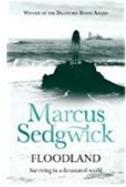
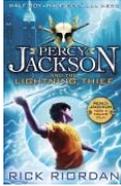


Year 6 2019-20	Autumn		Spring		Summer
Topic	World War 1	World War 2	TBC	Global Warming	Ancient Greece
<b>Texts</b>	 <p>The Lion and The Unicorn by Shirley Hughes</p> <p>Stay Where You Are and Then Leave by John Boyne</p>	 <p>Rose Blanche by Ian McEwan</p> <p>The Lion and The Unicorn by Shirley Hughes</p> <p>Letters from the Lighthouse by Emma Carroll (Class Reader)</p>		 <p>Floodland by Marcus Sedgwick</p>	 <p>Percy Jackson and the Lightning Thief by Rick Riordan (Class Reader)</p>
<b>Writing: Transcription</b>	<p><b>See also 'No-Nonsense Spelling' planning</b></p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• 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</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus</li> </ul>				
<b>Writing: Composition</b>	<p><b>See also 'KS2 Teacher Assessment Framework'</b></p> <p>plan their writing by:</p>				

	<ul style="list-style-type: none"> <li>○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>○ noting and developing initial ideas, drawing on reading and research where necessary</li> <li>○ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>● draft and write by: <ul style="list-style-type: none"> <li>○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>○ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>○ précising longer passages</li> <li>○ using a wide range of devices to build cohesion within and across paragraphs</li> <li>○ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>● evaluate and edit by: <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing</li> <li>○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>○ ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li>● proofread for spelling and punctuation errors</li> <li>● perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>
<p><b>Writing: Vocabulary, Grammar and Punctuation</b></p>	<ul style="list-style-type: none"> <li>● develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> <li>○ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>○ using passive verbs to affect the presentation of information in a sentence</li> <li>○ using the perfect form of verbs to mark relationships of time and cause</li> <li>○ using expanded noun phrases to convey complicated information concisely</li> <li>○ using modal verbs or adverbs to indicate degrees of possibility</li> <li>○ using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>○ learning the grammar for years 5 and 6 in English appendix 2</li> </ul> </li> <li>● indicate grammatical and other features by: <ul style="list-style-type: none"> <li>○ using commas to clarify meaning or avoid ambiguity in writing</li> <li>○ using hyphens to avoid ambiguity</li> <li>○ using brackets, dashes or commas to indicate parenthesis</li> <li>○ using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>○ using a colon to introduce a list</li> <li>○ punctuating bullet points consistently</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading</li> </ul>
<p><b>Reading: Word Reading</b></p>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
<p><b>Reading: Comprehension</b></p>	<p><b>See also 'English Reading Content Domains'</b></p> <ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and an understanding of what they read by: <ul style="list-style-type: none"> <li>○ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>○ reading books that are structured in different ways and reading for a range of purposes</li> <li>○ 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</li> <li>○ recommending books that they have read to their peers, giving reasons for their choices</li> <li>○ identifying and discussing themes and conventions in and across a wide range of writing</li> <li>○ making comparisons within and across books</li> <li>○ learning a wider range of poetry by heart</li> <li>○ 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</li> </ul> </li> <li>• understand what they read by: <ul style="list-style-type: none"> <li>○ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>○ asking questions to improve their understanding</li> <li>○ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>○ predicting what might happen from details stated and implied</li> <li>○ summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>○ identifying how language, structure and presentation contribute to meaning</li> </ul> </li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> <li>• 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</li> <li>• 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</li> <li>• provide reasoned justifications for their view</li> </ul>

Maths	Weeks											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number- Place Value		Number- Addition, Subtraction, Multiplication and Division				Fractions				Geometry- Position and Direction	Consolidation
Spring	Number- Decimals		Number- Percentages		Number- Algebra		Measurement Converting units	Measurement Perimeter, Area and Volume		Number- Ratio		Consolidation
Summer	Geometry- Properties of Shapes		Problem solving			Statistics		Investigations				Consolidation
Science	<p style="text-align: center;"><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>• Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>• Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>• Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>• Using test results to make predictions to set up further comparative and fair tests.</li> <li>• 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.</li> <li>• Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>											

