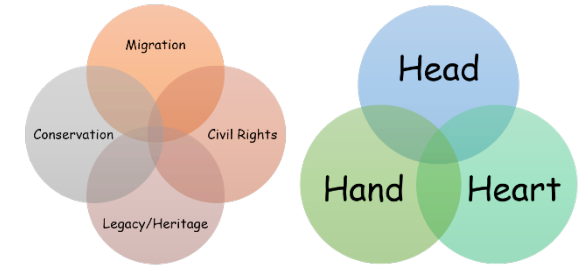


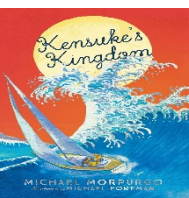
# Riversdale Primary School

## Medium Term Planning



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| Year Group | Year 6   |
| Term       | Summer 2 |

| Learning Overview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p>As the summer term enters its second half, Year 6 pupils will continue to focus to geography by comparing and contrasting the south-west of England with the Kansai region. This half term, the pupils will focus on the human features, looking specifically at how natural resources affect concepts such as land use and economic activity. In art, the pupils will explore the work of master printmaker, Delita Martin whilst applying their learning to make their own collagraphy pieces. In science, Year 6 will explore the concepts of evolution and inheritance, first looking at what fossils can tell us, before delving into adaptation and inherited characteristics. In DT, pupils will combine computing with design and technology as part of the design, make and evaluate process this half term. In response to a specific design brief provided by a fictional member of the school community, they will apply their learning about microcomputers in relation to pedometers from summer 1. In RSHE, the pupils will focus on transition from primary school to secondary school. They will discuss their concerns and strategies to overcome them. In addition to this, the pupils will set themselves goals and explore how goal setting can be a useful skill during periods of transition.</p> |

| Quality Stimulus Text(s)                                                                       |                                                                                                                                                                                                 |
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| <ul style="list-style-type: none"><li>• Kensuke's Kingdom</li><li>• Darwin's Dragons</li></ul> | <div></div> <div></div> |

| Significant People Past & Present                                                                        |                                                                                                                     |
|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Delita Martin (Art)</li><li>• Charles Darwin (Science)</li></ul> | <ul style="list-style-type: none"><li>• Jean-Baptiste Lamarck (Science)</li><li>• Gregor Mendel (Science)</li></ul> |

| Relevant UNCRC Articles                                                                                                                                                                                                                                                                                                                                                      |
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| <ul style="list-style-type: none"> <li>Article 3: Best Interests of the Child</li> <li>Article 6: Live, Survival and Development</li> <li>Article 8: Identity</li> <li>Article 12: Respect for Children's Views</li> <li>Article 13: Sharing Thoughts Freely</li> <li>Article 24: Health, Water, Food, Environment</li> <li>Article 31: Rest, Play, Culture, Arts</li> </ul> |

| Subject  | Consolidating:<br>What skills specific to this topic are being built upon?<br>What knowledge specific to this topic is being consolidated?                                                                         | Head*<br>What substantive KNOWLEDGE should the children learn? | Hand*<br>What disciplinary knowledge and SKILLS should the children learn?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Heart*<br>What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?                                                                                                                                                                                                                                                                                                    |
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| Writing: | <ul style="list-style-type: none"> <li>Pupils will consolidate their learning from across Years 1 – 6 in the development of various independently written pieces for a range of audiences and purposes.</li> </ul> |                                                                | <p>Pupils to apply grammar, purpose for writing and specific text type features in <b>Writing to Entertain</b>:</p> <ul style="list-style-type: none"> <li>A short narrative written from the perspective of the gibbons discussing Michael's arrival on the island.</li> </ul> <p>Pupils to apply grammar, purpose for writing and specific text type features in <b>Writing to Persuade</b>:</p> <ul style="list-style-type: none"> <li>A formal letter from Syms Covington to Charles Darwin applying for the job of cabin boy.</li> </ul> <p>Pupils to apply grammar, purpose for writing and specific text type features in <b>Writing to Inform</b>:</p> <ul style="list-style-type: none"> <li>A newspaper article announcing the discovery of dragons by Syms Covington.</li> <li>A biography detailing the life and achievements of Charles Darwin. (Science Link)</li> <li>A non-chronological report comparing the UK to Japan, including a range of human and physical features. (Geography Link)</li> </ul> <p>Handwriting:</p> <ul style="list-style-type: none"> <li>Write increasing legibly, fluently and with increasing speed through improving choices of which the shape of a letter to use when given</li> </ul> | <ul style="list-style-type: none"> <li>Work collaboratively, listening to one another and sharing ideas.</li> <li>Enjoying writing and listening to stories.</li> <li>Building confidence in reading and writing.</li> <li>Reflect on own writing and set targets for improvement, with support.</li> <li>Respect the work of others and show empathy when providing feedback.</li> </ul> |

