
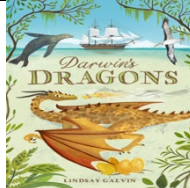


Riversdale Primary School

MEDIUM TERM PLANNING

YEAR GROUP	Year 6
TERM	Summer 2

QUALITY STIMULUS TEXT(S)
 

LEARNING OVERVIEW
<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>

SIGNIFICANT PEOPLE PAST & PRESENT	
<ul style="list-style-type: none">• Delita Martin (Art)• Charles Darwin (Science)	<ul style="list-style-type: none">• Jean-Baptiste Lamarck (Science)• Gregor Mendel (Science)

LINKED UNCRC ARTICLES

- Article 3: Best Interests of the Child
- Article 6: Live, Survival and Development
- Article 8: Identity
- Article 12: Respect for Children's Views
- Article 13: Sharing Thoughts Freely
- Article 24: Health, Water, Food, Environment
- Article 31: Rest, Play, Culture, Arts

SUBJECT	CONSOLIDATING: <small>WHAT SKILLS SPECIFIC TO THIS TOPIC ARE BEING BUILT UPON? WHAT KNOWLEDGE SPECIFIC TO THIS TOPIC IS BEING CONSOLIDATED?</small>	LEARNING:		
		HEAD* <small>WHAT SUBSTANTIVE KNOWLEDGE SHOULD THE CHILDREN LEARN?</small>	HAND* <small>WHAT DISCIPLINARY KNOWLEDGE AND SKILLS SHOULD THE CHILDREN LEARN?</small>	HEART* <small>WHAT VALUES AND EMOTIONAL INTELLIGENCE CONCEPTS SHOULD THE CHILDREN DEVELOP?</small>
READING:	<p>Year 6:</p> <ul style="list-style-type: none"> • Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Increase their familiarity with a wide range of books, including modern fiction, fiction from our literary heritage and traditional tales. • Read books that are structured in different ways and read for a range of purposes. • 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. • Retrieve, record and present information from fiction and non-fiction. • Identify and discuss themes and conventions in and across a wide range of writing. • Identify how language, structure and presentation contribute to meaning. • Learn a wider range of poetry by heart. 	<p>Ready, Steady Read Together Scheme:</p> <p>Fiction:</p> <ul style="list-style-type: none"> • Grimm's Fairy Tales <p>Non-Fiction:</p> <ul style="list-style-type: none"> • Cheeky Treats <p>Poetry:</p> <ul style="list-style-type: none"> • Everyone Sang <p>Comprehension:</p> <ul style="list-style-type: none"> • Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Increase their familiarity with a wide range of books, including modern fiction, fiction from our literary heritage and traditional tales. • Read books that are structured in different ways and read for a range of purposes. • 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. 	<p>Reading Skills:</p> <ul style="list-style-type: none"> • Make meaning from words and sentences, including knowledge of phonics, word roots, word families. • Make meaning from text organisation. • Make meaning by drawing on prior knowledge. • Read increasingly complex texts independently for sustained periods. • Find the main idea of a paragraph and text. • Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause and complex sentences. • Read closely, annotating for specific purposes. • Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases. • Connecting prior knowledge and textual information to make inferences and predictions. • Increase understanding of how punctuation can vary and affect 	<ul style="list-style-type: none"> • Pupils will develop respect by engaging thoughtfully with texts from literary heritage, modern fiction and other cultures, recognising the value of different viewpoints, traditions and experiences. • Pupils will show respect during discussions, debates and comparative reading by listening carefully, building on others' ideas and challenging viewpoints appropriately. • Pupils will develop responsibility by taking ownership of their reading, independently tackling complex texts and applying strategies such as close reading, annotation, summarising, comparing and re-reading. • Pupils will show responsibility by preparing carefully for formal presentations, debates, poetry performances and play scripts, contributing clearly and confidently with evidence from the text. • Pupils will develop reflection by considering how authors use

