in poverty at the time. I know what life was like for a Monarch growing up and I can create a family tree for Queen Victoria.	I know the key roles Doctor Barnardo and Lord Shaftsbury play is improving lives for children. I know how the Victorian era helped to shape Blackpool as a famous seaside resort. I know the key buildings which were built during the Victroian era and how these have changed up to the modern day.	I know what the history of Britain/World looks like up to modern day. I know how certain events in History have shaped our world today.
History	Skills	Appreciate that significant events in history have helped shape the Britain of today; Summarise the main events from a specific period in history, explaining the order in which key things happened; Place a specific event on a timeline by decade;	Place features of historical events and people from past societies and periods in chronological order; Use appropriate vocabulary - propaganda, bias, primary source, secondary source, reliability; Identify and explain their understanding of propaganda; Understand that evidence is used to make historical claims and begin to appreciate why contrasting interpretations and arguments about the past have been formed; Look at more than one version of events and explain how the author may be attempting to persuade or give a specific viewpoint; Use a range of evidence from different sources to describe a key event from Britain's past; Research what life was like for a child in a given period of history, using primary and secondary sources, including artefacts; Recognise that some events, changes and people might be considered more historically significant than others.	Communicate knowledge and understanding in writing and orally and offer points of view from what they have found out; Appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them;	Research what life was like for a child in a given period of history, using primary and secondary sources, including artefacts; Recognise that some events, changes and people might be considered more historically significant than others.	Summarise what Britain may have learnt from ohther countries and civilizations through time Say where a period of history fits in a timeline;	Recognise and describe differences and similarities or changes and continuity between different periods of history; Describe features of historical events and people from past societies that they may have studied;
History	Vocabulary	*Allies, Axis, Neutral,Invade, Treaty of Versailles,Dictator, Nazi,Adolf Hitler/Neville Chamberlain/Winston Churchill etc,Battle of Britain, Evacuees, Operation Pied Piper, Bombing, The Blitz, Rationing, Dig for victory,Anderson shelter, Morison shelter.*	*Persecuted, Propaganda, Jewish, Judaism,Hiroshima,Nancy Wake, Spy*	*Japan,Asia, Far East, Samarai*	*Queen Victoria,Workhouse,Inventions,Dr Barnardo,Poverty, Industrial revolution, Migrate,Alexander Graham Bell, Charles Babbage*	Chronology, civilization, historical figures, historical periods, inventions	similarities, differences, reliability, impression, biased, primary evidence, diversity, eye witness.
Geography	Strand	**Locational knowledge**	**Locational knowledge**	**Human and Physical Geography**	**Map making/Following directions**	**Enquiry and investigation**	
Geography	Skills	I can locate the position of the Tropics of Cancer and Capricorn, the Greenwich Meridian and times zones.	I can locate the position of the Tropics of Cancer and Capricorn, the Greenwich Meridian and times zones.	I can understand similarities and differences in the human and physical differences with a region of the UK, the region of a European or worldwide country. I can describe and understand economic activity and the distribution of natural resources including energy, food, minerals and water.	I can make a scale drawing using scales based around the power of 10. I can locate places on an os map using a 6 figure grid reference. I can plan quick and alternative routes using a map. I can use digital computer mapping to locate places in the KS2 programme of study.	I can analyse the relevance of information from a range of sources and make conclusions about places studied at KS2.	
Geography	Knowledge	I know the previous knowledge from past years such as capital cities, continents, worlds oceans and mountain ranges.	I know that the earth has different time zones and compare these with the UK. I know the earth is split up using invisible lines. I know that longitude and latitude can be used to identify places on the earth.	I know the difference between human and physical features. I know where different human and physical features are located on the map of the UK. I know the differences between human and physical features located in a country from each continent in the world. I know the difference between LEDC AND MEDC . I know that different countries provide different resources and this can depend on climate etc. I know where the eight regions of Japan are and I can locae these on an OS map. I know the distance between Japan and UK and plan a journey linked to this.	I know the key areas of the fylde coast and can locate these on an OS map. I know how to use an OS map but also digital mapping to plan a route. I know how to use Google earth to locate key countries and cities on the ks2 programme of st I know how to use scaled drawing to create a map of the Claremont area. I know where the eight regions of Japan are and I can locae these on an OS map. I know the distance between Japan and UK and plan a journey linked to this.	I know that areas of Britain have different landcapes and key features. I know how this has occured over time and can explain why. I know that weathering and erosion changes our landscape. I know that weathering is the process of wearing away rocks. I know that there are different types of weathering; physical weather, chemical weathering and biological weathering. I know that water can shape the landscape through transportation of rocks. I know if rainwater falls into a crack in a rock and freezes, it will expand. I know this is called the freeze–thaw cycle. I know if this happens many times a crack in the rock will widen and could split the rock. I know wind can blow away loose particlesof rock as well as carry away loose particles of rock. I know if these loose particles hit other rocks, over time they will cause the rock to wear away. I kow how different aspects of the coastline have been formed (bays and headlands, beaches and dunes, caves, arches and stacks and stumps, spits). I know the name of some famous UK coastal features and can locate them on a map. (Durdle Door, Spurn Head, The Needles.) I know that water and weather can change coastlines.	