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| <b>Reading:</b> | <p>Year 6:</p> <ul style="list-style-type: none"> <li>Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Increase their familiarity with a wide range of books, including modern fiction, fiction from our literary heritage and traditional tales.</li> <li>Read books that are structured in different ways and read for a range of purposes.</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.</li> <li>Retrieve, record and present information from fiction and non-fiction.</li> <li>Identify and discuss themes and conventions in and across a wide range of writing.</li> <li>Identify how language, structure and presentation contribute to meaning.</li> <li>Learn a wider range of poetry by heart.</li> </ul> | <p>Ready, Steady Read Together Scheme:</p> <p>Fiction:</p> <ul style="list-style-type: none"> <li>Unit to be confirmed.</li> </ul> <p>Non-Fiction:</p> <ul style="list-style-type: none"> <li>Unit to be confirmed.</li> </ul> <p>Poetry:</p> <ul style="list-style-type: none"> <li>Unit to be confirmed</li> </ul> <p>Comprehension:</p> <ul style="list-style-type: none"> <li>Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Increase their familiarity with a wide range of books, including modern fiction, fiction from our literary heritage and traditional tales.</li> <li>Read books that are structured in different ways and read for a range of purposes.</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.</li> </ul> | <p>Reading Skills:</p> <ul style="list-style-type: none"> <li>Make meaning from words and sentences, including knowledge of phonics, word roots, word families.</li> <li>Make meaning from text organisation.</li> <li>Make meaning by drawing on prior knowledge.</li> <li>Read increasingly complex texts independently for sustained periods.</li> <li>Find the main idea of a paragraph and text.</li> <li>Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause and complex sentences.</li> <li>Read closely, annotating for specific purposes.</li> <li>Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases.</li> <li>Connecting prior knowledge and textual information to make inferences and predictions.</li> <li>Increase understanding of how punctuation can vary and affect</li> </ul> | <p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> <li>Pupils will respect the range of viewpoints and traditions presented in texts from literary heritage, modern fiction, and other cultures. They will listen respectfully and engage thoughtfully with others' ideas in discussions and debates.</li> <li>Pupils will confidently express their own interpretations of complex texts, justify their opinions with evidence, and develop a personal reading voice through critical reflection on themes, characters, and language.</li> <li>Pupils will value how authors use language and structure to convey meaning, and will appreciate a wide range of literary forms—including poetry, fiction, non-fiction, and plays—for their style, purpose, and impact.</li> <li>Pupils will take ownership of their reading by independently tackling complex texts, using close reading and annotation strategies, and</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Prepare 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> <li>• Predict what might happen from details stated and implied.</li> <li>• Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Ask questions to improve their understanding.</li> <li>• Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas.</li> <li>• Make comparisons within and across books e.g. plot, genre and theme.</li> <li>• Provide reasoned justifications for their views.</li> <li>• Discuss and evaluate how authors use language, including figurative language considering the impact on the reader. Distinguishing between statements of fact and opinion.</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>• Make meaning from words and sentences, including knowledge of phonics, word roots, word families.</li> <li>• Make meaning from text organisation.</li> </ul> | <ul style="list-style-type: none"> <li>• Retrieve, record and present information from fiction and non-fiction.</li> <li>• Identify and discuss themes and conventions in and across a wide range of writing.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Learn a wider range of poetry by heart.</li> <li>• Prepare 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> <li>• Predict what might happen from details stated and implied.</li> <li>• Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Ask questions to improve their understanding.</li> <li>• Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas.</li> <li>• Make comparisons within and across books e.g. plot, genre and theme.</li> <li>• Provide reasoned justifications for their views.</li> <li>• Discuss and evaluate how authors use language, including figurative language considering the impact on the reader. Distinguishing between statements of fact and opinion.</li> <li>• Explain and discuss their understanding of what they have</li> </ul> | <p>sentence structure and meaning, help avoid ambiguity.</p> <ul style="list-style-type: none"> <li>• Summarising a text.</li> <li>• Secure responses and understanding through re-reading and cross-check information.</li> <li>• Confidently use a range of strategies for finding and locating information e.g. skimming scanning for detail.</li> <li>• Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning.</li> </ul> | <p>applying advanced reading skills such as summarising and comparing texts.</p> <ul style="list-style-type: none"> <li>• Pupils will reflect on how authors use figurative language and sentence structure to influence meaning and mood. They will make comparisons across books, evaluate language choices, and use re-reading to deepen understanding.</li> <li>• Pupils will share their understanding through formal presentations and debates, prepare and perform poetry and play scripts with fluency and expression, and contribute clearly and confidently to discussions.</li> <li>• Pupils will engage in democratic dialogue by building on others' ideas, respectfully challenging viewpoints, and supporting their opinions with evidence during group tasks, debates, and comparative reading.</li> <li>• Pupils will aspire to read with insight and independence, develop a deeper understanding of literary techniques, and challenge themselves with texts that include layered meaning and sophisticated vocabulary.</li> <li>• Pupils will demonstrate a love of reading through sustained engagement with literature, enjoyment of performance, and thoughtful discussions about the deeper meanings within texts.</li> <li>• Pupils will show empathy by drawing inferences about characters' motives and feelings, evaluating how authors create emotional impact, and responding sensitively to the experiences and perspectives of others in texts.</li> </ul> |
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|                     | <ul style="list-style-type: none"> <li>• Make meaning by drawing on prior knowledge.</li> <li>• Read increasingly complex texts independently for sustained periods.</li> <li>• Find the main idea of a paragraph and text.</li> <li>• Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause and complex sentences.</li> <li>• Read closely, annotating for specific purposes.</li> <li>• Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases.</li> <li>• Connecting prior knowledge and textual information to make inferences and predictions.</li> <li>• Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity.</li> <li>• Summarising a text.</li> <li>• Secure responses and understanding through re-reading and cross-check information.</li> <li>• Confidently use a range of strategies for finding and locating information e.g. skimming scanning for detail.</li> <li>• Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning.</li> </ul> | <p>read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p><i>Vocabulary:</i><br/> <i>figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare</i></p> |  |                                                                                                                                                                                                                                                                           |
| <b>Mathematics:</b> | <p>Learning to address individual areas for development based on summative assessments and any incomplete Maths, No Problem! units, specifically focusing on:</p> <ul style="list-style-type: none"> <li>• Geometry</li> <li>• Ratio</li> <li>• Algebra</li> <li>• Position &amp; Movement</li> <li>• Statistics</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                    |  | <p>Values: Respect, Individuality, Value, Reflect, Share, Aspire, Empathy</p> <ul style="list-style-type: none"> <li>• Working collaboratively with partners and in groups.</li> <li>• Using appropriate listening skills and turn taking in group discussion.</li> </ul> |