	<ul style="list-style-type: none"> • 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. • Predict what might happen from details stated and implied. • Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Ask questions to improve their understanding. • Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas. • Make comparisons within and across books e.g. plot, genre and theme. • Provide reasoned justifications for their views. • Discuss and evaluate how authors use language, including figurative language considering the impact on the reader. Distinguishing between statements of fact and opinion. • 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. • Make meaning from words and sentences, including knowledge of phonics, word roots, word families. 	<ul style="list-style-type: none"> • Retrieve, record and present information from fiction and non-fiction. • Identify and discuss themes and conventions in and across a wide range of writing. • Identify how language, structure and presentation contribute to meaning. • Learn a wider range of poetry by heart. • 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. • Predict what might happen from details stated and implied. • Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Ask questions to improve their understanding. • Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas. • Make comparisons within and across books e.g. plot, genre and theme. • Provide reasoned justifications for their views. • Discuss and evaluate how authors use language, including figurative language considering the impact on the reader. Distinguishing 	<p>sentence structure and meaning, help avoid ambiguity.</p> <ul style="list-style-type: none"> • Summarising a text. • Secure responses and understanding through re-reading and cross-check information. • Confidently use a range of strategies for finding and locating information e.g. skimming scanning for detail. • Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning. 	<p>language, structure, figurative language and sentence choices to shape meaning, mood, characterisation and emotional impact.</p> <ul style="list-style-type: none"> • Pupils will show reflection by forming personal interpretations of complex texts, justifying their opinions with evidence and refining their thinking through discussion and critical response. • Pupils will develop reflection by comparing themes, characters, language choices and authorial techniques across books, considering how meaning can be layered and interpreted in different ways. • Pupils will develop resilience by challenging themselves with sophisticated vocabulary, complex sentence structures, layered meaning and unfamiliar literary forms. • Pupils will show resilience by persevering when texts are demanding, using re-reading, discussion and independent strategies to deepen comprehension and confidence. • Pupils will develop respect and reflection by empathising with characters, inferring motives and feelings, and responding sensitively to the experiences and perspectives represented in texts. • Pupils will develop responsibility and resilience by sustaining a love of reading, engaging with increasingly challenging literature and developing independence, insight and confidence as mature readers.
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	<ul style="list-style-type: none"> • Make meaning from text organisation. • Make meaning by drawing on prior knowledge. • Read increasingly complex texts independently for sustained periods. • Find the main idea of a paragraph and text. • Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause and complex sentences. • Read closely, annotating for specific purposes. • Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases. • Connecting prior knowledge and textual information to make inferences and predictions. • Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity. • Summarising a text. • Secure responses and understanding through re-reading and cross-check information. • Confidently use a range of strategies for finding and locating information e.g. skimming scanning for detail. • Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning. 	<p>between statements of fact and opinion.</p> <ul style="list-style-type: none"> • 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. <p><i>Vocabulary:</i> <i>figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare</i></p>		
<p>WRITING:</p>	<ul style="list-style-type: none"> • 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. 		<p>Pupils to apply grammar, purpose for writing and specific text type features in Writing to Entertain:</p>	<ul style="list-style-type: none"> • Pupils will show respect by listening carefully to one another’s ideas, taking turns to speak and valuing the different