	<b>Light &amp; Electricity (World War Blackouts)</b>		<b>Animals Including Humans</b>		<b>Living Things (delivered through Outdoor Learning)</b>	<b>Evolution &amp; Inheritance</b>
	<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>		<ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and explain 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>		<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 micro-organisms, plants and animals</li> <li>Give reasons for classifying plants and animals based on specific characteristic.</li> </ul>	<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>
<b>Computing</b>	<b>Digital World</b>	<b>Programming</b>	<b>Electronic Safety</b>	<b>Data Handling</b>	<b>Programming 2</b>	<b>Digital Presentation</b>

	<p>WALT identify the basic internal components of a digital device and explain their role.</p> <p>WALT identify the component similarities in a PC, laptop, tablet and smartphone.</p> <p>WALT disassemble a laptop, locate the main internal components and explain their role in an operating system.</p> <p>WALT evaluate the content of a website or webpage and use strategies to prove or disprove its validity.</p> <p>WALT add purposeful hyperlinks, which I have vetted, to my work.</p> <p>WALT respond in the most appropriate and safest way when contacted by a stranger.</p>	<p>WALT explore the history of Python Programming and how it is relevant in the world.</p> <p>WALT open the Python IDLE programming environment and write a simple program that outputs a message.</p> <p>WALT write several lines of code that output a message on more than one line in Python.</p> <p>WALT debug a line of Python code and fix it so it runs correctly.</p> <p>WALT use the <code>\n</code>, <code>\\</code>, <code>\"</code> escape sequences, in Python.</p> <p>WALT use a range of mathematical operators in Python.</p>	<p>I understand and can explain what an e-safety worry is and know exactly who to turn to when I have an e-safety issue.</p> <p>I understand what a digital footprint is and how to manage it in a way that won't harm my friends, family or future career.</p> <p>WALT identify the dangers of video chatting, the impact on my digital footprint and how to reduce and manage the risks.</p> <p>WALT explain how to use digital content without infringing copyright.</p> <p>WALT explain the potential impact of cyberbullying on someone and demonstrate a range of strategies to offer support to a victim of cyberbullying.</p> <p>WALT suggest ways to make our school</p>	<p>WALT use prior knowledge to create a spreadsheet that include formulas.</p> <p>WALT use formula with an 'if' condition.</p> <p>WALT use formulae with nested 'if.' conditions.</p> <p>WALT use formulae with the 'vlookup' function.</p> <p>WALT plan and build a spreadsheet that has a purpose.</p> <p>WALT use prior knowledge to create a spreadsheet that include simple formulas.</p>	<p>WALT use the if-then-else instruction.</p> <p>WALT create a program that enables a robot to interact with a user.</p> <p>WALT program a relational operators to compare two values.</p> <p>WALT create a program that performs a specific task.</p>	<p>WALT demonstrate my prior knowledge of a CAD program.</p> <p>WALT use specific digital tools for a purpose.</p> <p>WALT use CAD to build a scaled model.</p> <p>WALT use animation tools to highlight specific area of a CAD model.</p> <p>WALT present a finished piece of CAD work.</p>
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			community safer online.			
<b>History</b>	<b>World War 1</b>	<b>World War 2</b>			<b>Ancient Greece</b>	
	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <ul style="list-style-type: none"> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <ul style="list-style-type: none"> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>			<p>A study of Greek life and achievements and their influence on the western world.</p> <ul style="list-style-type: none"> <li>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>	
<b>Geography</b>				<b>Global Warming</b>		