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| <b>Science:</b> | <p>Years 5 &amp; 6:</p> <ul style="list-style-type: none"> <li>• Given a wide range of resources decide for themselves how to gather evidence to answer a scientific question.</li> <li>• Recognise how secondary sources can be used to answer questions that cannot be answered through practical work.</li> <li>• Independently ask scientific questions, stimulated by a scientific experience or to ask further questions to developed understanding following an enquiry.</li> <li>• Look for patterns and relationships using a suitable sample.</li> <li>• Select from a range of practical resources to gather evidence to answer questions.</li> <li>• Record observations, for example: using annotated photographs, videos, labelled diagrams, observational drawings, labelled scientific diagrams or writing.</li> <li>• Decide how to record and present evidence.</li> <li>• Record observations and measurements using tables, charts, graphs, diagrams, or writing.</li> <li>• Answer own questions based on observations made or</li> </ul> | <p>Evolution &amp; Inheritance:</p> <ul style="list-style-type: none"> <li>• There are a range of different fossil types.</li> <li>• Fossils provide evidence of how living things have changed over millions of years.</li> <li>• Offspring inherit traits from their parents through genes, which are passed down through generations.</li> <li>• Offspring inherit different traits from each parent, making them different to their parents and siblings. An adaptation can be a physical, behavioural, or physiological trait.</li> <li>• Adaptations ensure a species is able to survive and pass on its genes to the next generation.</li> <li>• The processes linked to evolution, including speciation, increases biodiversity which leads to a healthy ecosystem.</li> </ul> <p><b>Significant People:</b></p> <p>Charles Darwin:</p> <ul style="list-style-type: none"> <li>• Observed how finches had adapted in the Galapagos to better suit the food supply and proposed a theory of evolution by natural selection.</li> </ul> <p>Jean-Baptiste Lamarck:</p> <ul style="list-style-type: none"> <li>• Proposed an early theory of evolution based on inheritance of characteristics.</li> </ul> | <p>Ask Questions:</p> <ul style="list-style-type: none"> <li>• Given a wide range of resources decide for themselves how to gather evidence to answer a scientific question.</li> <li>• Recognise how secondary sources can be used to answer questions that cannot be answered through practical work.</li> <li>• Independently ask scientific questions, stimulated by a scientific experience or to ask further questions to developed understanding following an enquiry.</li> </ul> <p>Enquiry:</p> <ul style="list-style-type: none"> <li>• Look for patterns and relationships using a suitable sample.</li> <li>• Select from a range of practical resources to gather evidence to answer questions.</li> </ul> <p>Record/Present:</p> <ul style="list-style-type: none"> <li>• Record observations, for example: using annotated photographs, videos, labelled diagrams, observational drawings, labelled scientific diagrams or writing.</li> <li>• Decide how to record and present evidence.</li> <li>• Record observations and measurements using tables, charts, graphs, diagrams, or writing.</li> </ul> <p>Conclusions:</p> | <p>Values: Value, Individuality, Empathy, Respect, Reflect, Share</p> <ul style="list-style-type: none"> <li>• Appreciation for knowledge and curiosity, as students learn to value scientific inquiry and exploration of the natural world.</li> <li>• Recognising and celebrating the unique traits and characteristics that make individual organisms distinct, fostering an appreciation for diversity.</li> <li>• Understanding the challenges faced by living organisms and the importance of adaptation for survival cultivates empathy towards all forms of life and their struggles.</li> <li>• Recognising the importance of each species' role in its ecosystem and respecting the diversity of life forms and their adaptations.</li> <li>• Encouraging students to reflect on the contributions of scientists and their impact on our understanding of the natural world, fostering critical thinking and appreciation for intellectual endeavours.</li> <li>• Emphasising the interconnectedness of life forms and ecosystems, promoting a sense of shared responsibility for preserving biodiversity and</li> </ul> |