		<ul style="list-style-type: none"> • A short narrative written from the perspective of the gibbons discussing Michael's arrival on the island. <p>Pupils to apply grammar, purpose for writing and specific text type features in</p> <p>Writing to Persuade:</p> <ul style="list-style-type: none"> • A formal letter from Syms Covington to Charles Darwin applying for the job of cabin boy. <p>Pupils to apply grammar, purpose for writing and specific text type features in</p> <p>Writing to Inform:</p> <ul style="list-style-type: none"> • A newspaper article announcing the discovery of dragons by Syms Covington. • A biography detailing the life and achievements of Charles Darwin. (Science Link) • A non-chronological report comparing the UK to Japan, including a range of human and physical features. (Geography Link) <p>Handwriting:</p> <ul style="list-style-type: none"> • Write increasing legibly, fluently and with increasing speed through improving choices of which the shape of a letter to use when given choices and deciding whether or not to join specific letters. <p>Composition:</p> <ul style="list-style-type: none"> • Plan by identifying the audience for and purpose of the writing, and desired impact upon the audience. • Plan by noting and developing initial ideas, drawing on reading where necessary. • Draft and write by selecting appropriate grammar and vocabulary for the desired impact. 	<p>stories, sentences and vocabulary choices shared by others.</p> <ul style="list-style-type: none"> • Pupils will take responsibility for their writing by trying their best, using the resources available to them and making careful choices about words, punctuation and presentation. • Pupils will take responsibility when working with a partner or group by sharing ideas, helping others and contributing positively to writing tasks. • Pupils will develop reflection by reading back their own writing, noticing what they have done well and identifying simple ways to improve with support. • Pupils will use reflection to respond to feedback, edit their writing and begin to set small targets for improvement. • Pupils will show resilience by building confidence as writers, having a go at new vocabulary, sentence structures and spelling patterns, and continuing even when writing feels challenging. • Pupils will show resilience by learning that writing improves through practice, drafting, editing and trying again. • Pupils will develop a positive attitude towards writing by enjoying stories, poems and non-fiction texts, and using these as inspiration for their own writing. • Pupils will show respect and kindness when responding to the work of others, giving feedback in a supportive way and recognising the effort that has gone into each piece of writing.
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		<ul style="list-style-type: none"> Edit own work independently, applying current learning around spelling, punctuation and grammar. 		
MATHEMATICS:	<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"> Geometry Ratio Algebra Position & Movement Statistics 		<p>Values: Respect, Individuality, Value, Reflect, Share, Aspire, Empathy</p> <ul style="list-style-type: none"> Working collaboratively with partners and in groups. Using appropriate listening skills and turn taking in group discussion. Showing empathy and kindness by helping each other to understand. Knowing that giving your partner the answer is not helpful but explaining it is. To recognise the value in making mistakes. To identify the importance of resilience in problem solving. To find different ways to solve the same problem. 	
SCIENCE:	<p>Years 5 & 6:</p> <ul style="list-style-type: none"> Given a wide range of resources decide for themselves how to gather evidence to answer a scientific question. Recognise how secondary sources can be used to answer questions that cannot be answered through practical work. Independently ask scientific questions, stimulated by a scientific experience or to ask further questions to developed understanding following an enquiry. Look for patterns and relationships using a suitable sample. 	<p>Evolution & Inheritance:</p> <ul style="list-style-type: none"> There are a range of different fossil types. Fossils provide evidence of how living things have changed over millions of years. Offspring inherit traits from their parents through genes, which are passed down through generations. 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. Adaptations ensure a species is able to survive and pass on its genes to the next generation. 	<p>Ask Questions:</p> <ul style="list-style-type: none"> Given a wide range of resources decide for themselves how to gather evidence to answer a scientific question. Recognise how secondary sources can be used to answer questions that cannot be answered through practical work. Independently ask scientific questions, stimulated by a scientific experience or to ask further questions to developed understanding following an enquiry. <p>Enquiry:</p> <ul style="list-style-type: none"> Look for patterns and relationships using a suitable sample. 	<p>Values: Value, Individuality, Empathy, Respect, Reflect, Share</p> <ul style="list-style-type: none"> Appreciation for knowledge and curiosity, as students learn to value scientific inquiry and exploration of the natural world. Recognising and celebrating the unique traits and characteristics that make individual organisms distinct, fostering an appreciation for diversity. Understanding the challenges faced by living organisms and the importance of adaptation for survival cultivates empathy towards all forms of life and their struggles.

