

Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	The Amazon	Crime and Punishment	Southampton at War - WW2	Southampton at War - WW2	Shakin' up Shakespeare	World of Fashion
Cultural Capital Development Opportunities:	RE religious visitor	Electricity Visit – Morgan and Sindall RE: Rev Kathy visit	Fort Nelson Trip: Royal Armouries & WW2 Workshop Mosque Trip	Paramedic Visit		Residential
Literature	Wonder Rainforest Calling Linnaeus: Organising Nature (NF) Animalium (NF)	Holes Highwayman	Once Rose Blanche (German Perspective)	Anne Frank's Diary (NF) Technology in the Battle of Britain (NF)	Macbeth Romeo and Juliet Shakespeare's Sonnets The Mole, The Boy and the Horse (transition text)	
T4W Fiction	-Writing a survival story from a Wonder character's perspective	-Setting description -Fictional love letters	-First hand recount (Rose Blanche)	Flashback - The Piano	-Setting Descriptions (The Heath) - Monologue of Friar Lawrence -Narrative of Romeo and Juliet scene	
Focus in fiction	All elements from previous years	All elements from previous years	All elements from previous years	All elements from previous years	All elements from previous years	All elements from previous years
Grammar focus	Focus on AfL from cold task and review year 5 elements: - using semicolons, colons or dashes to mark boundaries between independent clauses	Focus on AfL from autumn 1. -Review sentence types: question, exclamation, statement and command. -use further cohesive devices such as grammatical	Focus on AfL from the autumn term. - selecting appropriate grammar and vocabulary, understanding how such choices can change and	Focus on AfL from the autumn term and spring 1. - selecting appropriate grammar and vocabulary, understanding how such choices can change and	-Focus on AfL from autumn and spring terms.	Consolidation of all Year 6 Grammar targets in preparation for Year 7

	<ul style="list-style-type: none"> -using brackets, dashes or commas to indicate parenthesis -using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) -using expanded noun phrases to convey complicated information concisely -Use a range of devices to build cohesion, including adverbials, prepositions and conjunctions (time and cause) within multi-clause sentences. -using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	<p>connections and adverbials (prepositional phrases)</p> <ul style="list-style-type: none"> -Identification and use of subordination -Use of figurative language to create atmosphere 	<p>enhance meaning (apply a range of clause structures)</p> <ul style="list-style-type: none"> -use further cohesive devices such as grammatical connections and adverbials -using the perfect form of verbs to mark relationships of time and cause -Use of figurative language to create atmosphere 	<p>enhance meaning (apply a range of clause structures)</p> <ul style="list-style-type: none"> -use further cohesive devices such as grammatical connections and adverbials - using commas and hyphens to clarify meaning or avoid ambiguity 		
T4W Non Fiction	<p>Non-Chronological reports</p> <ul style="list-style-type: none"> -formal/informal letters -Diary Entries 	<p>Persuasive letters</p> <p>Persuasion – do you want to be a Highwayman?</p>	<p>-Letters/diary entries from different wartime perspectives.</p> <p>-Non chronological Report</p>	<p>Wartime Speeches</p> <p>Rose Blanche diary entries</p>	<p>Diaries</p> <p>Instructions - How to get away with Murder</p> <p>Non-chronological Report</p>	
Grammar focus	<p>Apply all Year 5 grammatical features from Autumn 1.</p> <ul style="list-style-type: none"> -recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms -recognise the differences in informal and formal language 	<p>Focus on AfL from Autumn 1.</p> <ul style="list-style-type: none"> -recognising vocabulary and structures (complex sentences) that are appropriate for formal speech and writing, including subjunctive forms -Active and passive voice: using passive verbs to affect the presentation of information in a sentence including the use of direct/reported speech 	<p>Focus on AfL from the autumn term.</p> <ul style="list-style-type: none"> -Active and passive voice: using passive verbs to affect the presentation of information in a sentence including the use of direct/reported speech -using modal verbs or adverbs to indicate degrees of possibility 	<p>Focus on AfL from autumn and spring 1.</p> <ul style="list-style-type: none"> -Hyphenated words -using further organisational and presentational devices to structure text and to guide the reader -using brackets, dashes or commas to indicate parenthesis 	<p>Focus on AfL from autumn and spring terms.</p>	<p>Consolidation of all year 6 Grammar targets in preparation for Year 7.</p>

	<ul style="list-style-type: none"> -using brackets, dashes or commas to indicate parenthesis -Use a range of devices to build cohesion, including adverbials, prepositions and conjunctions (time and cause) within multi-clause sentences. - using semicolons, colons or dashes to mark boundaries between independent clauses -using a colon to introduce a list and punctuate bullet points consistently - using commas and hyphens to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> -Review sentence types: question, exclamation, statement and command. -Conditional and Hypothetical sentences -Extending use of Technical vocabulary 	<ul style="list-style-type: none"> -Application of varied sentence structures including using semicolons, colons or dashes to mark boundaries between independent clauses -Use a range of devices to build cohesion, including adverbials, prepositions and conjunctions (time and cause) within multi-clause sentences. 	<ul style="list-style-type: none"> -Use a range of sentence structures including subordination and relative clauses. -using modal verbs or adverbs to indicate degrees of possibility -Active and passive voice: using passive verbs to affect the presentation of information in a sentence -Apply a range of persuasive devices: emotive language, generalisers, technical vocabulary, superlatives and comparatives, figurative language, conditional and hypothetical sentences 		
Fictional non-fiction	Non-chronological report around a made up creature	Persuasion: do you want to be a highwayman?	War-time Love letters	War-time speeches (key political figures) Diary Entries	Newspaper - death of King Duncan	Scientific Discovery Report
Maths	Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division	Number: Fractions Number: Decimals	Number: Percentages (including pie charts) Number: Algebra Measurement: Converting Units Measurement: Perimeter, Area and Volume	Number: Ratio Geometry: Properties of Shapes Geometry: Position and Direction	Statistics SATs Revision	Problem Solving and application of knowledge
History		Crime and Punishment (thematic study)	Southampton at War			