Geography	Vocabulary	*Time zones, Equator, Tropic of cancer, Tropic of capricorn, Longitude, Latitude, Greenwich Meridian,*	*Time zones, Equator, Tropic of cancer, Tropic of capricorn, Longitude, Latitude, Greenwich Meridian,*	*LEDC- Less economically developed countries, MEDC- More economically developed countries, Human+Physical features, Climate, Distribution , Natural resources, Import, Export*	*Ordinance survey, Route, Locate, Scaled, Fylde Coast,*	*analyse, relevance, sources, conclusions, landscapes, feaures, occured, weathering, physical weathering, chemical weathering, acid, dissolve, minerals,biological weathering, erosion, coast, bay, headland, beach, dune, cave, cliff, arch, stack, stump, spit, deposition,*	
Art	Focus	**Make My Voice Heard**		**Art and Design Skills**		**Still life**	**Photography**
Art	Strand	**Drawing**		**Design, Drawing, Painting, Art Appreciation**		**Drawing**	**Photomontage, macro photography, self-portrait**
Art	Skills	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • To improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. • About great artists, architects and designers in history		To improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. Become proficient in drawing, painting, sculpture and other art, craft and design techniques. • Evaluate and analyse creative works using the language of art, craft and design. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].		Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • Use the sketchbook to make observations and preparatory drawings. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay.	Become proficient in drawing, painting, sculpture and other art, craft and design techniques Evaluate and analyse creative works using the language of art, craft and design To improve their mastery of art and design technique
Art	Artists studied	Kathe Kollwitz/Pablo Picasso		Edward Hopper		Camargo,Cezanne	Jenny Holzen,Edward Weston
Art		**Developing/ Applying Ideas** - I can use a sketchbook to record my observations and develop ideas. (Skills should be practised and developed within sketchbooks - these are to be used as a working document rather than a display book of finished pieces).					

Year 6 2020-21		A1	A2	Sp1	Sp2	Su1	Su2
DT	Focus	**Playground**	**Waistcoats**	**Come dine with me**	**Steady hand game**	**Automata toys**	
	Strand	**Structures**	**Textiles**	**Food**	**Electrical systems**	**Mechanical systems**	
	Key assessment questions	What are the different apparatus? How can they be used? Can you identify the different types of structures used? Which are your favourite/least favourite? Why? Can you identify the structures used in the models? Which materials have been used? Why? Which tools have been used to cut, shape or join the materials? What is the name of this piece of equipment? Did any of the miniature models stand out to you more than others? Why was this? How do you feel about the quality of the models? How good or bad something is.	Who is it for? What do they like? What materials would work well? How will you decorate it? To add details to a design to improve its appearance. How will you make it strong, sturdy, washable? Will it have pockets? How will it fasten? What are the differences between the shape of your design and the Waistcoat Template? The form of an object. What must you do before you start sewing? What must you do when you finish To complete your product with a high quality or attractive appearance…. sewing a section?	What course and ingredient are you researching recipes for? How will those flavours work together? Are you following a theme – what is it? How easy will it be to make? What ingredients do you need? How long does the recipe take to cook? What additional ingredients does it need? How long does it take to prepare? What cooking techniques are used? How long does it take to cook? How would you categorise this food – what nationality/food type? What health and safety considerations are there when preparing food? How should we cut safely? What does 'Farm to 'Fork' mean? What have you learnt? Did anything surprise you? What illustrations could accompany your recipe page? What top tips can you give to accompany the recipe?	