	<ul style="list-style-type: none"> Select from a range of practical resources to gather evidence to answer questions. Record observations, for example: using annotated photographs, videos, labelled diagrams, observational drawings, labelled scientific diagrams or writing. Decide how to record and present evidence. Record observations and measurements using tables, charts, graphs, diagrams, or writing. Answer own questions based on observations made or measurements taken during the lesson. Communicate findings to an audience using relevant scientific language and illustrations. Discuss how new discoveries change scientific understanding. 	<ul style="list-style-type: none"> The processes linked to evolution, including speciation, increases biodiversity which leads to a healthy ecosystem. <p>Significant People:</p> <p>Charles Darwin:</p> <ul style="list-style-type: none"> Observed how finches had adapted in the Galapagos to better suit the food supply and proposed a theory of evolution by natural selection. <p>Jean-Baptiste Lamarck:</p> <ul style="list-style-type: none"> Proposed an early theory of evolution based on inheritance of characteristics. <p>Gregor Mendel:</p> <ul style="list-style-type: none"> Deduced that genes come in pairs, with one being inherited from each parent by experimenting on pea plants. <p><i>Vocabulary:</i> <i>evolution, species, fossils, variation, adaptation, traits, offspring, inheritance, habitat, speciation, natural selection</i></p>	<ul style="list-style-type: none"> Select from a range of practical resources to gather evidence to answer questions. <p>Record/Present:</p> <ul style="list-style-type: none"> Record observations, for example: using annotated photographs, videos, labelled diagrams, observational drawings, labelled scientific diagrams or writing. Decide how to record and present evidence. Record observations and measurements using tables, charts, graphs, diagrams, or writing. <p>Conclusions:</p> <ul style="list-style-type: none"> Answer own questions based on observations made or measurements taken during the lesson. <p>Communicate:</p> <ul style="list-style-type: none"> Communicate findings to an audience using relevant scientific language and illustrations. <p>Evaluation:</p> <p>Discuss how new discoveries change scientific understanding.</p>	<ul style="list-style-type: none"> Recognising the importance of each species' role in its ecosystem and respecting the diversity of life forms and their adaptations. 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. Emphasising the interconnectedness of life forms and ecosystems, promoting a sense of shared responsibility for preserving biodiversity and protecting the planet's natural resources.
<p>ART:</p>	<p>Year 4:</p> <ul style="list-style-type: none"> Work in greater detail through relief printing – making printing blocks. Explore lines, marks, shapes, and tones through the impression method on polystyrene tiles. Print with two colour overlays. Experiment with overprinting motifs and colour. Design a complex pattern made up from two or more motifs and print a tiled version. <p>Year 6:</p> <ul style="list-style-type: none"> Use a sketchbook to collect and record visual information from 	<p>Printing:</p> <ul style="list-style-type: none"> To create a print with more than one colour in relief printing, there are two particular methods: <ul style="list-style-type: none"> Create one print block/plate and apply the different inks/paints to specific areas. Create two or more printing blocks/plates, each with different areas of the final design raised, and use a different colour on each. Collagraphy involves gluing and sealing materials to something rigid like cardboard or wood. 	<p>Exploring & Developing Ideas:</p> <ul style="list-style-type: none"> Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works. Express thoughts and feelings about their own work and that of others through clear and well explained annotations Make notes to indicate their intentions/purpose of a piece of work. Use a sketchbook to explain how they can adapt and improve their 	<p>Values: Respect, Value, Reflect, Individuality, Share</p> <ul style="list-style-type: none"> Pupils should respect the work of Delita martin and the message she conveys and the people she represents in her art. Value the use of a new art form they may have not used before and how they can be creative in new ways. Value the importance of planning and research when creating a piece of work.

	<p>different sources as well as experimentations/ planning/trying out ideas for future works.</p> <ul style="list-style-type: none"> Express thoughts and feelings about their own work and that of others through clear and well explained annotations Make notes to indicate their intentions/purpose of a piece of work. Use a sketchbook to explain how they can adapt and improve their work, throughout the creative process based on their intentions. Develop own style based on learning around artists and techniques, including mixed media. Discuss and review own and others work, with clear explanations that are supported by their knowledge or artists and techniques. Reflect on own work identifying modifications that can be made, in relation to styles and approaches to develop this further. Identify artists who have worked in a similar way to their own work and explain the intended impact on the viewer. Recognise the art of key artists and continue to place them in key movements or historical events. 	<ul style="list-style-type: none"> Like in relief printing, the material becomes a print block/plate which is inked and pressed on to another material. Overlaying different printing techniques can create a visually interesting artwork. Different colours can be used to symbolise different emotions/feelings. Lighter tones create a sense of openness, joy, or optimism. Darker tones create feelings of mystery, sadness, or seriousness. <p>Significant People: Delita Martin:</p> <ul style="list-style-type: none"> A master printmaker incorporating a little bit of everything. Her goal is to represent marginalised voices. She empowers her own self-identity as a black woman through her art, using symbolism through colour and imagery. <p><i>Vocabulary:</i> <i>overlay, collagraphy, relief printing, print block/plate, ink, symbolism</i></p>	<p>work, throughout the creative process based on their intentions.</p> <ul style="list-style-type: none"> Develop own style based on learning around artists and techniques, including mixed media. <p>Responding to Art:</p> <ul style="list-style-type: none"> Discuss and review own and others work, with clear explanations that are supported by their knowledge or artists and techniques. Reflect on own work identifying modifications that can be made, in relation to styles and approaches to develop this further. Identify artists who have worked in a similar way to their own work and explain the intended impact on the viewer. Recognise the art of key artists and continue to place them in key movements or historical events. <p>Printing:</p> <ul style="list-style-type: none"> Create designs for prints by simplifying initial drawings/ sketches. Extend printing methods such as using Collagraph (on card/lino). Through printing, show increasing use of tools to control line, shape, texture, and tone. Colour mix through printing, create prints with at least three colour overlays. Use printing techniques as part of a multi-media project. 	<ul style="list-style-type: none"> Reflect on past skills and knowledge of colour theory and portrait drawing. Show their individuality in their designs and prints. Reflect and share on how well they have done in their work and how it connects back to the artist.
<p>COMPUTING:</p>	<p>Year 4:</p> <ul style="list-style-type: none"> Using decomposition to solve a problem by finding out what code was used. 	<p>Kapow Computing Scheme:</p> <p>Intro to Python (Lessons 4 – 5):</p> <ul style="list-style-type: none"> To know that nested loops are loops inside of loops. 	<ul style="list-style-type: none"> Decomposing a program into an algorithm. Writing increasingly complex algorithms for a purpose. 	<p>Values: Respect, Value, Reflect, Share, Democracy</p> <ul style="list-style-type: none"> Respect for diverse solutions to problems, acknowledging that

