

Woodlands Primary School Curriculum Framework Overview Year 6

CURRICULUM DRIVERS	Community		Enterprise		Possibilities		Diversity/Spirituality		Enquiry/Knowledge of the World			
Class Theme	Epic Egyptians				Fight for Freedom				Remarkable Rivers			
Visits	Arthog Oakengates Theatre-Pantomime				World Museum-Liverpool (Egyptian artifacts)				Ironbridge-River Severn Crucial Crew End of Year experiences/Secondary Visits			
Subject area	AUTUMN TERM 1 st Half		AUTUMN TERM 2 nd Half		SPRING TERM 1 st Half		SPRING TERM 2 nd Half		SUMMER TERM 1 st Half		SUMMER TERM 2 nd Half	
Writing												
Hist/geog	Achievements of Ancient Egyptians , chronology, world history timeline, where and when the first civilisation appeared (what makes it a civilisation etc). Links to Geog. Chronology : Key Egyptian events/era Civilization and society : Farming, trade and the importance of the Nile Religion : Research Gods and afterlife-links to death rituals/mummification. Achievements and Legacies : architecture-pyramids, artwork, writing, communication etc. Civilisation, Conflict, Monarchy, Power, Religion, Society , Invasion, Culture, Legacy, Achievement				Study the continent of North America-environmental regions, countries, major cities. Longitude and latitude, grid references, 8 points of a compass, time zones etc. Understand similarities and differences through the study of human and physical Geog of a region of North America compared to the UK (trade links, natural resources, economic activity Location Place and Space Physical World Human Environment Interdependence and Sustainability Cultural Understanding				Recap previous learning about rivers , (over KS2)-identify location and names of several UK rivers: Thames, Tay, Severn, Bann and World rivers: The Nile, Amazon, Mississippi, Rio Grande, Danube, Ganges etc. Produce comparative grid comparative World Rivers e.g. length, volume, significance (trade, religion, wildlife). The water cycle. Research features of rivers (including, oxbow lakes, estuaries, erosion etc) Fieldwork to measure/record/present human and physical features- River Severn. Similarities and differences compared to N/S America (e.g. Mississippi) Physical and human features (including transport, trade and energy). Location Place and Space Physical World Human Environment Interdependence and Sustainability Cultural Understanding			
Mathematics	- Number & Place Value Target 1 - Addition, Subtraction, Multiplication Targets 1, 5, 7 & 8 - Division Targets 3, 5 and 8 - Fractions Target 1 - Decimals Targets 7 & 8 - Percentages Target 2 (Ratio) and Target 1 (Shape – ahead of week after) - Geometry Targets 3 & 5		- Number & Place Value Targets 2, 3, 4 and 10 (FDP) - Addition, Subtraction, Multiplication Targets 6 and 9 (FDP) - Fractions (A) Targets 1 & 2 - Fractions (B) Target 3 - Assessments - Ratio Targets 1, 3 & 4 - Shape/position Targets 2, 4 and 2 (Position)		- Fractions, Decimals and Percentages Targets 4, 5, 6 & 11 - Statistics Target 2 - Assessments - Measurement Targets 4 5 & 6 - Algebra All targets - Assessment - Measurement Targets 5 and 7		- Measurement Targets 1, 2 & 3 - Position Target 1 - Statistics Target 1/Revision for SATs - SATs		➤ Revision/Consolidation		➤ Revision/Consolidation	
Science	Living things Habitats Electricity				Evolution & Inheritance				Animals including humans		Light	
Art	Outcome: Re-create Paintings/Photo montage Type: Modern Artist: Chuck Close, Hannah Hoch, Chris Plowman Skills Focus: Craft and Design		Outcome: Powerful Imagery (Street Art Style) Type: Modern Artist: Banksy Skills Focus:Drawing		Outcome: Artist Study-in the style of Type: Artist: David Hockney, Fiona Rae, Paula Rego etc. Skills Focus: Painting and Mixed Media				Outcome: Making Memories of Primary School Type: Artist: Skills Focus: Sculpture and 3D			
Line			1.Experimental Mark Making		1,David Hockney							
Shape			2.Symbolic Imagery		2.Paula Rego							
Colour			3.Chiaroscuro		3.Fiona Rae							
Form			4.Street Art		4.Lubania Himid							
Value			5.Powerful Imagery		5.Research and Planning							
Texture					6.Making Art!							
space												
D & T	Textiles: Egyptian headwear				Electrical systems: Steady hand game				Food: Come dine with me. (celebration)			