	Substantive Knowledge for each unit is outlined on the medium term plan/knowledge organisers.	First Order Concepts	Second Order Concepts
History Autumn 2	<p>Crime and Punishment (thematic study)</p> <p>Chronological knowledge and Understanding Unit 1: Sequences historical periods (using dates) and place on a timeline in relation to other periods studied (Titanic Y1, Great fire of London/Florence Nightingale Y 2, Ancient Egypt, Stone age Y3, Romans and Mayans year 4, The saxons, Vikings and the Greeks Y5). -Uses words and phrases: BC, AD, after, before, during, era, period, century (starting to develop understanding of naming centuries when looking at dates). -Use timelines to demonstrate and describe changes and developments in culture and society. -Know and sequence key events of the period studied.</p> <p>Historical enquiry - Using evidence / Communicating ideas Unit 1: Chooses reliable sources of factual evidence to describe crimes and punishments during the period studied. -Identify changes in crime and punishment across multiple periods and give own reasons why they may have occurred, backed up with evidence -Describes similarities and differences in crime and punishment across periods and how some changes affect life today. -recognise primary and secondary sources and use a range of sources to find out about an aspect of time past and form own opinions. -bring knowledge gathering from several sources together in a fluent account</p> <p>Interpretations of history Units 1 & 2: Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. -Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. -Be aware that different evidence will lead to different conclusions.</p>	<p>Government (link to prior knowledge of civilisations - all have governments of some form - Greece had a democratic government, Romans - emperors etc.).</p> <p>Power (Consideration of the links to government power, monarchy). Could link back to the Romans - Empire - more power than a normal country - link to technology.. Link back to technology (catching criminals - has improved over time).</p>	<p>Continuity and Change How did crimes and punishments change between 1500 and 1750? Why did so much change happen in the 19th Century?</p> <p>Cause and Consequence Why did punishments become so bloody in the 18th Century?</p> <p>Similarities and Differences Has the way we catch and punish criminals really improved that much in the last 100 years?</p>
History Spring Term	Substantive Knowledge for each unit is outlined on the medium term plan/knowledge organisers.	First Order Concepts	Second Order Concepts
History	<p>Southampton at War</p> <p>Chronological knowledge and Understanding Unit 2: Sequences historical periods (using dates) and place on a timeline in relation to other periods studied (Titanic Y1, Great fire of London/Florence Nightingale Y 2, Ancient Egypt, Stone age Y3, Romans and Mayans year 4, The saxons, Vikings and the Greeks Y5). -Uses words and phrases: BC, AD, after, before, during, era, period -Use timelines to demonstrate and describe changes and developments in culture, technology and society. -Know and sequence key events of the period studied.</p> <p>Historical enquiry - Using evidence / Communicating ideas Unit 2: -Chooses reliable primary and secondary sources of evidence to describe: the events and impacts of WW2.</p>	<p>Invasion (The impact of a potential invasion on different sectors of British society - link back to Romans/Vikings - have we seen Britain be invaded before?)</p> <p>Empire</p>	<p>Cause and Consequence Why was Southampton so heavily targeted during the blitz? Why did Germany lose the Battle of Britain?</p> <p>Similarities and Differences</p>

	<ul style="list-style-type: none"> -Describes similarities and differences between wartime experiences. -Suggest omissions and the means of finding out -Form own opinions about historical events from a range of sources -bring knowledge gathering from several sources together in a fluent account <p>Interpretations of history</p> <p>Units 1 & 2: Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <ul style="list-style-type: none"> -Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. -Be aware that different evidence will lead to different conclusions 				(Consideration of the Nazi Third Reich as an empire trying to invade - link back to the Roman empire who succeeded in invasion).	<p>Did all children evacuated from Southampton have the same experience?</p> <p>Significance</p> <p>How did WW2 affect different cultures across Europe (the holocaust)?</p>
Geography	Regional Study: South America and The Amazon					Globalisation and the Fashion Trade
	Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).					Progression in Mapping
Geography Autumn 1	<p align="center">Autumn 1 - Regional Study: South America - The Amazon</p> <p>Locational Knowledge</p> <p>Review all prior locational knowledge e.g. Latitude, Longitude, Tropic of Cancer, equator, Tropic of Capricorn, The arctic circle, The arctic, The Antarctic circle, Antarctica, Europe, North America</p> <ul style="list-style-type: none"> - Locate South America and the region of the Amazon <p>Place Knowledge</p> <ul style="list-style-type: none"> -understand geographical similarities and differences between places through the study of human and physical geography of a region of South America <p>Human and Physical Processes</p> <ul style="list-style-type: none"> -describe and understand key aspects of: physical geography relating to the region, including: climate zones, biomes and vegetation belts -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 South America and the location of the Amazon Rainforest. Use 6 figure grid references to describe the features studied. 					<ul style="list-style-type: none"> -Use a range of viewpoints up to satellite view to gauge an idea of The Amazon as a place. -Children are able to use a scale bar on all maps. -Children are able to use maps at different scales to illustrate a story or an issue. -Children can use and draw thematic maps. -Use maps to research information about locations and features.

Geography Summer 2	Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).	Progression in Mapping
	<p style="text-align: center;">Summer 2 – Globalisation and the Fashion Trade</p> <p>Locational Knowledge</p> <p>Review all prior locational knowledge e.g. Latitude, Longitude, Tropic of Cancer, equator,- Tropic of Capricorn,The arctic circle, The arctic, The Antarctic circle, Antarctica, Europe, North America</p> <p>- Locate South America and the region of the Amazon</p> <p>Place Knowledge</p> <p>- Locate North America and China when considering the debate around the start of globalisation.</p> <p>Human and Physical Processes</p> <p>-Understand ‘Globalisation is the increasing connections between people and places across the planet.’ These connections can include trade, politics and cultural exchanges as well as technology and transport.</p> <p>-Understand the meaning of global inequality. Inequality: a situation in which some groups in a society have more advantages than others.</p> <p>-Understand trade as the buying and selling of goods and services. Start to identify reasons why globalisation has affected trade and the impacts of a globalised trade industry</p> <p>Geographical Skills and Fieldwork</p> <p>-use maps, atlases, globes and digital/computer mapping to identify patterns in global inequality.</p> <p>Sustainability: How have I been impacted by globalisation? e.g. Where do my clothes come from?</p>	<p>-Review use of thematic maps from Autumn 1 and use this knowledge to infer meaning behind a global ‘living below national poverty’ map.</p> <p>-Pupils start to identify patterns from maps between global nations, continents and high and low percentages of poverty.</p>
Core Geographical knowledge to be remembered by the end of year 6.	<p>Retrieved from Year 1:</p> <p>- Our school is in Shirley which is in Southampton.</p> <p>- Human features have been made by people (can give examples).</p> <p>- Physical features are natural features of land (can give examples).</p> <p>- Africa is a continent and Kenya is a country in Africa</p> <p>- Be able to name the 4 seasons: Autumn, Winter, Spring and Summer, and talk about the type of weather typical of each.</p> <p>Retrieved from Year 2:</p> <p>-Southampton is in England which is in the United Kingdom/Great Britain.</p> <p>-The 4 countries in the United Kingdom are England, Scotland, Wales and Northern Ireland.</p> <p>-The capital of England is London, The capital of Wales is Cardiff, -The capital of Scotland is Edinburgh, The capital of Northern Ireland is Belfast</p> <p>The sea closest to Southampton is the English Channel – (to link to history units e.g. WW2 and later geography units).</p> <p>The Continents of the world are: Asia, Africa, North America, Antarctica, Europe and Australia</p> <p>-know simple compass directions (North, South, East and West)</p> <p>-Know the locational language, near, far, left and right</p>	