What is a conductor? What is an insulator? Is copper a conductor or insulator? Explain how the motor spins Why is it important that the shape is symmetrical? What is the name of the tool we will use to shape the copper wire? What are the dangers of batteries? What should you do if you notice your battery becoming hot? What makes the buzzer sound? What is a net? What would make the game difficult to complete? What might the target audience for the game be? What is a design criteria for? Give an example of what should be included in the design criteria. How can the design criteria help us this lesson? What would a good quality base look like? Describe the function of each component in the circuit. How can you make the buzzer sound or make the bulb light up -depending on which of these you are using?	What is a cam used for? What is the purpose of having different shaped cams? How do we use tenon saws safely? Why is it important to measure and mark out the wood accurately? Why is it important to focus on cutting the jelutong at right angles? How can you check the accuracy of your work? What is an axle for? How can axles be used in automata toys? What is the purpose of having different shaped cams? How do we use tenon saws safely? How can you check the accuracy of your work? Describe what a well made frame would look like? Can you name the different types of cams? Can you guess what sort of movement they might make the followers create? How might you be able to use a linkage system with the followers to make a more complex mechanism? Will the cams work if you rotate the axle in the opposite direction? How might you be able to use a linkage system with the followers to make a more complex mechanism? Why do the cams need to be fixed to the axle?	
	Vocabulary	*Apparatus,Bench-hook,Coping saw,jelutong,modify,natural materials,prototype,reinforce*		*batch/ batches, rotation, storyboard, contribute, reared, sustainable, cross-contamination, farm to fork*	*homopolar, lorentz force, neodymium battery, electromagnetic, perspective, alignment*	*automata, cams, tenon, kinetic, jelutong, bench hook, dwell*	
Computing	Focus	**Scratch Consolidation**	**History of Computers**	**Web Design**	**HTML Web Programming**	**Programming in Python Language**	**Binary and Virtual Reality**
	Strand	**Computer Science**	**Digital Literacy**	**Computer Science**	**Computer Science**	**Computer Science**	**Information Technology**
	Skills	Write a simple program with text outputs and movement Write a program with repetition (loops) Write programs using different inputs Add conditions (if statements) to a program Debug Programs (separate tasks) Program conditions with data variables (quiz) Work with lists to create random actions Program random variables to add unpredictability	Design and create digital content to accomplish goals Use search technologies effectively and be discerning in evaluating digital content Understand how technology has changed over time. Understand the impact (positive/negative) technological changes have on society. Predict how technology will change in the future.	Use and combine a variety of software (including internet services) to design and create content that accomplish given goals. Add and format text within a website. Organise sections and pages. Add and edit images. Include other features such as hyperlinks, buttons and files. Evaluate other websites and provide constructive feedback. Make necessary changes to website based on feedback.	Build a web-page(s) using HTML code: Add and align text and change colour Change background colour Add and align images Add hyperlinks and use them effectively to build navigation between different pages and external sites.	Understand what Python programming language is and use Python commands print and move Use Say and Repeat (Loops) commands Use variables in a Python program	Understand why computers/electronics use binary. To convert binary code to denary numbers (decimal numbers) and visa versa. What virtual reality is and how it can be used to help people. How to create a virtual reality environment How to add, move and resize objects in a virtual reality environment How to add animate objects for realism.
	Vocabulary	*Input, output, algorithm, debug, logical reasoning, variables*		*Hyperlinks, conditions, computer networks*	*HTML*	*Python*	*binary, virtual reality*
RE	Focus	**Islam**	**Christmas**	**Christianity**	**Christianity**	**Islam**	**Islam**
	Key question	What is the best way for a Muslim to show commitment to God?	Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Is anything ever eternal?	Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Does belief in Akhirah (life after death) help Muslims lead good lifes?	Does belief in Akhirah (life after death) help Muslims lead good lifes?