Mechanism Join Structure Material Functionality	1.Waitcoat design 2. Preparing and cut fabric 3. Assemble waistcoat 4. Decorate and evaluate waistcoat		1.Research and analyse a range of children's toys. 2. Design a steady hand game. 3. Base building 4. Assemble electronics.		1.Research and design a three course meal 2. Prepare a starter using a recipe 3. Prepare a main course using a recipe 4. Prepare a dessert using a recipe	
Computing Digital Literacy/Online safety Troll Stink By Jeanne Willis	Digital Literacy 3D modelling 1.What is 3D modelling? 2.Making changes 3.Rotation and position 4.Making holes 5.Planning my own 3D model 6.Making my own 3D model	Digital Literacy Web page creation 1.What makes a good website? 2.How would you layout your web page? 3.Copyright or copy WRONG? 4.How does it look? 5.Follow the breadcrumbs 6.Think before you link!	Information technology Communication 1.Searching the web 2.Selecting search results 3.How search results are ranked 4.How are searches influenced? 5.How we communicate 6.Communicating responsibly	Information technology Spreadsheets 1.What is a spreadsheet? 2.Modifying spreadsheets 3.What's the formula? 4.Calculate and duplicate 5.Event planning 6.Presenting data	Computer Science Variables in games 1.Introducing variables 2.Variables in programming 3.Improving a game 4.Designing a game 5.Design to code 6.Improving and sharing	Computer Science Sensing 1.The micro:bit 2.Go with the flow 3.Sensing inputs 4.Finding your way 5.Designing a step counter 6.Making a step counter
Music	Charanga yr 6 unit 1 'Happy' a Pop song by Pharrell Williams. Games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. 6 x lessons across the term. Cross Curricular: Land of the Free – popular American songs (listening and appraising a range of high quality music).		Recorder book 1: 'Blown Away' Introducing Bb, High E, High F and Grand Finale Recapping correct playing technique and revising notes low C, F# Low C# and high C# Identifying the three notes on the staff – staff notation Cross Curricular: History – Ancient Egyptian musical instruments Art – Egyptian Art as a stimulus. Writing – song lyrics (links to poetry)		Charanga yr 6 unit 6 'Reflect, Rewind and Reply' – improvisation and composition. 6 x lessons across the term. Cross Curricular: MFL – songs Computing – music production software e.g. Audacity (free software)	
Physical Education	Functional fitness Multi sports Term 1	Gymnastics Handball	Dance-weather Hockey	Basketball Multi sports Term 2	World Sports OAA	Cricket Athletics
Personal development	Family and Relationships 1.Respect 2.Respectful relationships 3.Stereotypes: Attitudes 4.Challenging stereotypes 5.Resolving conflict 6. Change and loss	Health and Wellbeing 1.What can I be? 2.Relaxation: Mindfulness 3.Taking responsibility for my health 4.The impact of technology on health 5.Resilience toolkit 6. Immunisation 7. Good and bad habits 8. Physical health concerns STAR	Safety and the changing body 1.Alcohol 2.Critical digital consumers 3.Social media 4. Physical and emotional changes of puberty 5.Conception (parents can withdraw children) 6. Pregnancy and birth (parents can withdraw children) 7. First Aid: Choking 8. First Aid: Basic life support	Citizenship 1.Human rights 2.Food choices and the environment 3.Caring for others 4. Prejudice and discrimination 5.Valuing diversity 6. National democracy	Economic wellbeing 1.Attitudes to money 2.Keeping money safe 3.Gambling 4. What jobs are available? 5.Career routes Use any remaining weeks to invite in visitors from different careers.	Identity 1.What is identity? 2.Identity and body image Crucial Crew Bikeability Transition to Secondary
Secrets of Success	Work hard Try New things	Concentrate Push yourself	Imagine – focus on aspirations, inspirational role models and possibilities for your future.	Improve	Understand others	Don't give up
RE Celebrations/festivals Ethics and moral code Caring Forgiveness Community Peace Sacrifice/suffering	Unit 25: Religion and the Individual: Exploring Commitment		Unit 27: Expressing Spiritual Ideas and beliefs in God through the Arts (Christian).		Unit 26: Words of Wisdom	Unit 27: What will make our community respectful Transition unit
MFL	Welcome to our school- super learners Welcome to our school	My local area, your local area Robots, commands, actions Shops, signs, directions Let's sparkle Xmas poem	Family tree and faces Epiphany time again Meet the alien family	Celebrating carnival/body parts Carnival of animals Body parts and aliens Alien family "Easter egg hunt"	Feeling unwell/ Jungle animals I don't feel well Walking through the jungle (story and rhyme) plus dragons	Summer time Weather plus Enormous Turnip performance story Ice creams and simple ice cream roleplay