Retrieved from Year 3:

- Southampton is a city in the county of Hampshire, in the country of England.
 - A country is a nation with its own government and rules
 - A county is a section of the country, with many cities and towns within.
 - A city is a built up area (usually with a cathedral) bigger than a town.
 - Know the 8 points of a compass (North, South, East, West, Northeast, South East, North West, South West).
 - 4 Figure Grid references help us to locate places on a map.
 - The equator is an imaginary line around the earth
 - It is halfway between the North and South Pole
 - Above the equator is the Northern Hemisphere
 - Below the equator is the Southern Hemisphere
 - Underneath the surface of the earth that we can see there are 4 different layers; Crust, Mantle, Outer and Inner Core.
 - Volcanoes: There are 3 different types of volcano; active, dormant, extinct. They can be found on the ocean floor and under ice caps, too.
 - Earthquakes:
- Earthquakes happen where two tectonic plates meet. When the plates rub against each other is when the earthquake can be felt. An earthquake that occurs at the bottom of the sea can push water upwards and create tsunamis.

Retrieved from Year 4:

- Latitude = the invisible co-ordinates around the earth
- Longitude = the invisible co-ordinates over the top of the earth
- Tropic of Cancer = an invisible line of latitude above the equator
- Tropic of Capricorn = an invisible line of latitude below the equator.
 - The arctic circle is a line of latitude (the most northern one)
- The arctic = the lands and oceans that are north of the arctic circle.
 - The Antarctic circle is a line of latitude (the most southern one)
- Antarctica = the lands between the Antarctic Circle and the South Pole
- An activist is a person who campaigns for change (Greta Thunberg)
- Russia is the largest country in the world. It crosses 2 continents (Europe and Asia)
- A biome is a large region of the earth that has a certain climate and certain types of living things (can give examples e.g. Tropical Rainforest, Temperate Forest, Desert, Tundra, Taiga (Boreal Forest), Savanna, Grasslands, Mountain/Alpine)
- Spain is a country in the continent of Europe.
- Barcelona is a city in Spain which is a popular tourist destination.

Retrieved from Year 5:

- The world is split up into different time zones. Time zones give specific areas on the earth a time of day that is earlier or later than the neighbouring time. This is because when it is daytime on one side of the earth, it is night time on the other side.
- North America is the 3rd largest continent in the world. It is made up of 23 different countries which include USA, Canada, Mexico and Greenland. It also includes the Caribbean Islands.
- know that 6 figure grid references are used to locate a space.
- The water cycle is the journey water takes as it moves from the land to the sky and back again. It follows a cycle of evaporation, condensation, precipitation and collection (water returns to the sea).

A river is a path water takes as it flows downhill, normally towards another river, sea, lake or ocean. Rivers come in many shapes and size and often join together to make larger rivers. As rivers are a source of water, lots of plants and animals live near or in them. In addition to drinking and bathing, rivers were also important waterways for economic trade, travel and producing energy through dams.

New Knowledge for Year 6:

- The Amazon rainforest is located in the continent of South America.
- An ecosystem is a large community of living organisms in an area.
- The rainforest is a biome which is a large region of earth that has a certain climate (link back to year 4). There are 2 different types: temperate and tropical.

- More than half of the world's species of plants and animals are found in the Rainforest.
- The average temperature for the Amazon Rainforests ranges between 18 and 22.4 C.
- The trees of the Amazon Rainforest produces more than 20% of the world's oxygen.

Extinct: Animal/plant that has died out completely

Sustainability: Protecting a resource for future generations

Globalisation is the increasing connections between people and places across the planet.'

Inequality: a situation in which some groups in a society have more advantages than others.

Global inequality is where there is inequality between different countries.

Trade is the buying and selling of goods and services.

Science	Living things and their habitats	Electricity	Light	Animals including Humans		Evolution and Inheritance
Science Autumn 1	Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).				Working Scientifically	
	<p>Living things and their habitats REVISE YEAR 4 GROUPING AND CLASSIFICATION – Check KO -Look at the classification system in more detail: 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. Look at how these broad groups can then be sub-divided. -give reasons for classifying plants and animals based on specific characteristics -Find out about the work of Carl Linnaeus, a pioneer of classification.</p>				<p>Classifying and Grouping: -use classification systems and keys to identify some animals and plants in the immediate environment. Secondary Sources:</p>	

		<p>-Find out about the work of Carl Linnaeus, a pioneer of classification. (separate opinion from fact)</p> <p>Enquiry questions: Is yeast a living thing?</p>
Science Autumn 2	<p style="text-align: center;">Electricity</p> <p style="text-align: center;">REVISE ELECTRICITY KNOWLEDGE FROM YEAR 4 AND DT IN YEAR 5 – Check KO</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</p> <p>-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</p> <p>-use recognised symbols when representing a simple circuit in a diagram</p>	<p>Comparative and fair testing:</p> <p>-systematically identifying the effect of changing one component at a time in a circuit.</p> <p>- If we add more cells/buzzers to our circuit, what happens to the brightness/volume/voltage?</p>
Science Spring 1	<p style="text-align: center;">Light</p> <p style="text-align: center;">REVISE LIGHT SOURCE KNOWLEDGE FROM YEAR 3 – Check KO</p> <p>-recognise that light appears to travel in straight lines</p> <p>-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</p> <p>-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</p> <p style="text-align: center;">REVISE SHADOW KNOWLEDGE FROM YEAR 3</p> <p>-use the idea that light travels in straight lines to explain why do shadows have the same shape as the objects that cast them</p>	<p>Comparative and fair testing:</p> <p>-investigating how shadow size can be changed.</p> <p>Enquiry questions: How does the position of the light source affect the size of the shadow?</p>
Science Spring 2	<p style="text-align: center;">Animals including Humans</p> <p style="text-align: center;">REVISE YEAR 3 AND 4 KNOWLEDGE ON BODY PARTS AND INTERNAL ORGANS (SKELETAL, MUSCULAR AND DIGESTIVE SYSTEM) – Check KOs</p> <p>-identify and name the main parts of the human circulatory system, and -describe the functions of the heart, blood vessels and blood</p> <p style="text-align: center;">REVISE YEAR 3 NUTRITION</p> <p>-recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>-describe the ways in which nutrients and water are transported within animals, including humans</p>	<p>Survey/Pattern Seeking:</p> <p>-explore the impact of exercise on pulse rate</p> <p>Enquiry questions: What is the function of the human heart? How does exercise impact our heart rate?</p>
Science Summer 2	<p style="text-align: center;">Evolution and Inheritance</p> <p style="text-align: center;">REVISE YEAR 3 FOSSIL KNOWLEDGE</p> <p>-recognise that living things have changed over time and that fossils (Year 3 KO) provide information about living things that inhabited the Earth millions of years ago</p> <p>-recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents e.g.cross breeds of dogs</p> <p>- explore the idea that variation in offspring over time can make animals more or less able to survive in particular environments</p> <p>-Explore the work of palaeontologists such as Mary Anning, Charles Darwin and Alfred Wallace.</p> <p>-identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>Secondary Sources:</p> <p>-observing and raising questions about animals and how they are adapted to their environment;</p> <p>- comparing and analysing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels. (separate opinion from fact)</p> <p>Survey/Pattern Seeking:</p> <p>-birds beaks (see ASE materials)</p> <p>Enquiry questions: How does the size of a bird's beak affect the ability to gather seeds?</p>