	Link to Discovery RE planning	https://drive.google.com/file/d/1kkMFz9K8DSP9gL8XQiCiPzQR88nT0Qa2/view?usp=sharing					
	Assessments	https://drive.google.com/file/d/1-_6AOMh8kioDg7LUhLeC7bwCdJIKeZol/view?usp=sharing	https://drive.google.com/file/d/18Beo-CpPqx3ezPO8AuFoea7Yrmyj9XY0/view?usp=sharing	https://drive.google.com/file/d/1v1b46IlYqCuhXSptoQzuBkj4Lyf2SQMO/view?usp=sharing	https://drive.google.com/file/d/1aBnTbF8HDT8DOGyG0LiA6cse6DfdkIoE/view?usp=sharing	https://drive.google.com/file/d/16whrX-grBr2BS6LI-cNWkykTit9HMTa/view?usp=sharing	https://drive.google.com/file/d/14jG-mFd4mDDJh8r1dDHlMmpzL784SG17B/view?usp=sharing
PSHE	Topic	**Being Me**	**Celebrating Differences**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing me**
	Focus	I can explain how my choices can have an impact on people in my immediate community and globally.	I can explain ways in which difference can be a source of conflict or a cause for celebration.	I can explain different ways to work with others to help make the world a better place.	I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.	I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.	I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.
	Vocabulary	*Resilience,Goals Community Citizen Worries Fears Value Welcome, Choice, Rights, Education*	*Celebration conflict, Role model, Inspire, Independent, Disability, Empathy, Perception*	*Dream, Hope, Goal, Learning, Strengths, Stretch, Achievement, Personal, Realistic, Unrealistic*	*Mood, Energy, Balanced diet, Drugs, Effects, Motivation, Misuse, Anti-social, Responsible, Appropriate*	*Emotions, Feelings, Sadness, Loss, Grief, Hurt, Pain, Change, Bereavement, Coping strategies, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance*	*Self-image, Self-esteem, Real self, Celebrity, Opportunities, Freedoms, Responsibilities, r ust, Respect, Puberty vocabulary as required by the questions presented by the children Womb • Sperm • Egg • Conception • Fertilisation • Pregnancy • Sexual intercourse • Twins • Fostering • Adoption • Relationship • Friendship • Love • Consent • Intimacy Privacy Human rights Protection Female Genital Mutilation*
Music	Progression	Pitch- **major/ minor** Duration- **6/8 syncopated and dotted rhythms**. Dynamics- **accent and articulation** Tempo- **comparing tempo for mood effects**. Timbre- **electronic sounds** Texture- **chords** Structure- **Ternary forms**					
	Strand (NC)	**COMPOSING** - Improvise and compose music for a range of purposes using the inter-related dimensions of music. **PERFORMING** - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. **LISTENING** -Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.					
	Skills (Focus Ed)	Use rhythm in my composition. Analyse features within different pieces of music.	Use a variety of different musical devices in my composition (including melody, **rhythms** and chords).	Sing in harmony confidently and accurately. Evaluate how the venue, occasion and purpose affect the way a piece of music is created.	Perform parts from memory. Take a lead in performance. Compare and contrast the impact that different composers from different times have had on people of that time	Use a variety of different musical devices in my composition (including melody, rhythms and **chords**.	Compare and contrast the impact that different composers from different times have had on people of that time
	Skills (Mrs Fard)	Compose rhythmic phrases and layer sounds to create effect, performing in a group. Perform own rhythmic compositions including syncopated rhythms. Reflect on my compositions dynamics, tempo and timbre. I suggest improvements to my work/performance and that of others Evaluate how the venue, occasion and purpose affects the way a pioce of music is created. (eg.Sailor Sing expressively combining dynamics, tempo and pitch. Understand when to use varying volumes, pitch and expression in the voice to portray an idea or mood. Play your own part and keep it going while others play a different part. Play an accompaning part on the keyboard Understand the meaning of all the interrelated dimensions of music and listen for them in different piece Identify time signatures. Explore 6/8 metre. Explore reasons for composers' choices in various pieces. Identifying musical styles, listening for syncopation in Tango and Samba Interpret musical notation. e.g. crochet, minim etc., dotted notes, triplets tie, rests, semi quavers. Read musical stave notation. Interpret musical language. To analyse features within different pieces of music from a score	Suggest improvements to my work/performance and that of others Perform own compositions on an instrument for an audience. Sing and play from memory. Perform in a group. Take part in rounds. Perform solo for others Sing expressively combining dynamics, tempo and pitch. Lead a group in performance. Sing new songs in tune and using expression. Play your own part and keep it going while others play a different part. Play the keyboard-reading musical notation. Comparing various genres using the same piece of music, (Sailor's Hornpipe Tubular Bells v Proms) Understand the interrelated dimensions of music and listen for them in different pieces