					and unicorns –fantastical animal descriptions	
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YEAR 6 CURRICULUM OBJECTIVES:

ENGLISH	<p><u>Reading – word reading</u> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p><u>Reading – comprehension</u> maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.</p> <p><u>Writing – transcription</u> <u>Spelling (see English Appendix 1)</u> use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus.</p> <p><u>Handwriting and presentation</u> write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.</p> <p><u>Writing – composition</u></p>
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	<p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>draft and write by:</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proof-read for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Writing – vocabulary, grammar and punctuation</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>using the perfect form of verbs to mark relationships of time and cause</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>learning the grammar for years 5 and 6 in English Appendix 2</p> <p>indicate grammatical and other features by:</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using hyphens to avoid ambiguity</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>using a colon to introduce a list</p> <p>punctuating bullet points consistently</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>
MATHEMATICS	<p>Number – number and place value</p> <p>read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</p> <p>round any whole number to a required degree of accuracy</p> <p>use negative numbers in context, and calculate intervals across zero</p> <p>solve number and practical problems that involve all of the above.</p> <p>Number – addition, subtraction, multiplication and division</p> <p>multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p> <p>divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</p> <p>perform mental calculations, including with mixed operations and large numbers</p> <p>identify common factors, common multiples and prime numbers</p> <p>use their knowledge of the order of operations to carry out calculations involving the four operations</p> <p>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>solve problems involving addition, subtraction, multiplication and division</p> <p>use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <p>Number – fractions (including decimals and percentages)</p> <p>use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>compare and order fractions, including fractions > 1</p> <p>add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p>

	<p>multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]</p> <p>divide proper fractions by whole numbers $\frac{1}{3}$ divided by 2 = $\frac{1}{6}$</p> <p>associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction</p> <p>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</p> <p>Algebra</p> <p>use simple formulae</p> <p>generate and describe linear number sequences</p> <p>express missing number problems algebraically</p> <p>find pairs of numbers that satisfy an equation with two unknowns</p> <p>enumerate possibilities of combinations of two variables.</p> <p>Measurement</p> <p>solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</p> <p>use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</p> <p>convert between miles and kilometres</p> <p>recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>recognise when it is possible to use formulae for area and volume of shapes</p> <p>calculate the area of parallelograms and triangles</p> <p>calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].</p> <p>Geometry – properties of shapes</p> <p>draw 2-D shapes using given dimensions and angles</p> <p>recognise, describe and build simple 3-D shapes, including making nets</p> <p>compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</p> <p>illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p> <p>recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p> <p>Geometry – position and direction</p> <p>describe positions on the full coordinate grid (all four quadrants)</p> <p>draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p> <p>Statistics</p> <p>interpret and construct pie charts and line graphs and use these to solve problems</p> <p>calculate and interpret the mean as an average.</p>
SCIENCE	<p>Living things and their habitats</p> <p>describe 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</p> <p>give reasons for classifying plants and animals based on specific characteristics.</p> <p>Animals including humans</p> <p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Evolution and inheritance</p> <p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Light</p> <p>recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Electricity</p> <p>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.</p> <p>Working scientifically 🌟</p> <p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>using test results to make predictions to set up further comparative and fair tests</p>