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|             | <p>measurements taken during the lesson.</p> <ul style="list-style-type: none"> <li>Communicate findings to an audience using relevant scientific language and illustrations.</li> <li>Discuss how new discoveries change scientific understanding.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Gregor Mendel:</p> <ul style="list-style-type: none"> <li>Deduced that genes come in pairs, with one being inherited from each parent by experimenting on pea plants.</li> </ul> <p><i>Vocabulary:</i><br/> <i>evolution, species, fossils, variation, adaptation, traits, offspring, inheritance, habitat, speciation, natural selection</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Answer own questions based on observations made or measurements taken during the lesson.</li> </ul> <p>Communicate:</p> <ul style="list-style-type: none"> <li>Communicate findings to an audience using relevant scientific language and illustrations.</li> </ul> <p>Evaluation:</p> <ul style="list-style-type: none"> <li>Discuss how new discoveries change scientific understanding.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>protecting the planet's natural resources.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Art:</b> | <p>Year 4:</p> <ul style="list-style-type: none"> <li>Work in greater detail through relief printing – making printing blocks.</li> <li>Explore lines, marks, shapes, and tones through the impression method on polystyrene tiles.</li> <li>Print with two colour overlays.</li> <li>Experiment with overprinting motifs and colour.</li> <li>Design a complex pattern made up from two or more motifs and print a tiled version.</li> </ul> <p>Year 6:</p> <ul style="list-style-type: none"> <li>Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works.</li> <li>Express thoughts and feelings about their own work and that of others through clear and well explained annotations</li> <li>Make notes to indicate their intentions/purpose of a piece of work.</li> <li>Use a sketchbook to explain how they can adapt and improve their work, throughout the creative process based on their intentions.</li> <li>Develop own style based on learning around artists and techniques, including mixed media.</li> </ul> | <p>Printing:</p> <ul style="list-style-type: none"> <li>To create a print with more than one colour in relief printing, there are two particular methods: <ul style="list-style-type: none"> <li>Create one print block/plate and apply the different inks/paints to specific areas.</li> <li>Create two or more printing blocks/plates, each with different areas of the final design raised, and use a different colour on each.</li> </ul> </li> <li>Collagraphy involves gluing and sealing materials to something rigid like cardboard or wood.</li> <li>Like in relief printing, the material becomes a print block/plate which is inked and pressed on to another material.</li> <li>Overlaying different printing techniques can create a visually interesting artwork.</li> <li>Different colours can be used to symbolise different emotions/feelings.</li> <li>Lighter tones create a sense of openness, joy, or optimism.</li> <li>Darker tones create feelings of mystery, sadness, or seriousness.</li> </ul> <p><b>Significant People:</b><br/> Delita Martin:</p> <ul style="list-style-type: none"> <li>A master printmaker incorporating a little bit of everything.</li> </ul> | <p>Exploring &amp; Developing Ideas:</p> <ul style="list-style-type: none"> <li>Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works.</li> <li>Express thoughts and feelings about their own work and that of others through clear and well explained annotations</li> <li>Make notes to indicate their intentions/purpose of a piece of work.</li> <li>Use a sketchbook to explain how they can adapt and improve their work, throughout the creative process based on their intentions.</li> <li>Develop own style based on learning around artists and techniques, including mixed media.</li> </ul> <p>Responding to Art:</p> <ul style="list-style-type: none"> <li>Discuss and review own and others work, with clear explanations that are supported by their knowledge or artists and techniques.</li> <li>Reflect on own work identifying modifications that can be made, in relation to styles and approaches to develop this further.</li> <li>Identify artists who have worked in a similar way to their own work and explain the intended impact on the viewer.</li> </ul> | <p>Values: Respect, Value, Reflect, Individuality, Share</p> <ul style="list-style-type: none"> <li>Pupils should respect the work of Delita martin and the message she conveys and the people she represents in her art.</li> <li>Value the use of a new art form they may have not used before and how they can be creative in new ways.</li> <li>Value the importance of planning and research when creating a piece of work.</li> <li>Reflect on past skills and knowledge of colour theory and portrait drawing.</li> <li>Show their individuality in their designs and prints.</li> <li>Reflect and share on how well they have done in their work and how it connects back to the artist.</li> </ul> |

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|                   | <ul style="list-style-type: none"> <li>Discuss and review own and others work, with clear explanations that are supported by their knowledge or artists and techniques.</li> <li>Reflect on own work identifying modifications that can be made, in relation to styles and approaches to develop this further.</li> <li>Identify artists who have worked in a similar way to their own work and explain the intended impact on the viewer.</li> <li>Recognise the art of key artists and continue to place them in key movements or historical events.</li> </ul>                        | <ul style="list-style-type: none"> <li>Her goal is to represent marginalised voices.</li> <li>She empowers her own self-identity as a black woman through her art, using symbolism through colour and imagery.</li> </ul> <p><i>Vocabulary:</i><br/> <i>overlay, collagraphy, relief printing, print block/plate, ink, symbolism</i></p>                                                                                     | <ul style="list-style-type: none"> <li>Recognise the art of key artists and continue to place them in key movements or historical events.</li> </ul> <p>Printing:</p> <ul style="list-style-type: none"> <li>Create designs for prints by simplifying initial drawings/sketches.</li> <li>Extend printing methods such as using Collagraph (on card/lino).</li> <li>Through printing, show increasing use of tools to control line, shape, texture, and tone.</li> <li>Colour mix through printing, create prints with at least three colour overlays.</li> <li>Use printing techniques as part of a multi-media project.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Computing:</b> | <p>Year 4:</p> <ul style="list-style-type: none"> <li>Using decomposition to solve a problem by finding out what code was used.</li> <li>Using decomposition to understand the purpose of a script of code.</li> <li>Identifying patterns through unplugged activities.</li> <li>Using past experiences to help solve new problems.</li> <li>Using abstraction to identify the important parts when completing both plugged and unplugged activities.</li> <li>Creating algorithms for a specific purpose.</li> <li>Using abstraction and pattern recognition to modify code.</li> </ul> | <p>Kapow Computing Scheme:</p> <p>Intro to Python (Lessons 4 – 5):</p> <ul style="list-style-type: none"> <li>To know that nested loops are loops inside of loops.</li> <li>To understand the use of random numbers and remix Python code.</li> </ul> <p><i>Vocabulary:</i><br/> <i>algorithm, code, command, design, import, indentation, input, instructions, loop, output, patterns, random, remix, repeat, shape</i></p> | <ul style="list-style-type: none"> <li>Decomposing a program into an algorithm.</li> <li>Writing increasingly complex algorithms for a purpose.</li> <li>Debugging quickly and effectively to make a program more efficient.</li> <li>Remixing existing code to explore a problem.</li> <li>Using and adapting nested loops.</li> <li>Programming using the language Python.</li> <li>Changing a program to personalise it.</li> <li>Evaluating code to understand its purpose.</li> <li>Using logical thinking to explore software independently, iterating ideas and testing continuously.</li> </ul>                              | <p>Values: Respect, Value, Reflect, Share, Democracy</p> <ul style="list-style-type: none"> <li>Respect for diverse solutions to problems, acknowledging that there are multiple ways to approach programming challenges.</li> <li>Understanding the value of logical thinking and problem-solving skills in programming.</li> <li>Reflecting on one's own programming process to identify strengths and areas for improvement.</li> <li>Reflecting on the effectiveness of code through evaluation and debugging processes.</li> <li>Collaborating on group projects to share knowledge and skills in programming.</li> <li>Encouraging democratic decision-making in selecting programming projects or problem-solving approaches.</li> </ul> |