	<ul style="list-style-type: none"> Using decomposition to understand the purpose of a script of code. Identifying patterns through unplugged activities. Using past experiences to help solve new problems. Using abstraction to identify the important parts when completing both plugged and unplugged activities. Creating algorithms for a specific purpose. Using abstraction and pattern recognition to modify code. 	<ul style="list-style-type: none"> To understand the use of random numbers and remix Python code. <p><i>Vocabulary:</i> <i>algorithm, code, command, design, import, indentation, input, instructions, loop, output, patterns, random, remix, repeat, shape</i></p>	<ul style="list-style-type: none"> Debugging quickly and effectively to make a program more efficient. Remixing existing code to explore a problem. Using and adapting nested loops. Programming using the language Python. Changing a program to personalise it. Evaluating code to understand its purpose. Using logical thinking to explore software independently, iterating ideas and testing continuously. 	<p>there are multiple ways to approach programming challenges.</p> <ul style="list-style-type: none"> Understanding the value of logical thinking and problem-solving skills in programming. Reflecting on one's own programming process to identify strengths and areas for improvement. Reflecting on the effectiveness of code through evaluation and debugging processes. Collaborating on group projects to share knowledge and skills in programming. Encouraging democratic decision-making in selecting programming projects or problem-solving approaches.
<p>DT:</p>	<p>Year 4:</p> <ul style="list-style-type: none"> Recognise that an electric power system is a network of components deployed to supply, transfer, and use electric power. Draw on understanding of simple electrical circuits and switches to generate design ideas. Build electrical systems, making secure connections, for a desired outcome. <p>Year 6:</p> <ul style="list-style-type: none"> Identify products that use computer programming to function. Know that microcontrollers can be used in a range of products as they are small and can be programmed to perform specific functions. Experiment with microcontrollers, exploring a range of inputs and 	<p>Electrical Systems – Micro:bit Control (Lessons 4 – 6):</p> <p>CONTEXT: <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"> Micro:bits use inputs (e.g. buttons, sensors) and outputs (e.g. LEDs, sound). They are used in real products, such as alarms, timers and games. Computer programming can control how a micro:bit behaves. Code must be uploaded to the micro:bit for it to function. 	<p>Electrical Systems:</p> <ul style="list-style-type: none"> Develop a sequence of steps to be used as a control programme based on a design brief. Build electrical systems, using control programmes, for a desired outcome. Confidently use appropriate vocabulary for tools, materials and their properties. <p>Designing:</p> <ul style="list-style-type: none"> Clearly describe the purpose of their products. Indicate the design features of their products that will appeal to intended users, with clear reasoning. Explain how particular parts of their products work. Develop a simple design specification to guide their thinking. 	<p>Values: Individuality, Entrust, Respect</p> <ul style="list-style-type: none"> Pupils will create their own unique designs that show their creativity and personal ideas while still meeting the needs of the design brief. 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. Pupils will respectfully listen to each other’s evaluations, give constructive feedback, and appreciate the effort that went into each design.