	<p>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</p> <p>identifying scientific evidence that has been used to support or refute ideas or arguments.</p>
PE	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming and water safety</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.
GEOGRAPHY	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
HISTORY	<p>changes in Britain from the Stone Age to the Iron Age</p> <p>Examples (non-statutory)</p> <p>This could include:</p> <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture <p>the Roman Empire and its impact on Britain</p> <p>Examples (non-statutory)</p> <p>This could include:</p> <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>Examples (non-statutory)</p>

	<p>This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne <u>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u> Examples (non-statutory) This could include: Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 <u>a local history study</u> Examples (non-statutory) a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. <u>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u> Examples (non-statutory) the changing power of monarchs using case studies such as John, Anne and Victoria <u>changes in an aspect of social history</u>, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment <u>in the 20th Century</u> the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day a significant turning point in British history, for example, the first railways or the Battle of Britain <u>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</u> Ancient Greece – <u>a study of Greek life and achievements and their influence on the western world</u> <u>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</u></p>
DESIGN AND TECHNOLOGY	<p><u>Design</u> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <u>Make</u> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <u>Evaluate</u> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <u>Technical knowledge</u> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products. <u>Nutrition</u> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
ART	<p>produce creative work, exploring their ideas and recording their experiences 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 know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p>

	<p>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.</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>about great artists, architects and designers in history.</p>
MUSIC	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music.</p>
PSHE	<p><u>Developing confidence and responsibility and making the most of their abilities</u></p> <p>a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;</p> <p>b. to share their opinions on things that matter to them and explain their views;</p> <p>c. to recognise, name and deal with their feelings in a positive way;</p> <p>d. to think about themselves, learn from their experiences and recognise what they are good at;</p> <p>e. how to set simple goals.</p> <p><u>Preparing to play an active role as citizens</u></p> <p>a. to take part in discussions with one other person and the whole class;</p> <p>b. to take part in a simple debate about topical issues;</p> <p>c. to recognise choices they can make, and recognise the difference between right and wrong;</p> <p>d. to agree and follow rules for their group and classroom, and understand how rules help them;</p> <p>e. to realise that people and other living things have needs, and that they have responsibilities to meet them;</p> <p>f. that they belong to various groups and communities, such as family and school;</p> <p>g. what improves and harms their local, natural and built environments and about some of the ways people look after them;</p> <p>h. to contribute to the life of the class and school;</p> <p>i. to realise that money comes from different sources and can be used for different purposes.</p> <p><u>Developing a healthy, safer lifestyle</u></p> <p>a. how to make simple choices that improve their health and wellbeing;</p> <p>b. to maintain personal hygiene;</p> <p>c. how some diseases spread and can be controlled;</p> <p>d. about the process of growing from young to old and how people's needs change;</p> <p>e. the names of the main parts of the body;</p> <p>f. that all household products, including medicines, can be harmful if not used properly;</p> <p>g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.</p> <p><u>Developing good relationships and respecting the differences between people</u></p> <p>a. to recognise how their behaviour affects other people;</p> <p>b. to listen to other people, and play and work cooperatively;</p> <p>c. to identify and respect the differences and similarities between people;</p> <p>d. that family and friends should care for each other;</p> <p>e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.</p> <p>a. take and share responsibility (for example, for their own behaviour, by helping to make classroom rules and following them; by looking after pets well);</p> <p>b. feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves);</p> <p>c. take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from');</p> <p>d. make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly);</p> <p>e. meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse);</p> <p>f. develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task);</p> <p>g. consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues);</p> <p>h. ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)</p>
MFL	<p>listen attentively to spoken language and show understanding by joining in and responding</p>

	<p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>present ideas and information orally to a range of audiences*</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally* and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>
Computing	<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>