Working Scientifically Progression

Working Scientifically at a Year 6 level:

Planning

- Use their science experiences and knowledge to explore ideas and raise different kinds of questions.
 - Talk about how scientific ideas have developed over time
- Select and plan the most appropriate type of scientific enquiry and use to answer scientific questions
- Use and develop keys and other information records to identify, classify and describe living things, identifying patterns that may be found in the natural environment.

Enquiring and Testing

- Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why
- Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact.

Observing and recording

- Make own decisions about what observations to make, what measurements to use and how long to make them for. (volume, cm , minutes and seconds , heart rate)
- Choose the most appropriate equipment to make measurements with increasing precision and explain how to use it accurately. Take repeat measurements where appropriate. (funnel, circuits (batteries, wires, buzzers. bulbs, switches), torches, refraction machine, stopwatches)
- Decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams, classification keys, (tables)

Evaluating and communicating

- Identify scientific evidence that has been used to support or refute ideas or arguments.
- Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas
- report conclusions, causal relationships and explanations of degree of trust in results
- Use results to make predictions and identify when further observations, comparative and fair tests might be needed.

Core Disciplinary vocabulary (build on competence of year 5 vocabulary)

Variables, independent variable, dependent variable, control variable, evidence, justify, argument (science), causal relationship, accuracy, precision, heart rate, voltage

Music (Charanga)	Happy				Djembe (Course)	End of Year Graduation Performance
Style of Main Song	Pop/Neo Soul				African Drumming	
Unit Theme	Being Happy!				Understand the roots, context and cultural importance of music played on the Djembe in African society.	


<p>Listen and Appraise</p> <p>Musical dimensions to be identified in the song.</p> <p>Be able to talk about the Lyrics: what the song is about.</p> <p>Discuss how the music makes them feel.</p> <p>Use musical words when talking.</p>	<p>Pulse – the heartbeat of the music</p> <p>Rhythm – long and short sounds of pattern over the pulse</p> <p>Pitch – high and low sounds</p> <p>Tempo – the speed of the music</p> <p>Dynamics – how loud or quiet the music is</p> <p>Texture – layers of sound working together to make music interesting</p> <p>Structure – every piece of music has a structure (intro, verse, chorus etc.)</p> <p>Timbre - all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.</p>				<p>Pulse – the heartbeat of the music</p> <p>Rhythm – long and short sounds of pattern over the pulse</p> <p>Pitch – high and low sounds</p> <p>Tempo – the speed of the music</p> <p>Dynamics – how loud or quiet the music is</p> <p>Texture – layers of sound working together to make music interesting</p> <p>Structure – every piece of music has a structure (intro, verse, chorus etc.)</p> <p>Timbre - all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.</p>	
<p>Warm up Games</p> <p>Progressive challenges within each unit that include 4 games.</p>	<p>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.</p> <p>Play and copy back using up to 3 notes</p> <p>Bronze: A</p> <p>Silver: G and A</p> <p>Gold: G, A and B</p>				<p>-Focus on the correct posture and playing position of each hand, creating the Open (High) tone by playing towards the outside of the drum skin and Bass (Low tone) by playing in the centre of the drum.</p>	
<p>Playing Instruments</p> <p>(Easy part) -></p> <p>(medium part) -></p> <p>(melody) -></p>	<p>Play a part using symbols or by using notation.</p> <p>A and G</p> <p>A, G and B</p> <p>G, A, B, C, D and E</p>				<p>Play with increasing accuracy and awareness, incorporating dynamics, different rhythms and changes in tempo.</p> <p>Repeat after Me:</p> <p>Exercises with increasing difficulty – focus on listening skills and rhythmic accuracy.</p>	

					Call and Response: four rhythm patterns Exercises: Learn one complete piece.	
Improvise Challenge 1: Sing, play and copy back. Challenge 2: Play and improvise Challenge 3: Improvise! Bronze: Silver: Gold:	<p>Know that using one or 2 notes confidently is better than using 5.</p> <p>Use riffs from challenges while improvising.</p> <p>Using up to 3 notes...</p> <p>A G and A G, A and B</p>				<p>Develop improvisation where pupils lead the group with their own rhythmic patterns.</p>	
Compose a simple melody using simple rhythms <p>Learn different ways of recording compositions e.g. letter names and symbols.</p> <p>Make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p>	<p>Choose from the notes:</p> <p>G, A and B</p> <p>or G, A, B, C and E</p> <p>Notation: recognise the connection between sound and symbol</p>				<p>Compose a complete group piece in this unit using repeat after me and call and response techniques and their own rhythmic patterns.</p>	
Perform and Share <p>The performance will include one or more of the following:</p> <p>Improvisations, Instrumental performances, compositions</p>	<p>Decide how to present the performance and record.</p> <p>Discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>				<p>Record group performances and review. Discuss aspects that may need improving: rhythm, tempo, dynamics, structure, beginning and ending, leadership etc.</p>	

Year 6 Progression in Notation

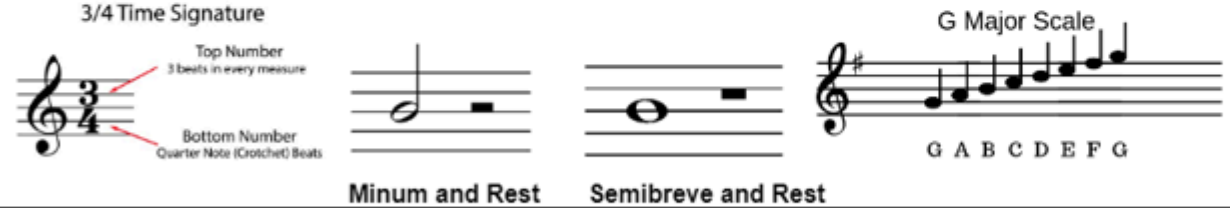
Language: Recap Years 3,4 & 5

Year 3:



Treble Clef, Stave and Lines Bars Minim Crotchet & Rest Minim and Rest

Year 4:



3/4 Time Signature Minum and Rest Semibreve and Rest G Major Scale

Top Number
3 beats in every measure

Bottom Number
Quarter Note (Crotchet) Beats

G A B C D E F G

Reading music: Read and perform a piece of music using notation without the notes written underneath for all notes.
Writing music: Write a piece of music on a stave using all notes.