	<p>outputs which can be applied to a given scenario.</p> <ul style="list-style-type: none"> Clearly describe the purpose of their products. Indicate the design features of their products that will appeal to intended users, with clear reasoning. Explain how particular parts of their products work. Develop a simple design specification to guide their thinking. Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas. Use computer-aided design to develop and communicate their ideas. Generate innovative ideas, drawing on research. Make design decisions, taking account of constraints such as time, resources and cost. Share and clarify ideas through discussion. Model their ideas using prototypes and pattern pieces. Select tools and equipment suitable for the task. Confidently explain their choice of tools and equipment in relation to the skills and techniques they will be using. Select materials and components suitable for the task. Confidently explain their choice of materials and components according to functional properties and aesthetic qualities. Produce appropriate lists of tools, equipment and materials that they need. 	<ul style="list-style-type: none"> An accelerometer detects movement and can be used to trigger outputs. The micro:bit's accelerometer can be used to detect steps. A loop can be used in code to keep the pedometer running. Real-life pedometers are designed to be small, wearable and easy to read. The pedometer should display the step count clearly. Accuracy and durability matter for a real-world product. <p><i>Vocabulary:</i> <i>micro:bit, microcontroller, input, output, accelerometer, pedometer, program, code, loop, wearable, component</i></p>	<ul style="list-style-type: none"> Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas. Use computer-aided design to develop and communicate their ideas. Generate innovative ideas, drawing on research. Make design decisions, taking account of constraints such as time, resources and cost. Share and clarify ideas through discussion. Model their ideas using prototypes and pattern pieces. <p>Making:</p> <ul style="list-style-type: none"> Select tools and equipment suitable for the task. Confidently explain their choice of tools and equipment in relation to the skills and techniques they will be using. Select materials and components suitable for the task. Confidently explain their choice of materials and components according to functional properties and aesthetic qualities. Produce appropriate lists of tools, equipment and materials that they need. Formulate step-by-step plans as a guide to making. Follow procedures for safety and hygiene. Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components. 	
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	<ul style="list-style-type: none"> • Formulate step-by-step plans as a guide to making. • Follow procedures for safety and hygiene. • Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components. • Accurately measure, mark out, cut and shape materials and components. • Accurately assemble, join and combine materials and components. • Accurately apply a range of finishing techniques, including those from art and design. • Use techniques that involve a number of steps. • Demonstrate resourcefulness when tackling practical problem. • Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make. • Identify the strengths and areas for development in their ideas and products, making clear links to the design criteria. • Consider the views of others, including intended users, to improve their work, making clear links to the design criteria. • Evaluate their ideas and products against their original design specification. 		<ul style="list-style-type: none"> • Accurately measure, mark out, cut and shape materials and components. • Accurately assemble, join and combine materials and components. • Accurately apply a range of finishing techniques, including those from art and design. • Use techniques that involve a number of steps. • Demonstrate resourcefulness when tackling practical problem. <p>Evaluating:</p> <ul style="list-style-type: none"> • Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make. • Identify the strengths and areas for development in their ideas and products, making clear links to the design criteria. • Consider the views of others, including intended users, to improve their work, making clear links to the design criteria. • Evaluate their ideas and products against their original design specification. 	
GEOGRAPHY:	<p>Year 6:</p> <ul style="list-style-type: none"> • Continue to identify how physical features affect human activity 	Land of the Rising Sun (Lessons 7-11):	<p>Human & Physical Geography Knowledge:</p> <ul style="list-style-type: none"> • Continue to identify how physical features affect human activity 	<p>Values: Share, Value< Entrust, Reflect, Respect</p>