				<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• the distribution of natural resources including energy, food, minerals and water.</li></ul>		
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<b>Art</b>	<b>Kandinsky (Drawing)</b> Great artists, architects and designers in history. <ul style="list-style-type: none"> <li>Observe and use a variety of techniques to show the effect of light on objects and people. For example use rubbers to lighten, pencils to show tone, use tones of the same colour.</li> <li>Produce increasingly accurate preparatory sketches for painting and other work.</li> </ul>	<b>Poppies (Textile)</b> <b>Kandinsky (Painting)</b> Develop skills in embellishing. Bring together the techniques of applique, drawing, sticking, cutting, painting, weaving and layering <ul style="list-style-type: none"> <li>Work collaboratively on a larger scale</li> </ul> Great artists, architects and designers in history. <ul style="list-style-type: none"> <li>Experiment with tone, hue, shade and mood when painting.</li> <li>Can create different effects by using a variety of tools and techniques such as dots, scratches, splashes and layering paint.</li> <li>Use colour to express moods and feelings.</li> </ul>	<b>Landscapes (Drawing &amp; Painting)</b> Observe and use a variety of techniques to show the effect of light on objects and people. For example use rubbers to lighten, pencils to show tone, use tones of the same colour. <ul style="list-style-type: none"> <li>Use a variety of techniques to interpret the texture of a surface. For example making marks or using different textured paint.</li> <li>Introduce the concept of perspective.</li> <li>Experiment with tone, hue, shade and mood when painting.</li> <li>Use colour to express moods and feelings.</li> </ul>	<b>Political Art (Printing &amp; Collage)</b> About the work of a range of artists. <ul style="list-style-type: none"> <li>Explore printing techniques used by various artists</li> <li>Develop skills in embellishing. Bring together the techniques of applique, drawing, sticking, cutting, painting, weaving and layering</li> <li>Apply knowledge of different techniques to express feelings</li> <li>Use found and constructed materials</li> </ul>	<b>Perspective - Greek Temples (Drawing)</b> Observe and use a variety of techniques to show the effect of light on objects and people. For example use rubbers to lighten, pencils to show tone, use tones of the same colour. <ul style="list-style-type: none"> <li>Use a variety of techniques to interpret the texture of a surface. For example making marks or using different textured paint.</li> <li>Produce increasingly accurate preparatory sketches for painting and other work.</li> <li>Introduce the concept of perspective.</li> </ul>	<b>Greek Vases (Drawing)</b> <b>Athlete Sculptures (3D Form)</b> Observe and use a variety of techniques to show the effect of light on objects and people. For example use rubbers to lighten, pencils to show tone, use tones of the same colour. <ul style="list-style-type: none"> <li>Use a variety of techniques to interpret the texture of a surface. For example making marks or using different textured paint.</li> <li>Produce increasingly accurate drawings of people.</li> <li>Makes imaginative use of the knowledge</li> </ul>

					<ul style="list-style-type: none"> <li>• Work on a variety of scales and collaboratively .</li> <li>• Independently select materials and techniques to create a specific outcome.</li> </ul>	they have acquired of tools, techniques and materials to express own ideas and feelings.
D&T		<b>Blackout Light Source</b>  <b>Poppies (Textile)</b>				<b>Athlete Sculptures</b>
		<p>¿Blackout Electrical (link with Science)  <i>Design and create something to help around the home during a Blackout? A subtle light of some sort.</i></p> <ul style="list-style-type: none"> <li>• understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</li> </ul> <p>Poppies</p> <ul style="list-style-type: none"> <li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and</li> </ul>				

		aesthetic qualities.				
PSHE Jigsaw	Jigsaw: Being Me in My World	Jigsaw: Celebrating Difference	Jigsaw: Dreams and Goals	Jigsaw: Healthy Me	Jigsaw: Relationships	Jigsaw: Changing Me
RE	Christianity		Islam		Islam	
	Christianity (Easter)		Christianity (Easter)		Islam	
	<p><b>AT1 B Practices and ways of life</b>  <b>C Expressing meaning</b>  <b>AT2 F Values and commitments</b>  <b>D Identity, diversity and belonging</b></p> <p><b>Explore – Beliefs and practices.</b></p> <p>We are learning to understand how Christians show their commitment to God and to evaluate if there is a best way.</p> <p><b>Key questions</b>  What is the best way for a Christian to show commitment to God? Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community.</p> <p>What is the best way for a Christian to show commitment to God? Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community</p> <p>Places of worship.  Celebrations at home.  Charity work.  Religious symbols – dress salvation army or crucifix.</p> <p><b>Key thinking</b></p>		<p><b>Islam</b></p> <p><b>AT1 A Beliefs and teachings</b>  <b>B Practices and ways of life</b>  <b>C Expressing meaning</b>  <b>AT2 F Values and commitments</b>  <b>D Identity, diversity and belonging</b></p> <p><b>Explore – Beliefs and Practices.</b></p> <p>We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.</p> <p><b>Key questions</b>  What is the best way for a Muslim to show commitment to God? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others.</p> <p>We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way</p> <p><b>Key thinking</b>  I can explain why one way of showing commitment may not be better than another. I can explore why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives. I can explain that individuals choose to</p>		<p><b>AT1 A Beliefs and teachings</b>  <b>AT2 D Identity, diversity and belonging</b>  <b>E Meaning, purpose and truth</b></p> <p><b>Explore – Beliefs and morals</b></p> <p>We are learning to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this.</p> <p>We are learning to challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven</p> <p><b>Key questions</b>  Does belief in Akhirah (life after death) help Muslims lead good lives? Should religious people be sad when someone dies? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others?</p> <p><b>Key thinking</b>  I can start to explain how my beliefs about right and wrong, actions and consequences make a difference to the choices I make. I can explain how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people. I can ask questions about life after</p>	