		Bon appétit, bonne santé (healthy eating)		Je suis le musicien (I am the music man)		En route pour l'école (On the way to school)
French	<p>Over Arching Objectives:</p> <p>Speaking and Listening</p> <ul style="list-style-type: none">- Listen attentively to spoken language and show understanding by joining in and responding.- Explore patterns and sounds of language through songs and link the spelling, sound and meanings of words.- Appreciate songs, poems and rhymes in the language.- Engage in conversations; ask and answer questions; and respond to those of others through memory- Orally construct sentences using relevant grammar forms of plurals and masculine/feminine and where relevant neuter forms/honorific register.- Present ideas and information orally e.g. roleplay, presentation, performance through memory.- Develop accurate pronunciation and intonation of familiar words.- Identify key features and patterns of the language- Sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience.					




	<p>Reading</p> <ul style="list-style-type: none"> - Read Longer texts and translate their meaning either orally or in writing. - Find and comment on grammar or features of language presented in a text. - Find information and answer simple questions from a piece of text. - Read and understand the main points and some detail from a written passage. - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including the use of a dictionary. <p>Writing</p> <ul style="list-style-type: none"> - Write sentences and construct short texts independently using a model text and from memory, using knowledge of words, text and structure - Sustain writing and be able to produce a coherent sequence of sentences in paragraphs. - Show greater understanding of grammar in their writing with correct spellings and sentence structure. - Develop knowledge of how to build sentences, and how these differ from or are similar to English. - Show deeper understanding of the spelling of words with similar pronunciations 		
	<p>Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).</p>	<p>Grammatical Progression</p>	
Autumn 2 French	<p>Autumn 2 – Bon appétit, bonne santé (healthy eating)</p> <p>Core Language:</p> <p>Dans le sac, il y a... In the bag, there is...</p> <p>et and</p> <p>aussi also</p> <p>mais but</p> <p>Il est bon/mauvais It is good/bad (m) Elle est bonne</p> <p>mauvaise It is good/bad for your health (f)</p> <p>Ils sont bons/mauvais They are good/bad (m.pl)</p> <p>Elles sont bonnes/mauvaises They are good/bad (f.pl)</p>	<p>-Review feminine and masculine forms from years 4 and 5.</p> <p>-Make children aware that the words may change depending on whether the word that follows is masculine, feminine or plural:</p> <p>au with masculine nouns (un gâteau au chocolat), à la with feminine nouns (à la fraise), and aux with all plural words (une pizza aux champignons)</p> <p>-start to differentiate between masculine singular and plural and feminine singular and plural.</p> <p>-remind the children that the –s in plural words is not pronounced.</p> <p>-children construct their own sentences using description.</p>	
Spring 2 French	<p>Spring 2– Je suis le musicien (I am the music man)</p> <p>Review opinion language from years 4 and 5: J’aime, J’adore, Je n’aime pas, je deteste etc.</p> <p>Core Language:</p> <p>Tu joues? Do you play?</p> <p>Je joue du saxophone/piano/violon I play the saxophone/piano/violin</p> <p>Je joue de la guitar/clarinette/batterie I play the guitar/clarinet/drums</p> <p>Je ne joue pas de/d’ I don’t play</p> <p>Il/elle joue He/she plays</p> <p>C’est genial! It’s brilliant!</p> <p>C’est nul! It’s rubbish!</p>	<p>-Grouping of masculine and feminine nouns e.g. masculine nouns are preceded by ‘du’ and feminine nouns are preceded by ‘de la’.</p> <p>-Start to understand the concept of French register: you speak to friends and young people using ‘tu’, and use ‘vous’ for older people or those who you wish to show respect to or politeness.</p> <p>-focus on the pronunciation of ‘u’ and ‘ou’.</p> <p>-start to consider intonation of certain words.</p> <p>- children begin to construct their own paragraphs, using highlighted texts as a guide.</p>	

Summer 2 French	Summer 2 – En route pour l'école (On the way to school) Core Language: Quand je vais á l'école... When I go to school... Je passe devant... I pass infront of... Je traverse la rue I cross the road Je tourne I turn Je vais... I go... Cinq minutes plus tard five minutes later Finalement finally Vrai, faux true, false Il est une heure et demie, deux heures et demie etc: it's half past one, half past 2 etc. Je vais á l'école á huit heures et demie. I go to school at half past eight. à droite to/on the right à gauche to/on the left tout droit straight ahead Je ne comprends pas. I don't understand. Répétez s'il vous plait. Repeat, please.			Explore the French and English similarities and differences between the pronunciation of individual letters. Children practise spelling French words using their new knowledge of the alphabet. -learn that an end of word consonant that usually remains silent is pronounced when it is followed by a vowel e.g. droite when compared to droit. -children begin to construct their own paragraphs, using highlighted texts as a guide. They may be able to start using sequencers e.g. apres ça, ensuite, et puis. <		
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	<p>such as: hatching, scribbling, stippling, cross hatching blending to create light/ dark lines.</p>		<p>dots, scratches and splashes and applying paint in layers. -Apply a wide variety of ways to make different marks with dry and wet media.</p> <p>-Develop ideas using different or mixed media, using a sketchbook</p>			<p>achieve a specific outcome. such as: hatching, scribbling, stippling, cross hatching blending to create light/ dark lines.</p> <p>-Experiment with a range of media to overlap, layer and stitch, creating interesting and seasonal colours and textures and effects.</p> <p>Review and evaluate, discussing what their work has been influenced by.</p>
<p>Design Technology</p> <p>Research</p> <p>DESIGN</p> <p>MAKE</p> <p>EVALUATE</p>		<p>3D computer Aided Design (Computing Link)</p> <p>Knowledge and Skills:</p> <p>-CAD (computer aided design) is the use of a computer itself to be able to design a product. Designers can create a series of designs to better communicate their ideas.</p> <p>-Learn how to view, move, rotate, size up, group and align within Tinkercad.</p> <p>Design & Make</p> <p>Use these tools to develop initial designs using 3D software in the design process.</p> <p>Evaluate</p> <p>-Develop and review designs against the design brief.</p> <p>-Render the design adding tone and colour to make it look more realistic.</p>				<p>TEXTILES: fashion outfit</p> <p>-Evaluate the designs and work of key fashion designers that have helped to shape the fashion industry over time.</p> <p>Design</p> <p>-Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>-Draw up a specification for their design and plan the order of their work.</p> <p>Make</p> <p>-Show an understanding of the qualities of materials to choose appropriate tools to cut and shape. Cut with precision and refine finish when necessary.</p> <p>- Create products using pattern pieces and seam allowances.</p> <p>-Join fabrics by applying a range of stitches - Review and revisit BACK STITCH, RUNNING STITCH, CROSS STITCH,</p>

						<p>WHIPSTITCH and learn how to OVERSTITCH.</p> <p>-Accurately apply a range of finishing techniques for decoration.</p> <p>Evaluate</p> <p>-Evaluate their work both during and at the end of the assignment. Record their evaluations using drawings with labels.</p> <p>-Evaluate against their original criteria and suggest ways that their product could be improved.</p>
Computing		<p>3D computer Aided Design (Cross curricular application – Design Technology)</p> <p>Cross-Curricular Application: Geography</p>	Programming: Variables in a game	Creating Media: Web Page Creation		
	<p>Digital Literacy</p> <p>-Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet</p> <p>Taught throughout all units of computing, the shared school charter, internet safety day and progressively through PSHE lessons.</p>					
Autumn 1 Computing	<p>Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).</p>					
	<p>3D computer Aided Design (Cross curricular application – Design Technology)</p> <p>Knowledge and Skills:</p> <p>-CAD (computer aided design) is the use of a computer itself to be able to design a product. Designers can create a series of designs to better communicate their ideas.</p> <p>-Learn how to view, move, rotate, size up, group and align within Tinkercad. Use these tools to develop initial designs using 3D software in the design process.</p> <p>-Develop and review designs against the design brief.</p>					

	<p>-Render the design adding tone and colour to make it look more realistic.</p> <p>Software: Tinker Cad</p>
Autumn 2 Computing	<p>Cross-Curricular Application</p> <p>Geography (Gaining understanding of the Amazon as a place): Internet searches and use of Digimaps.</p>
Spring 1 Computing	<p>Programming: Variables in a game (Computer Science)</p> <p>Review technology safety</p> <p>Knowledge and Skills</p> <p>Review Terminology:</p> <p>They review that:</p> <p>An 'input' is data that is entered into or received by a computer or electronic device.</p> <p>An 'output' is any information processed by and sent out from a computer or electronic device.</p> <p>'Debugging' is fixing a problem.</p> <ul style="list-style-type: none"> - An algorithm is a sequence of instructions used to complete a task. - Know what to repeat means and identify everyday tasks that include repetition as part of a sequence such as brushing teeth. - Know that we can use a loop command in a program to repeat instructions. - Identify loops within a program - An indefinite loop will run until the program stops - A count-controlled loop is programmed to stop after a specific amount of times. - Selection: <ul style="list-style-type: none"> - a 'condition' can only be True or False. - Conditions can be used in a program. - Condition-controlled loops (the loop will stop when the condition is met). - Use a condition in an 'If...Then..' statement to start an action. - selection can be used to switch program flow. <p>-Define a variable as something that is changeable (link to science enquiries)</p> <p>-A variable in a program has a name and value</p> <p>-Variables hold numbers and letters and can be changed.</p> <p>-Be able to explain why a variable is used in a program and how to improve a game by changing them.</p> <p>-Design, create and run a game that makes use of variables.</p> <p>Software: Scratch</p>
Spring 2 Computing	<p>Creating Media: Web Page Creation (Information Technology)</p> <p>Review search engines from year 4</p>

	<p>Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level.</p> <p>Skills and Knowledge</p> <ul style="list-style-type: none"> - Select and change the appearance of text (bold, italic, underline, font) - Organise text and image placeholders in a page layout - Use a theme within a presentation - To edit text in a placeholder - Move, resize and rotate images - Choose fonts and apply effects to text - Format a specific area of text (highlight, move & edit according to task) - Embed hyperlinks and videos within a webpage - To understand and use the terms 'fair use' and 'copyright'. - To be able to explain what a navigation path is. - To add content to a webpage. <p>Software: Google Sites</p>					
RE	<p>Autumn 1: Islam Concept: Peace <i>Context: Revelation of the Qur'an, Sawm and Ramadan</i> <i>Islam for KS2, RE040</i> <i>Living Difference</i></p> <p>Core Knowledge Children learn the story about the revelation of the Qur'an to Mohammed. Explore Sawm, the fasting during Ramadan</p> 	<p>Autumn 2: Christianity Concept: Messiah UC KS2 Incarnation plan</p> <p>Core Knowledge <i>The story of Jesus' birth</i> A messiah or chosen one is expected by the Jewish people (The end of the Old Testament) Followers of Jesus begin to think he is the Messiah. Christians believe that Jesus is God in flesh and not an Old Testament prophet.</p> 	<p>Spring 1: Islam Concept: Ritual <i>Context: Wuda and Eid al Fitr and Eid al Adha</i> <i>Islam for KS2, RE040</i> <i>Living Difference</i></p> <p>Core Knowledge -a ritual is a set of fixed actions or words performed regularly -Wudu is the Muslim ritual of washing before prayer. -Ramadan is the ninth month of the Islamic year, which has fasting from dawn to sunset -Ramadan is followed by the feast of Eid-ul-Fitr.</p>  Trip to Mosque	<p>Spring 2: Christianity Concept: Symbol <i>Context: The empty cross. Easter for KS2</i> <i>RE039</i> <i>Living Difference</i></p> <p>Core Knowledge <i>Review Easter Story</i> from palm Sunday to tomb visiting (directly from the new testament as a new source). <i>Know the significance of the image of Jesus on the cross and the empty cross that Christians use in worship.</i> <i>Know that the image of an empty cross is linked to the women finding the tomb empty and that Jesus has risen.</i></p>	<p>Summer 1: Buddhism Concept: Love Golden thread: Love <i>Context: Buddhist teaching</i> <i>Living Difference</i></p> <p>Core Knowledge -Images of the Buddha are helpful for Buddhists to focus attention on -The images are called Buddharupas -They can be of any size and design and can be placed inside or outside -They can show aspects of the Buddha's life or path (a topknot showing wisdom for example) -His hand gestures show Buddhist</p>	<p>Summer 2: Across religions and traditions Context: Perceptions of God Concept: Interpretation Golden thread: Community <i>Living Difference</i></p> <p>Core Knowledge -Christians will often talk about God as Father in their hymns and prayers, eg the Our Father prayer -They show God as omnipotent (in the story of Moses and the burning bush) -They show God as omniscient (in the story of Daniel) -They show God as omnipresent (in the Our Father prayer) -They believe in God as Trinity – God the Father,</p>