	<p>within a location (earthquakes and resource distribution).</p> <ul style="list-style-type: none"> • Continue to identify how physical features affect human activity within a location (earthquakes and resource distribution). • Explain reasons for geographical similarities and differences between countries (UK and Japan). • Explain the impact these have on communities. • 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. <p>Years 5 & 6:</p> <ul style="list-style-type: none"> • Analyse and explain views on the effectiveness of different geographical representations e.g., aerial view and topological maps. • Establish whether the geographical questions posed, the methods used, and the answers found are valid. • Use eight points of a compass, four figure grid reference, ordnance survey maps (physical and digital) and symbols to communicate geographical knowledge. • Start to use six figure grid references for increased specificity. • Find possible answers to their own geographical questions. 	<ul style="list-style-type: none"> • Land use is shaped by topography, population density, economic needs, and cultural heritage. • In South West England, land use includes: agricultural land, tourism areas and small settlements. • In Kansai, land use includes: densely populated urban zones, cultural and historic sites, farming land, and industrial areas. • In South West England, employment includes: agriculture, tourism and hospitality, and crafts. • In Kansai, employment includes: manufacturing, shipping, tourism and heritage services. • In South West England: rivers and coastline provide water, and fishing grounds; renewable energy sources include wind and tidal power. • 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. <p><i>Vocabulary:</i> <i>land use, settlement, relief, economic activity, industry, natural resources, sustainability, adaptation, terracing, import</i></p>	<p>within a location (earthquakes and resource distribution).</p> <ul style="list-style-type: none"> • Deepen understanding of human geography through an exploration of trade, import, export, tourism in contrasting localities (UK vs. Japan). • Describe and understand key aspects of human geography, including economic activity including trade links. • Continue to identify how physical features affect human activity within a location (earthquakes and resource distribution). <p>Place Knowledge:</p> <ul style="list-style-type: none"> • Explain reasons for geographical similarities and differences between countries (UK and Japan). • Explain the impact these have on communities. <p>Locational Knowledge:</p> <ul style="list-style-type: none"> • 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. <p>Interpret a Range of Sources:</p> <ul style="list-style-type: none"> • Analyse and explain views on the effectiveness of different geographical representations e.g., aerial view and topological maps. • Establish whether the geographical questions posed, the methods used, and the answers found are valid. <p>Mapwork:</p> <ul style="list-style-type: none"> • Use eight points of a compass, four figure grid reference, ordnance survey maps (physical and digital) and symbols to communicate geographical knowledge. 	<ul style="list-style-type: none"> • Pupils will share ideas about how land is used differently around the world and how people adapt to different landscapes. • Pupils will understand how people value different goods and resources and how trade links communities across the globe. • Pupils will explore how people are entrusted with the care and use of natural resources to meet needs fairly and sustainably. • Pupils will reflect on how different maps help us understand places in new ways and choose the most effective ways to present information. • Pupils will show respect for diversity by identifying and valuing both the differences and similarities between regions and cultures.
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			<ul style="list-style-type: none"> Start to use six figure grid references for increased specificity. <p>Communicate Geographical Information:</p> <ul style="list-style-type: none"> Find possible answers to their own geographical questions. 	
<p>MUSIC:</p>	<p>Year 6:</p> <ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. Recording own composition using appropriate forms of notation and/or technology and incorporating. Constructively critique their own and others' work, using musical vocabulary. Singing songs in two or more secure parts from memory, with 	<p>Kapow Music Scheme:</p> <p>Composing & Performing a Leavers' Song:</p> <ul style="list-style-type: none"> To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a melody can be adapted by changing its dynamics, pitch or tempo. To know that chord progressions are represented in music by Roman numerals. <p><i>Vocabulary:</i> <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"> Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. Recording own composition using appropriate forms of notation and/or technology and incorporating. Constructively critique their own and others' work, using musical vocabulary. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> Appreciate the skills and efforts of their peers and musicians. Respect for the instruments and equipment used in music-making. Express individual creativity through music composition and performance. Explore different instruments and musical roles. Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects. Lead, make decisions, and contribute to the musical process. Engage in reflective practices after performances, analysing what went well and areas for improvement. Share musical talents and skills through performances. Share ideas, insights, and responsibilities. Engage in discussions about the selection of repertoire and the organisation of musical events. Set musical goals, whether related to technique, theory, or performance. Aim for higher levels of musical proficiency and expression.