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| DT: | <p>Year 4:</p> <ul style="list-style-type: none"> <li>Recognise that an electric power system is a network of components deployed to supply, transfer, and use electric power.</li> <li>Draw on understanding of simple electrical circuits and switches to generate design ideas.</li> <li>Build electrical systems, making secure connections, for a desired outcome.</li> </ul> <p>Year 6:</p> <ul style="list-style-type: none"> <li>Identify products that use computer programming to function.</li> <li>Know that microcontrollers can be used in a range of products as they are small and can be programmed to perform specific functions.</li> <li>Experiment with microcontrollers, exploring a range of inputs and outputs which can be applied to a given scenario.</li> <li>Clearly describe the purpose of their products.</li> <li>Indicate the design features of their products that will appeal to intended users, with clear reasoning.</li> <li>Explain how particular parts of their products work.</li> <li>Develop a simple design specification to guide their thinking.</li> <li>Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas.</li> <li>Use computer-aided design to develop and communicate their ideas.</li> <li>Generate innovative ideas, drawing on research.</li> <li>Make design decisions, taking account of constraints such as time, resources and cost.</li> </ul> | <p>Electrical Systems – Micro:bit Control (Lessons 4 – 6):</p> <p>CONTEXT:<br/> <i>"Hi everyone, my name is Philip. I am a school's Rights Respecting Leader. We want to run to fundraiser based on the Walking for Water challenge. We need a series of themed pedometers that can be used by the participants to track their steps whilst in school for a week. Can you help me design and make something for the pupils that is accurate and durable?"</i></p> <ul style="list-style-type: none"> <li>Micro:bits use inputs (e.g. buttons, sensors) and outputs (e.g. LEDs, sound).</li> <li>They are used in real products, such as alarms, timers and games.</li> <li>Computer programming can control how a micro:bit behaves.</li> <li>Code must be uploaded to the micro:bit for it to function.</li> <li>An accelerometer detects movement and can be used to trigger outputs.</li> <li>The micro:bit's accelerometer can be used to detect steps.</li> <li>A loop can be used in code to keep the pedometer running.</li> <li>Real-life pedometers are designed to be small, wearable and easy to read.</li> <li>The pedometer should display the step count clearly.</li> <li>Accuracy and durability matter for a real-world product.</li> </ul> <p>Vocabulary:<br/> <i>micro:bit, microcontroller, input, output, accelerometer, pedometer, program, code, loop, wearable, component</i></p> | <p>Electrical Systems:</p> <ul style="list-style-type: none"> <li>Develop a sequence of steps to be used as a control programme based on a design brief.</li> <li>Build electrical systems, using control programmes, for a desired outcome.</li> <li>Confidently use appropriate vocabulary for tools, materials and their properties.</li> </ul> <p>Designing:</p> <ul style="list-style-type: none"> <li>Clearly describe the purpose of their products.</li> <li>Indicate the design features of their products that will appeal to intended users, with clear reasoning.</li> <li>Explain how particular parts of their products work.</li> <li>Develop a simple design specification to guide their thinking.</li> <li>Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas.</li> <li>Use computer-aided design to develop and communicate their ideas.</li> <li>Generate innovative ideas, drawing on research.</li> <li>Make design decisions, taking account of constraints such as time, resources and cost.</li> <li>Share and clarify ideas through discussion.</li> <li>Model their ideas using prototypes and pattern pieces.</li> </ul> <p>Making:</p> <ul style="list-style-type: none"> <li>Select tools and equipment suitable for the task.</li> <li>Confidently explain their choice of tools and equipment in relation to the skills and techniques they will be using.</li> </ul> | <p>Values: Individuality, Entrust, Respect</p> <ul style="list-style-type: none"> <li>Pupils will create their own unique designs that show their creativity and personal ideas while still meeting the needs of the design brief.</li> <li>Pupils will take responsibility for safely using tools and materials, showing they can be trusted to follow steps carefully and work independently or with a partner.</li> <li>Pupils will respectfully listen to each other's evaluations, give constructive feedback, and appreciate the effort that went into each design.</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• Share and clarify ideas through discussion.</li> <li>• Model their ideas using prototypes and pattern pieces.</li> <li>• Select tools and equipment suitable for the task.</li> <li>• Confidently explain their choice of tools and equipment in relation to the skills and techniques they will be using.</li> <li>• Select materials and components suitable for the task.</li> <li>• Confidently explain their choice of materials and components according to functional properties and aesthetic qualities.</li> <li>• Produce appropriate lists of tools, equipment and materials that they need.</li> <li>• Formulate step-by-step plans as a guide to making.</li> <li>• Follow procedures for safety and hygiene.</li> <li>• Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components.</li> <li>• Accurately measure, mark out, cut and shape materials and components.</li> <li>• Accurately assemble, join and combine materials and components.</li> <li>• Accurately apply a range of finishing techniques, including those from art and design.</li> <li>• Use techniques that involve a number of steps.</li> <li>• Demonstrate resourcefulness when tackling practical problem.</li> <li>• Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make.</li> </ul> |  | <ul style="list-style-type: none"> <li>• Select materials and components suitable for the task.</li> <li>• Confidently explain their choice of materials and components according to functional properties and aesthetic qualities.</li> <li>• Produce appropriate lists of tools, equipment and materials that they need.</li> <li>• Formulate step-by-step plans as a guide to making.</li> <li>• Follow procedures for safety and hygiene.</li> <li>• Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components.</li> <li>• Accurately measure, mark out, cut and shape materials and components.</li> <li>• Accurately assemble, join and combine materials and components.</li> <li>• Accurately apply a range of finishing techniques, including those from art and design.</li> <li>• Use techniques that involve a number of steps.</li> <li>• Demonstrate resourcefulness when tackling practical problem.</li> </ul> <p>Evaluating:</p> <ul style="list-style-type: none"> <li>• Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make.</li> <li>• Identify the strengths and areas for development in their ideas and products, making clear links to the design criteria.</li> <li>• Consider the views of others, including intended users, to improve their work, making clear links to the design criteria.</li> </ul> |  |
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|                   | <ul style="list-style-type: none"> <li>Identify the strengths and areas for development in their ideas and products, making clear links to the design criteria.</li> <li>Consider the views of others, including intended users, to improve their work, making clear links to the design criteria.</li> <li>Evaluate their ideas and products against their original design specification.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Evaluate their ideas and products against their original design specification.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Geography:</b> | <p>Year 6:</p> <ul style="list-style-type: none"> <li>Continue to identify how physical features affect human activity within a location (earthquakes and resource distribution).</li> <li>Continue to identify how physical features affect human activity within a location (earthquakes and resource distribution).</li> <li>Explain reasons for geographical similarities and differences between countries (UK and Japan).</li> <li>Explain the impact these have on communities.</li> <li>Describe and give an opinion of the characteristic feature of a location (the UK, compared to another country in the world) e.g., imports/exports.</li> </ul> <p>Years 5 &amp; 6:</p> <ul style="list-style-type: none"> <li>Analyse and explain views on the effectiveness of different geographical representations e.g., aerial view and topological maps.</li> <li>Establish whether the geographical questions posed, the methods used, and the answers found are valid.</li> <li>Use eight points of a compass, four figure grid reference, ordnance survey maps (physical and digital) and symbols to communicate geographical knowledge.</li> </ul> | <p>Land of the Rising Sun (Lessons 7-11):</p> <ul style="list-style-type: none"> <li>Land use is shaped by topography, population density, economic needs, and cultural heritage.</li> <li>In South West England, land use includes: agricultural land, tourism areas and small settlements.</li> <li>In Kansai, land use includes: densely populated urban zones, cultural and historic sites, farming land, and industrial areas.</li> <li>In South West England, employment includes: agriculture, tourism and hospitality, and crafts.</li> <li>In Kansai, employment includes: manufacturing, shipping, tourism and heritage services.</li> <li>In South West England: rivers and coastline provide water, and fishing grounds; renewable energy sources include wind and tidal power.</li> <li>In Kansai, due to limited raw materials and space: terracing is used to maximise farmland; waste management and recycling are more advanced, whilst fossil fuels are imported.</li> </ul> <p><i>Vocabulary:</i><br/> <i>land use, settlement, relief, economic activity, industry, natural resources, sustainability, adaptation, terracing, import</i></p> | <p>Human &amp; Physical Geography Knowledge:</p> <ul style="list-style-type: none"> <li>Continue to identify how physical features affect human activity within a location (earthquakes and resource distribution).</li> <li>Deepen understanding of human geography through an exploration of trade, import, export, tourism in contrasting localities (UK vs. Japan).</li> <li>Describe and understand key aspects of human geography, including economic activity including trade links.</li> <li>Continue to identify how physical features affect human activity within a location (earthquakes and resource distribution).</li> </ul> <p>Place Knowledge:</p> <ul style="list-style-type: none"> <li>Explain reasons for geographical similarities and differences between countries (UK and Japan).</li> <li>Explain the impact these have on communities.</li> </ul> <p>Locational Knowledge:</p> <ul style="list-style-type: none"> <li>Describe and give an opinion of the characteristic feature of a location (the UK, compared to another country in the world) e.g., imports/exports.</li> </ul> <p>Interpret a Range of Sources:</p> <ul style="list-style-type: none"> <li>Analyse and explain views on the effectiveness of different</li> </ul> | <p>Values: Share, Value&lt; Entrust, Reflect, Respect</p> <ul style="list-style-type: none"> <li>Pupils will share ideas about how land is used differently around the world and how people adapt to different landscapes.</li> <li>Pupils will understand how people value different goods and resources and how trade links communities across the globe.</li> <li>Pupils will explore how people are entrusted with the care and use of natural resources to meet needs fairly and sustainably.</li> <li>Pupils will reflect on how different maps help us understand places in new ways and choose the most effective ways to present information.</li> <li>Pupils will show respect for diversity by identifying and valuing both the differences and similarities between regions and cultures.</li> </ul> |