	<p>I can use my self-knowledge of the hidden and open aspects of my character to empathise with others who may also keep private characteristics which may be similar to or different from me. I can explain how the belief in the Trinity may help Christians to understand more readily the different aspects of God and how these contribute to God as a whole through the belief that it is still one God. I can explain my opinion on whether or not a Christian would find the Trinity helpful in understanding God as a whole.</p> <p><i>Themes: Christmas</i>  <i>Key question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</i></p>		<p>show different degrees of commitment to their religion and can relate this to commitments I make in my life.</p> <p><i>Theme: Easter - Gospel</i>  <i>Concept: Salvation.</i></p>		<p>death and explore how what I believe about this might influence my life.</p> <p>I can start to explain how my beliefs about right and wrong make a difference to how I see things. I can explain two different Muslim interpretations of Jihad and explore their justifications for these. I can explore my own and other people's attitudes towards interpretations of Jihad and recognise and challenge stereotyping.</p>	
<b>PE</b>	<b>Swimming</b>	<b>Swimming</b>	<b>Swimming</b>	<b>Hockey</b> <b>Apparatus Gymnastics</b>	<b>Cricket</b> <b>Rounders</b>	<b>Rounders</b> <b>Athletics</b>
	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>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</p> <p>Take part in outdoor and adventurous activity challenges</p>	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>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</p> <p>Take part in outdoor and adventurous activity challenges</p>	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>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</p> <p>Take part in outdoor and adventurous</p>	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>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</p> <p>Develop flexibility, strength, technique,</p>	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>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</p> <p>Develop flexibility, strength, technique,</p>	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>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</p>

	<p>both individually and within a team</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations</p>	<p>both individually and within a team</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations</p>	<p>activity challenges both individually and within a team</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations</p>	<p>control and balance [for example, through athletics and gymnastics]</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>control and balance [for example, through athletics and gymnastics]</p> <p>Perform dances using a range of movement patterns</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Perform dances using a range of movement patterns</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>
<b>Music</b>	<b>Music Appraisal (World War Music / Composers)</b>	<b>Singing</b>			<b>Singing</b>	<b>Production</b>
	<ul style="list-style-type: none"> <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> <li>Develop an understanding of the history of music.</li> </ul>	<ul style="list-style-type: none"> <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>			<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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>

					<ul style="list-style-type: none"> <li>Develop an understanding of the history of music.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> </ul>
French	<b>Bonjour!</b> <b>Je m'appelle Sophie</b> <b>Combien de Biscuits</b>	<b>J'ai six ans</b> <b>J'ai un frere</b> <b>Beaucoup des Bonbons</b>	<b>Un bonbon rouge</b> <b>J'ai un chat</b>	<b>Luc adore les serpents</b> <b>Dimanche c'est mon anniversaire</b>	<b>Trente et un invités</b> <b>Quelle est la date de ton anniversaire ?</b> <b>J'ai mal !</b>	<b>Où est ma trousse ?</b> <b>Luc est le professeur</b> <b>Le vrai professeur</b>
	Greetings Introducing yourself Numbers	Asking and saying age Family Numbers	Colours Commands Animals	Like / love / dislike / hate Days of the week	Numbers Months of the year Birthdays Parts of the body and asking and answering if something hurts	Classroom items Commands
Visits and Visitors	<b>Safety in Action</b>  <b>Sussex University Explorers Programme</b>	<b>University Explorers Day at Causeway</b>  <b>Big Sing</b>		<b>Uni Sussex Geology Department</b>		<b>David Law (Think-Protect-Connect Workshops)</b>  <b>Sussex University Visit</b>
Wow Starter!	Sergeant Stubby		TBC	TBC		Ancient Greek Tea Party
Marvellous Middle		Mr Jones' WW2 Visit	TBC	TBC		Isle of Wight Residential
Big Finish!		<b>Austerity &amp; WW2 Christmas Party</b> <i>(Children spend the day making food and preparing decorations / tablecloths / placemats etc. Invite parents to be served an Austerity tea late afternoon)</i>	TBC	?Presentations to parents / carers	SATs	<b>Year 6 Production</b> <b>Leavers' Disco &amp; BBQ</b> <b>Leavers' Assembly</b>