of music. Evaluate others' work thinking about texture, structure, timbre and dynamics ABRSM Aural Tests.Pick out details and recall them from memory. Identify time signatures. Listen to music from different periods and compare. Explore reasons for composers' choices in various pieces. Understand melody and harmony through 'Silent Night'. Read musical stave notation. Understand transposition (exceeding) 'Ode to Joy' in C then G Interpret musical language. To analyse features within different pieces of music from a score. Understand structure and form e.g AABA 'Ode to Joy' Investigate a music timeline. (Baroque- Beethoven) Find similarities and differences between different Historical composers and musicians. Explain how music has changed over time. Explain how the music of the past reflected the society of the time.	Compose and perform own compositions. Improvise using appropriate melodic phrases. Reflect on my compositions dynamics, tempo and timbre. I suggest improvements to my work/performance and that of others Perform own compositions on an instrument for an audience. Understand when to use varying volumes, pitch and expression in the voice to portray an idea or mood. Take part in three part harmonies and descants Play the keyboard-reading musical notation. Comparing various genres using the same piece of music; Use the vocabulary of the interrelated dimensions of music by listening out for aspects of them in different pieces of music. 4 chord trick. Understanding harmony. Understand and detect MAJOR/ MINOR Evaluate others' work thinking about texture, structure, timbre and dynamics Identifying musical styles and period. Explore reasons for composers' choices in various pieces. Listen for weaving parts eg (Bach) Read musical stave notation. Interpret musical language. To analyse features within different pieces of music from a score To understand the interrelated dimensions of music. Begin to explore reasons for composers' choices. Investigate a music timeline and how music reflects society at the time- (Victorians, Jazz) Who invented the first recording? Explain how the music of the past reflected the society of the time.	Improvise using appropriate melodic phrases. Reflect on my compositions dynamics, tempo and timbre. I suggest improvements to my work/performance and that of others Perform own compositions on an instrument for an audience. Sing and play from memory. Perform in a group. Take part in rounds. Perform solo for others on an instrument of choice. Sing expressively combining dynamics, tempo and pitch. Take part in three part harmonies and descants Play your own part and keep it going while others play a different part. Play the keyboard-reading musical notation. Evaluate others' work thinking about texture, structure, timbre and dynamics ABRSM Aural Tests……. Identify time signatures. Pick out details and recall them from memory. Identifying musical styles and period. Explore reasons for composers' choices in various pieces. Understand texture in music and relate to different genres. eg orchestra/pop band/ choir.,(Music's like an apple pie) Understanding harmony through playing a chord. Read musical stave notation. To analyse features within different pieces of music from a score To understand the interrelated dimensions of music. Falling in Love - (Elvis-Beatles) Explain how music has changed over time. (Post war) Explain how the music of the past reflected the society of the time.	Compose melodic and rhythmic phrases Perform own compositions Improvise using appropriate melodic phrases. Reflect on my compositions dynamics, tempo and timbre. I suggest improvements to my work/performance and that of others (Rap) Perform own compositions on an instrument for an audience. (Rap) Listen for weaving parts Rap over melody Sing and play from memory. Perform in a group. Perform solo for others Understand when to use varying volumes, pitch and expression in the voice to portray an idea or mood. Lead a group in performance. Play the keyboard-reading musical notation. (Happy Birthday) Comparing various genres using the same piece of music. Understand and detect MAJOR/ MINOR (ABRSM grade 5) and through chords Evaluate others' work thinking about texture, structure, timbre and dynamics Pick out details and recall them from memory. Identifying musical styles and period. (20th c). Listen to music from different periods and compare. Explore reasons for composers' choices in various pieces. Understand texture in music and relate to different genres. eg orchestra/pop band/ choir.. Understanding harmony. Read musical stave notation and perform on the keyboard. To understand the interrelated dimensions of music. Begin to explore reasons for composers' choices. Comparing various genres using the same piece of music; (Pachebel's canon v.)	**Focus- Music From Around the World** Revise COMPOSING Improvise and compose music for a range of purposes using the inter-related dimensions of music. PERFORMING Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. LISTENING Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality **live** and recorded **music** drawn from **different traditions**