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|                 | <ul style="list-style-type: none"> <li>Start to use six figure grid references for increased specificity.</li> <li>Find possible answers to their own geographical questions.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>geographical representations e.g., aerial view and topological maps.</p> <ul style="list-style-type: none"> <li>Establish whether the geographical questions posed, the methods used, and the answers found are valid.</li> </ul> <p>Mapwork:</p> <ul style="list-style-type: none"> <li>Use eight points of a compass, four figure grid reference, ordnance survey maps (physical and digital) and symbols to communicate geographical knowledge.</li> <li>Start to use six figure grid references for increased specificity.</li> </ul> <p>Communicate Geographical Information:</p> <ul style="list-style-type: none"> <li>Find possible answers to their own geographical questions.</li> </ul>                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>History:</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Music:</b>   | <p>Year 6:</p> <ul style="list-style-type: none"> <li>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.</li> <li>Identifying the way that features of a song can complement one another to create a coherent overall effect.</li> <li>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</li> <li>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</li> <li>Improvising coherently and creatively within a given style, incorporating given features.</li> <li>Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</li> <li>Composing an original song, incorporating lyric writing, melody</li> </ul> | <p>Kapow Music Scheme:</p> <p>Composing &amp; Performing a Leavers' Song:</p> <ul style="list-style-type: none"> <li>To know that a chord progression is a sequence of chords that repeats throughout a song.</li> <li>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</li> <li>To know that chord progressions are represented in music by Roman numerals.</li> </ul> <p><i>Vocabulary:</i><br/> <i>allegro, arrangement, backing track, chorus, chord progression, compose, crescendo, diminuendo, dynamics, evaluate, forte, largo, lyrics, melody, mood, musical features, notation, piano, poetic, structure, repetitive, rhyme, ritardando, tempo, sequence, stave notation, structure, upbeat, verse</i></p> | <ul style="list-style-type: none"> <li>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.</li> <li>Identifying the way that features of a song can complement one another to create a coherent overall effect.</li> <li>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</li> <li>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</li> <li>Improvising coherently and creatively within a given style, incorporating given features.</li> <li>Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</li> <li>Composing an original song, incorporating lyric writing, melody writing and the composition of</li> </ul> | <p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> <li>Appreciate the skills and efforts of their peers and musicians.</li> <li>Respect for the instruments and equipment used in music-making.</li> <li>Express individual creativity through music composition and performance.</li> <li>Explore different instruments and musical roles.</li> <li>Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects.</li> <li>Lead, make decisions, and contribute to the musical process.</li> <li>Engage in reflective practices after performances, analysing what went well and areas for improvement.</li> </ul> |