	<p>accuracy, fluency, control and expression.</p> <ul style="list-style-type: none"> • 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. • Performing a solo or taking a leadership role within a performance. • Performing with accuracy and fluency from graphic and staff notation and from their own notation. • Performing by following a conductor's cues and directions. 		<ul style="list-style-type: none"> • 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. • Performing a solo or taking a leadership role within a performance. • Performing with accuracy and fluency from graphic and staff notation and from their own notation. • Performing by following a conductor's cues and directions. 	<ul style="list-style-type: none"> • Develop a love for music through exposure to various genres and styles. • Nurture emotional connections to music and express and interpret emotions through performance. • Develop empathy by understanding the emotions conveyed in different pieces. • Listen to and understand each other in teamwork.
PE:	<p>Year 5:</p> <ul style="list-style-type: none"> • Tactical placement creates scoring opportunities. • Anticipation improves fielding success. • Decision-making affects risk and reward. • Different striking techniques create different outcomes. • Team strategy affects attacking and defensive success. • Communication and leadership improve organisation. • Refine striking and fielding skills fluently under pressure and across different game situations. • Adapt striking and fielding tactics strategically according to opponents and gameplay situations. • Analyse tactical and technical performance critically and adapt strategies independently. • Demonstrate leadership, sportsmanship and self-regulation during competitive situations. 	<p>Cricket</p> <p>Learn that:</p> <ul style="list-style-type: none"> • Tactical placement creates scoring opportunities. • Anticipation improves fielding success. • Decision-making affects risk and reward. • Different striking techniques create different outcomes. • Team strategy affects attacking and defensive success. • Communication and leadership improve organisation. <p><i>Vocabulary:</i> <i>striking, fielding, bowling, wicket, tactical placement, scoring opportunity, anticipation, risk and reward, striking technique, team strategy, leadership, self-regulation</i></p>	<ul style="list-style-type: none"> • Refine striking and fielding skills fluently under pressure and across different game situations. • Adapt striking and fielding tactics strategically according to opponents and gameplay situations. • Analyse tactical and technical performance critically and adapt strategies independently. • Demonstrate leadership, sportsmanship and self-regulation during competitive situations. 	<ul style="list-style-type: none"> • Pupils will show respect by demonstrating sportsmanship during competitive situations, recognising the efforts of teammates and opponents. • Pupils will show respect by communicating constructively, listening to others' ideas and supporting fair play during cricket activities. • Pupils will develop responsibility by making thoughtful decisions about risk and reward when batting, fielding and responding to game situations. • Pupils will develop responsibility by taking on leadership roles, helping to organise their team and contributing positively to attacking and defensive strategies. • Pupils will use reflection by analysing their tactical and technical performance and identifying how to improve their striking, bowling and fielding.

				<ul style="list-style-type: none"> • Pupils will use reflection by adapting strategies independently in response to opponents, feedback and changing gameplay situations. • Pupils will build resilience by maintaining focus, self-regulation and effort when playing under pressure. • Pupils will build resilience by responding positively to mistakes, setbacks and competitive challenges, using them to refine performance.
RHW:	My Happy Mind Plus Transition Project			
SPANISH:	<p>Year 6:</p> <ul style="list-style-type: none"> • Listening and gisting information from an extended audio passage using language detective skills. • Reading short authentic texts for enjoyment or information. • Identifying and extracting key information in a range of authentic texts. • Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary. • Developing extended sentences to justify a fact or opinion. • Engaging in conversation and transactional language. • Modifying, expressing and comparing opinions. • Speaking and reading aloud with increasing confidence and fluency. • Using existing knowledge of vocabulary and phrases to create new sentences. • Constructing a short text on a familiar topic. 	<p>Kapow Spanish Scheme:</p> <p>Maya City Treasure Hunt</p> <p>Grammar To know:</p> <ul style="list-style-type: none"> • The rules for changing the ending of an adjective according to the gender and number of the noun it describes. • That porque – because, can be used to extend a sentence and give a justification. <p>Cultural Awareness To know:</p> <ul style="list-style-type: none"> • About the cities of the Ancient Maya and their key landmarks. <p><i>Vocabulary:</i> <i>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</i></p>	<p>Language Comprehension:</p> <ul style="list-style-type: none"> • Listening and gisting information from an extended audio passage using language detective skills. • Reading short authentic texts for enjoyment or information. • Identifying and extracting key information in a range of authentic texts. • Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary. <p>Language Production:</p> <ul style="list-style-type: none"> • Developing extended sentences to justify a fact or opinion. • Engaging in conversation and transactional language. • Modifying, expressing and comparing opinions. • Speaking and reading aloud with increasing confidence and fluency. • Using existing knowledge of vocabulary and phrases to create new sentences. • Constructing a short text on a familiar topic. 	<ul style="list-style-type: none"> • To feel confident to speak Spanish. • Compare the lifestyles between England and Spain, appreciating individuality within this. • Appreciate similarities and differences between languages and cultures. • Respect pronunciation and the importance of accuracy in communicating in different languages. • Reflect on own progress and aspire for highest quality possible.



- Recognising and using a wide range of descriptive phrases.



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