MFL	Focus	**Written and spoken conversations** Les Bases Halloween	**Alphabet et Anniversaire** Noel (Christmas) - christmas card competition	**Class Objects** Le Loup et Les Sept Chevereux (The Wolf and the Seven Goats)	**La salle de classe** Paques (Easter)	**Nourriture francaise (french food)**	**Le sport et les activities (sport and hobbies)**
	Objectives	I can hold a simple conversation with 4 exchanges. I can understand the context of words.	I can hold a short conversation with 4 exchanges. I can understand a short story. I can write 3 sentences about a topic.	I can hold a simple conversation. I can substitute words and phrases. I can use my knowledge of grammar to speak correctly. I can understand a short story and makes notes.	I can write a paragraph about a topic. I can use my knowledge of grammar to speak correctly. I can learn about french schools.	I can use my knowledge of grammar to have a conversation. I can understand and write a short passage about food.	I can hold a conversation about my hobbies. I can write and understand a paragraph
	Key Vocabulary / Grammar	*greetings, ca va, numbers 30+, colours*	*mon anniversaire est, months, days of the week, j'ai__ans. Il/ elle a*	*Identifying key words in order to infer meaning about new words. Following a narrative. identify colours, instructions, animals, numbers, body parts*	*prepositions: dans, sur, sous masc/femi/pl nouns il y a*	*opinions, je voudrais essayer, je voudrais manger, s'il vous plait, merci, non merci*	*opinions with reasons and conjunctions: j'adore, j'aime, je n'aime pas, je deteste, je prefere car c'est…, mais, et*
PE	Strand	**OAA** / **Gymnastics**	**Inv games** / **Dance**	**Gymnastics**	**Inv games**	**Striking + Fielding Games** / **OAA**	**Net wall games**	**Athletics**	**Striking + Fielding Games**	**Athletics**
	Focus		**Basketball**		**Hockey**	**Cricket**	**Tennis**	**Track**	**rounders**	**Field**
	Skills	I can choose and perfom skills and strategies effectively. I can find solutions to problems and challenges by planning, implementing and refining strategies. I can work increasingly well in a group or team where roles and resposibilities are understood. I can prepare physically and organisitaionally for challenges I am set, thinking about safety. I can identify what I or my group have done successfully and suggest ways to further improve. I can create and refine sequences with a partner, choosing actions, shapes and balances from memory. I can practise and refine actions, shapes and balances on my own and can refine sequences. I can talk about my own and others work,	I can use a number of techniques to pass, dribble and shoot. I can play basketball games confidently. I can control the ball consistently. I can use a range of tactics in attack and defence. I can make changes that can impove my own or my teams performance. I can work creatively and imaginatively on my own, with a partner and in small groups to compose motifs and structure simple dances. can perform to an accompaniment expressively and sensitively. I can perform fluently with control. I can talk about dance using appropraite language and terminology. I can suggest ways to improve mine or other people's work.	I can create, practise and refine longer, more complex sequences. I can adapt my performance to the needs of the task, developing solutions from a range of compositional principles. I can show clarity, fluency, accuracy and consistency in my movements.	I can pass, dribble and shoot with control. I can identify and use tactics to help my team keep the ball and take it towards the oppposition's goal. I can mark opponents and help each other in defence. I know and carry out warm-up activities that use exercises helpful for invasion games. I can pick out things that could be improved in performances and suggest ideas and practices to make me better.	I can throw and catch a ball accurately. I can bowl underarm to a target accurately and learn how to bowl overarm. I can learn how to hold a cricket bat and strike the ball effectively. I can use a range of tactics in each of the positions of batter, bowler and fielder.	I can work confidently in familiar and changing environments. I can adapt quickly to new situations, devise and put intpo practise a range of solutions to problems and challenges. I can take a leading role when working with others.	I can use forehand and backhand shots increasingly well in the game I play. I can use the volley in a game when the opportunity arises. I can choose and use some tactics within a game. I can play cooperatively with a partner. I can apply rules consistently and fairly.	I can choose the best pace for a running event so that they can sustain their running. I can show control at take off in jumping activities. I understand how power and stamina help me to perform well in different athletic activities.	I can use skills with control and accuracy. I can hit a ball bowled sympathetically to them. I can play a range of roles within a team but with varying levels of success. I can use some basic rules and tactics in games.	I can show accuracy and good technique in throwing activities. I understand how power and stamina help me to perform well in different athletic activities.