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|            | <p>writing and the composition of accompanying features, within a given structure.</p> <ul style="list-style-type: none"> <li>Recording own composition using appropriate forms of notation and/or technology and incorporating.</li> <li>Constructively critique their own and others' work, using musical vocabulary.</li> <li>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</li> <li>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</li> <li>Performing a solo or taking a leadership role within a performance.</li> <li>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</li> <li>Performing by following a conductor's cues and directions.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>accompanying features, within a given structure.</p> <ul style="list-style-type: none"> <li>Recording own composition using appropriate forms of notation and/or technology and incorporating.</li> <li>Constructively critique their own and others' work, using musical vocabulary.</li> <li>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</li> <li>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</li> <li>Performing a solo or taking a leadership role within a performance.</li> <li>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</li> <li>Performing by following a conductor's cues and directions.</li> </ul> | <ul style="list-style-type: none"> <li>Share musical talents and skills through performances.</li> <li>Share ideas, insights, and responsibilities.</li> <li>Engage in discussions about the selection of repertoire and the organisation of musical events.</li> <li>Set musical goals, whether related to technique, theory, or performance.</li> <li>Aim for higher levels of musical proficiency and expression.</li> <li>Develop a love for music through exposure to various genres and styles.</li> <li>Nurture emotional connections to music and express and interpret emotions through performance.</li> <li>Develop empathy by understanding the emotions conveyed in different pieces.</li> <li>Listen to and understand each other in teamwork.</li> </ul> |
| <b>PE:</b> | <p>Children will have previously:</p> <ul style="list-style-type: none"> <li>learned what a striking and fielding game is,</li> <li>the type of tactics they have to use to play well</li> <li>learned about rules of cricket and how to apply them.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Recognise how to throw and catch underarm with both hands in different situations</li> <li>Explain to bowl over and underarm at a wicket in a modified game against a batter</li> <li>Know how to hold a cricket bat correctly and how to hit the ball</li> <li>Describe fielding techniques with throwing, catching, stopping, and scooping up the ball.</li> <li>Identify how to play adapted games using tactics when striking and fielding.</li> </ul> <p>Vocabulary:</p> | <ul style="list-style-type: none"> <li>Prevent a ball from rolling away using a long or short barrier.</li> <li>Catch a ball from height using the correct technique.</li> <li>Perform an underarm and overarm bowl with accuracy.</li> <li>Use a bat or racket to strike a ball with accuracy.</li> <li>Bowl a ball to a partner accurately.</li> <li>Make a tactical decision when fielding.</li> <li>Bowl accurately to a batter.</li> <li>Work as a team to catch/bowl batters out.</li> <li>Run to the empty wicket.</li> </ul>                                                                                                                                                                                                                                                                                                                   | <p>Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy</p> <ul style="list-style-type: none"> <li>Carry out activities to improve their work and understand why they are useful.</li> <li>Come up with and share sensible solutions, given time to think about their actions.</li> <li>Work collaboratively to improve individual and team member skills, showing aspiration.</li> <li>Value the efforts of others and show empathy when providing peer-assessment/feedback.</li> </ul>                                                                                                                                                                                                                                                         |