				<p>Know that the image of Jesus on the cross is symbolic of his suffering and a reminder to Christians of why he died.</p> <p>Identify similarities and differences between Christian religious practices and why they may occur.</p>	<p>teaching (meditation or generosity eg)</p>	<p>God the Son (for example when John baptised Jesus which shows this) and God the Holy Spirit (when the Spirit was given to the disciples after Jesus' death) and one of these:</p> <p>-In the Muslim traditions, Muslims refer to the 99 beautiful names of Allah, which reveal many of God's characteristics</p> <p>-In the Hindu traditions, Hindus refer to the different forms of Brahman to show the many different characteristics.</p>
PSHE – JIGSAW	Being Me in My World	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	<p>PSHE – JIGSAW</p> <p>Each Jigsaw piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills.</p>					
Autumn 1 PSHE	Core Knowledge (based on specific PSHE learning)			Children will learn to (emotional literacy & social skills)		
Being Me in My World	<ul style="list-style-type: none"> Know how to set goals for the year ahead. Understand what fears and worries are. Know about children's universal rights (United Nations Convention on the Rights of the Child). Know about the lives of children in other parts of the world. Know that personal choices can affect others locally and globally. Understand that their own choices result in different consequences and rewards. Understand how democracy and having a voice benefits the school community. Understand how to contribute towards the democratic process. 			<ul style="list-style-type: none"> -Explain how the choices they make can have an impact on people in their immediate community and globally. -Compare and contrast their own wants and needs with others in their immediate community and some from global communities. -Infer some universal rights and responsibilities that we all share. -Explain why empathising with others is important when considering the choices that they and others make. Develop their own thoughts and ideas around personal, local and global communities. 		

Autumn 2 PSHE Celebrating Difference	<ul style="list-style-type: none"> • Know that there are different perceptions of 'being normal' and where these might come from. • Know that being different could affect someone's life. • Know that power can play a part in a bullying or conflict situation. • Know that people can hold power over others individually or in a group. • Know why some people choose to bully others. • Know that people with disabilities can lead amazing lives. • Know that difference can be a source of celebration as well as conflict. 	<p>-Explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration.</p> <p>-Show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p> <p>-Express their own attitudes towards people who are different and empathise with their circumstances.</p>
Spring 1 PSHE Dreams and Goals	<ul style="list-style-type: none"> • Know their own learning strengths. • Know how to set realistic and challenging goals. • Know what the learning steps are they need to take to achieve their goal. • Know a variety of problems that the world is facing. • Know how to work with other people to make the world a better place . • Know some ways in which they could work with others to make the world a better place. • Know what their classmates like and admire about them. 	<p>-Explain different ways to work with others to help make the world a better place.</p> <p>-Analysis and justify why their group chose an activity and how this contributes to making the world a better place.</p> <p>-Explain what motivates them personally to make the world a better place.</p> <p>-Explain and evidence why they chose an act of kindness/charity based on the experiences and needs of those people affected.</p>
Spring 2 PSHE Healthy Me	<ul style="list-style-type: none"> • Know how to take responsibility for their own health. • Know how to make choices that benefit their own health and well-being. • Know about different types of drugs and their uses. • Know how these different types of drugs can affect people's bodies, especially their liver and heart (science curriculum). • Know that some people can be exploited and made to do things that are against the law . • Know why some people join gangs and the risk that this can involve (including county lines and gang culture). • Know what it means to be emotionally well. • Know that stress can be triggered by a range of things. • Know that being stressed can cause drug and alcohol misuse. 	<p>Explain different ways in which people in our society use substances including alcohol as part of their lifestyle and evaluate the health risks between responsible use, anti-social use and misuse.</p> <p>Identify and apply skills to keep emotionally healthy and to manage stress and pressure.</p> <p>Reflect on the links between mental/emotional health and alcohol and substances. Consider what their attitude to these may be when they are older.</p>
Summer 1 Relationships	<ul style="list-style-type: none"> • Know that it is important to take care of their own mental health. • Know ways that they can take care of their own mental health. • Know the stages of grief and that there are different types of loss that cause people to grieve. • Know that sometimes people can try to gain power or control them. • Know some of the dangers of being 'online' (link to computing curriculum).. • Know how to use technology safely and positively to communicate with their friends and family (link to computing curriculum). 	<p>Explain why people may experience a range of feelings associated with loss.</p> <p>Analyse some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways, including online.</p> <p>Explain the feelings they might experience if they lose somebody special. Consider ways of standing up for themselves and their friends when others are using controlling behaviour, and judge between those likely to be effective and those that may aggravate the problem.</p>

		Appraise the effectiveness of different strategies to help them manage their feelings.
Summer 2 Changing Me	<ul style="list-style-type: none">• Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally.• Know how a baby develops from conception through the nine months of pregnancy and how it is born.• Know how being physically attracted to someone changes the nature of the relationship.• Know the importance of self-esteem and what they can do to develop it.• Know what they are looking forward to and what they are worried about when thinking about transition to secondary school.	<p>Explain the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth.</p> <p>Recognise how they feel when reflecting on becoming a teenager and how they feel about the development and birth of a baby.</p> <p>Reflect on how this experience might feel from the point of view of a parent and express their own thoughts and feelings about it.</p>

PE AND GAMES	Football	Tag Rugby	Netball	Hockey	Cricket (Striking and Fielding)	Athletics
	<p>Lesson 1: Pass and receive a ball using side foot technique with fewer touches in a variety of angles and distances when moving and in game situations.</p> <p>Lesson 2: Use sports specific techniques (laces/side foot etc) to send a ball to target from a variety of distances and angles, over increasing distances and select techniques in small sided games.</p> <p>Lesson 3: Travel with a large ball using feet using inside, outside and bottom of foot with increased and irregular changes in direction</p> <p>Lesson 4: Understand the roles and techniques of defence and attack in football and use in small game situations</p> <p>Lesson 5: Dribble around players and objects in related activities and small sided games.</p> <p>Lesson 6: Apply known skills to small sided games.</p>	<p>Lesson 1: Review: Avoid catch and pass an opponent in games of tag rugby or similar, remove a tag and show techniques to avoid the removal of a tag</p> <p>Lesson 2: Catch/receive rugby balls, using appropriate techniques over a range of distances and when on the move, accurately transition to the next pass.</p> <p>Lesson 3: Understand the role and skills of defence in tag rugby</p> <p>Lesson 4: Understand the role and skills of attacking in tag rugby</p> <p>Lesson 5: Using taught passing and moving techniques, understand when to use different speed and power in game situations.</p> <p>Lesson 6: Apply all rules and skills to small sided tag rugby related games.</p>	<p>Lesson 1: Throw, pass and catch a variety of balls over a variety of distances using appropriate technique selecting the correct method for distance (shoulder, overhead, chest or bounce pass).</p> <p>Lesson 2: Use all taught passing techniques and understand when to use different methods in game situations.</p> <p>Lesson 3: Catch, receive using taught techniques and fluently transition to the next pass in game situations.</p> <p>Lesson 4: Travel with a ball showing increasing control using correct techniques in game situations</p> <p>Lesson 5: Understand how to intercept correctly in netball and transition to the next pass</p> <p>Lesson 6: Apply all know rules and skills</p>	<p>Lesson 1: Dribble using a hockey stick consistently using the correct side of the stick and pass the ball whilst moving.</p> <p>Lesson 2: Send and receive a ball with a hockey stick on both sides of the body using appropriate techniques (Reverse stick)</p> <p>Lesson 3: Learn how to tackle correctly in hockey</p> <p>Lesson 4: To shoot using a hockey stick/ball from a standing and moving position with increasing accuracy</p> <p>Lesson 5: To understand the different roles of attacking and defending</p> <p>Lesson 6: To apply know rules and skills to small sided games</p>	<p>Lesson 1: Catch/receive small balls, using appropriate techniques using appropriate technique selecting the correct method for distance and power.</p> <p>Lesson 2: Send (bowl) the ball accurately to a striker using underarm and over arm techniques for cricket</p> <p>Lesson 3: Intercept using long barrier, make attempt to catch, collect, and return a moving ball to a given position by sending (rolling or throwing) with accuracy in game situations.</p> <p>Lesson 4: Strike the ball with purpose, varying the speed, height and direction when bowled by a competent peer or adult.</p> <p>Lesson 5: Apply bowling and fielding techniques in small sided cricket related games</p> <p>Lesson 6: Apply batting techniques in small sided cricket related games.</p>	<p>Lesson 1: Run with speed and agility, demonstrating quick reactions, rapid acceleration, change of speed and direction and do so efficiently and in competition.</p> <p>In competition maintain pace for jogging for several minutes and accelerate to pass team members or opponents and know when to for effectiveness in competition</p> <p>Lesson 2: Explore and state lead leg preference when jumping over objects</p> <p>Pass relay baton using push pass and accelerating appropriately in given space</p> <p>Lesson 3: Perform dynamic jumps and jumping combinations with control including hop for distance and combine and apply for hop step jump/triple jump</p> <p>Lesson 4: Jump quickly from side to side to perform speed bounce and improve techniques (considering arms and head position) and movement and perform scissors jump</p> <p>Lesson 5: Demonstrate dynamic push pass, sling throw and heave throw</p> <p>Lesson 6: Perform throws to targets with accuracy and/or distance</p>
	<p>Gymnastics</p> <p>Lesson 1: Perform a range of appropriate gymnastics travels to link elements of sequence, and a range of</p>	<p>Dance</p> <p>Lesson 1: Plan formation/s in relation to stimuli and transition to motif/phrase/ another formation and back again seamlessly on a number of occasions to suit a dance.</p> <p>Lesson 2: Explore, improvise and choose appropriate material to create new motifs in a</p>	<p>Gymnastics 2</p> <p>Lesson 1: Perform star, pencil, tuck, broad, twist, pike, straddle and stag jump with correct take-off and landing with correct body extension in flight.</p> <p>Lesson 2: Perform side vault</p>	<p>Dance 2</p> <p>Lesson 1: Talk about different stimuli as the starting point for creating simple motif, dance phrase and dance improvising freely, use a range of controlled movements and patterns in response.</p> <p>Lesson 2: Respond and perform with a partner, or small group demonstrating a range of fluent and accurate movements reflecting stimuli.</p>	<p>Gymnastics 3</p> <p>Lesson 1: Plan and perform with precision, control and fluency, a movement sequence</p>	<p>Dance 3</p>

	<p>individual, pair or group balances.</p> <p>Lesson 2: Perform balances, individually, in pairs or in groups, showing steadiness and strength including bridges and arches.</p> <p>Lesson 3: Perform a range of paired and group balances in push/pull (counter balance)</p> <p>Lesson 4: Make attempts at handstands and headstands with appropriate support.</p> <p>Lesson 5: Link a range of balances in balance sequences</p> <p>Lesson 6: Link and perform a range of individual and group balances and balance sequences with fluency and control in a sequence</p>	<p>chosen dance style and compose, develop and adapt motifs to make dance phrases.</p> <p>Lesson 3: Compose and perform dance phrases and short dances that communicate moods, ideas and feelings in a variety of styles that express emotion and/or tell a story</p> <p>Lesson 4: Select and use a range of compositional ideas to create motifs that demonstrate their dance ideas which convey feelings and emotions and experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity.</p> <p>Lesson 5: Remember, practise and combine longer, more complex dance phrases using a variety of dance styles.</p> <p>Lesson 6: Extend compositional skills incorporating a wider range of dance styles and forms in performance.</p>	<p>Lesson 3: Use springboard to correctly perform straddle and through vault.</p> <p>Lesson 4: Explore different combinations of apparatus to look at shape in flight, jump and vaulting to develop a sequence.</p> <p>Lesson 5: Perform actions, shapes and balances clearly, focusing on body tension and extension</p> <p>Lesson 6: Develop a longer sequence with more difficult actions, with an emphasis on extension and clear body shape.</p>	<p>Lesson 3: Copy, explore, evaluate and improve on dance phrases and short dances copied from a range of sources and use own ideas to produce a performance</p> <p>Lesson 4: Use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer</p> <p>Lesson 5: Select dance ideas to convey feelings and emotions, varying and combining spatial patterns, speed, tension and continuity.</p> <p>Lesson 6: Extend compositional skills incorporating a wider range of dance styles and forms</p>	<p>showing a wide range of actions.</p> <p>Lesson 2: Explore different combinations of apparatus to look at shape, jump balance and travel.</p> <p>Lesson 3: Know how to utilize this equipment to enhance their movements, including changes in direction and speed and transition between movements.</p> <p>Lesson 4: Self-evaluate and improve sequence as a continuous process including technical understanding and aesthetic improvements.</p> <p>Lesson 5: Practise, repeat and perform a sequence understanding and demonstrating improvement as a continuous process.</p> <p>Lesson 6: Perform gymnastics sequences using a combination of all taught methods and understand when to use methods for apparatus and audience.</p>	<p>Lesson 1: Plan formation/s in relation to stimuli and transition to motif/phrase/ another formation and back again seamlessly on a number of occasions to suit a dance.</p> <p>Lesson 2: When working on their own, with a partner and in a group, pupils link skills, techniques and ideas accurately and appropriately</p> <p>Lesson 3: Copy, explore, evaluate and improve on dance phrases and short dances copied from a range of sources and improvements and own ideas to produce a performance</p> <p>Lesson 4: Explore, improvise and choose appropriate material to create new motifs in a chosen dance style and compose, develop and adapt motifs to make dance phrases and use these in longer dances</p> <p>Lesson 5: Remember, practise and combine longer, more complex dance phrases.</p> <p>Lesson 6: Perform a variety of dance styles with accuracy and consistency</p>
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