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|             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | stance, the crease or batting point, non-striker, leg-side, pitch, over, innings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Entrust each other to be kind and supportive, showing good sportsmanship.</li> <li>• Show resilience when receiving feedback and reflect on how this can be used.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>RE:</b>  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>RSE:</b> | <p>Year 6:</p> <ul style="list-style-type: none"> <li>• What their top strengths are based on completing an official survey which will rank their Character Strengths from 1-24.</li> <li>• More about what each of the 24 Character Strengths means and how they help them each day.</li> <li>• How to grow their strengths to help them transition and overcome challenges.</li> <li>• How their Character Strengths have helped them get to this point in their lives and how these skills and strengths are transferable to the secondary school environment.</li> <li>• How gratitude can help them think about all they have in their lives to be thankful for.</li> <li>• How to build their resilience by looking at when their bucket is full vs when their bucket is empty.</li> <li>• How focussing on their appreciation around the strengths work they have done can remind them of what they DO have during times of stress.</li> <li>• To establish a new perspective on how gratitude can help them to build resilience when they face tough times.</li> </ul> | <p>My Happy Mind Scheme:</p> <p>Relate (Lessons 1 – 2):</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• How they go about making friendships today – what strengths they have here and what they can develop.</li> <li>• How those skills are transferable to their upcoming changing environment.</li> <li>• Strategies to manage friendships through change, transition and peer pressure by practising different communication strategies.</li> <li>• Strategies for seeing different perspectives through role play.</li> </ul> <p><i>Vocabulary:</i><br/> <i>character strengths, relate, get along, people, active listening, 'stop understand and consider', friendships, relationships, differences, perspectives, team H-A-P, dopamine</i></p> <p>Engage (Lessons 1 – 2):</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• How to set goals linked to transition, which they can work toward to help them feel more comfortable with what is ahead.</li> <li>• How to recognise their concerns and define strategies to overcome them.</li> </ul> | <p>Relate:</p> <ul style="list-style-type: none"> <li>• Identify personal strengths in forming and maintaining friendships</li> <li>• Reflect on areas for personal development in social situations</li> <li>• Apply social skills to new or changing environments</li> <li>• Practise effective communication in a range of contexts</li> <li>• Manage peer pressure through confident and respectful dialogue</li> <li>• Resolve conflicts and repair friendships</li> <li>• Listen actively and respond appropriately</li> <li>• Recognise and respect different perspectives</li> <li>• Show empathy through role play and discussion</li> <li>• Adapt to change and manage emotions during transitions</li> </ul> <p>Engage:</p> <ul style="list-style-type: none"> <li>• Set realistic and purposeful goals linked to transition</li> <li>• Recognise and articulate personal concerns about change</li> <li>• Define and use strategies to manage worries or anxieties</li> <li>• Identify personal strengths and apply them in new situations</li> <li>• Use strengths to take advantage of new opportunities</li> <li>• Create and work towards goals that support ongoing personal growth</li> </ul> | <p>Relate:</p> <p>Values: Empathy, Respect</p> <ul style="list-style-type: none"> <li>• Pupils will practise empathy by imagining how others might feel in different friendship situations.</li> <li>• Pupils will show respect by listening to others' views and treating different perspectives with kindness.</li> </ul> <p>Engage:</p> <p>Values: Aspire, Reflect</p> <ul style="list-style-type: none"> <li>• Pupils will aspire to make the most of new opportunities by setting goals for secondary school.</li> <li>• Pupils will reflect on their feelings about change and identify strategies to overcome worries.</li> </ul> |

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|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• How they can use their strengths to leverage the opportunities that they are excited about.</li> <li>• How to create goals around leveraging and practising the tools they have learned as they progress through to secondary school.</li> </ul> <p><i>Vocabulary:</i><br/>engage, activity, goal, perseverance, 'feel good, do good', believe to achieve, happy breathing, habits, perseverance, resilience, dopamine, cortisol, team goals</p>                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Practise using tools and strategies learned in preparation for secondary school</li> <li>• Reflect on progress and adapt goals as needed</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Spanish:</b> | <p>Year 6:</p> <ul style="list-style-type: none"> <li>• Listening and gisting information from an extended audio passage using language detective skills.</li> <li>• Reading short authentic texts for enjoyment or information.</li> <li>• Identifying and extracting key information in a range of authentic texts.</li> <li>• Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.</li> <li>• Developing extended sentences to justify a fact or opinion.</li> <li>• Engaging in conversation and transactional language.</li> <li>• Modifying, expressing and comparing opinions.</li> <li>• Speaking and reading aloud with increasing confidence and fluency.</li> <li>• Using existing knowledge of vocabulary and phrases to create new sentences.</li> <li>• Constructing a short text on a familiar topic.</li> <li>• Recognising and using a wide range of descriptive phrases.</li> </ul> | <p>Kapow Spanish Scheme:</p> <p>Maya City Treasure Hunt</p> <p><b>Grammar</b><br/>To know:</p> <ul style="list-style-type: none"> <li>• The rules for changing the ending of an adjective according to the gender and number of the noun it describes.</li> <li>• That porque – because, can be used to extend a sentence and give a justification.</li> </ul> <p><b>Cultural Awareness</b><br/>To know:</p> <ul style="list-style-type: none"> <li>• About the cities of the Ancient Maya and their key landmarks.</li> </ul> <p><i>Vocabulary:</i><br/>la primera, la segunda, la tercera, a la izquierda, a la derecha, gira, toma, sigue todo recto, ¿Qué hay allí?, allí está, un área, un sitio, desde</p> | <p>Language Comprehension:</p> <ul style="list-style-type: none"> <li>• Listening and gisting information from an extended audio passage using language detective skills.</li> <li>• Reading short authentic texts for enjoyment or information.</li> <li>• Identifying and extracting key information in a range of authentic texts.</li> <li>• Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.</li> </ul> <p>Language Production:</p> <ul style="list-style-type: none"> <li>• Developing extended sentences to justify a fact or opinion.</li> <li>• Engaging in conversation and transactional language.</li> <li>• Modifying, expressing and comparing opinions.</li> <li>• Speaking and reading aloud with increasing confidence and fluency.</li> <li>• Using existing knowledge of vocabulary and phrases to create new sentences.</li> <li>• Constructing a short text on a familiar topic.</li> <li>• Recognising and using a wide range of descriptive phrases.</li> </ul> | <ul style="list-style-type: none"> <li>• To feel confident to speak Spanish.</li> <li>• Compare the lifestyles between England and Spain, appreciating individuality within this.</li> <li>• Appreciate similarities and differences between languages and cultures.</li> <li>• Respect pronunciation and the importance of accuracy in communicating in different languages.</li> <li>• Reflect on own progress and aspire for highest quality possible.</li> </ul> |

\*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage