

Year 6 Yearly Overview

Topic Title	Street Child		Exploring our Wonderful World		Amazing Alchemy	
Term/Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Events/Visits	Southwell Workhouse and Victorian Day	Belton House	The Deep Aquarium	Blue Planet Art	Woolsthorpe Manor (Isaac Newton's House) Potion Making	Yorkshire Sculpture Park
	<p align="center"><u>Street Child - Berlie Doherty (WCR)</u></p> <p>1.maintain positive attitudes to reading and an understanding of what they read by: 2.continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 5.recommending books that they have read to their peers, giving reasons for their choices</p> <p>6.identifying and discussing themes and conventions in and across a wide range of writing 7.making comparisons within and across books 10.understand what they read by: 11.checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 12.asking questions to improve their understanding 13.drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 14.predicting what might happen from details stated and implied 16.identifying how language, structure and presentation contribute to meaning 17.discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 18.distinguish between statements of fact and opinion 19.retrieve, record and present information from non-fiction 20.participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, 21.provide reasoned justifications for their views</p>		<p align="center"><u>Kensuke's Kingdom by Michael Morpurgo(WCR)</u></p> <p>1.maintain positive attitudes to reading and an understanding of what they read by: 2.continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 5.recommending books that they have read to their peers, giving reasons for their choices</p> <p>6.identifying and discussing themes and conventions in and across a wide range of writing 7.making comparisons within and across books 8.learning a wider range of poetry by heart 9.preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 10.understand what they read by: 11.checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 12.asking questions to improve their understanding 13.drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 14.predicting what might happen from details stated and implied 15.summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas 16.identifying how language, structure and presentation contribute to meaning 17.discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 18.distinguish between statements of fact and opinion 19.retrieve, record and present information from non-fiction 20.participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, 21.provide reasoned justifications for their view</p>		<p align="center"><u>A)Moondial by Helen Cresswell(local connections)</u> <u>B)A Pinch of Magic by Michelle Harrison(WCR)</u></p> <p>1.maintain positive attitudes to reading and an understanding of what they read by: 2.continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 5.recommending books that they have read to their peers, giving reasons for their choices</p> <p>3.reading books that are structured in different ways and reading for a range of purposes 4.increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions 6.identifying and discussing themes and conventions in and across a wide range of writing 7.making comparisons within and across books 15.summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas 16.identifying how language, structure and presentation contribute to meaning 17.discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 18.distinguish between statements of fact and opinion 19.retrieve, record and present information from non-fiction 20.participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, 21.provide reasoned justifications for their views</p>	
TEXTS	Non-fiction texts for Victorians/Fiction range of passages from different books to highlight grammar and historical story genre/Poetry /letters and diary entries from historical sources.		Range of fact files and non-fiction books related to biomes and animals around the world/ fiction texts from animal / adventure genre stories/atlases and books about countries for radial reading. Biographies and autobiographies from explorers		Range of Newspaper reports/Real leaflets for persuasion Fiction mostly from fantasy genre	
Literacy Genres	Narrative-setting and character, Recount-ordering a day, figurative imagery		Non-Chronological Report, Narrative =sequence of events Letters of persuasion and complaint		Reports-non-chronological/ factfiles /Instructions/ Recounts-diary-journal	
Vipers	Vocab <i>apply their growing knowledge of root words, prefixes and suffixes (etymology-origin of words and morphology- study of words), as listed in English appendix 1, both to read aloud and to understand</i>		Vocab <i>apply their growing knowledge of root words, prefixes and suffixes (etymology-origin of words and morphology- study of words), as listed in English appendix 1, both to read aloud and to understand</i>		Vocab <i>apply their growing knowledge of root words, prefixes and suffixes (etymology-origin of words and morphology- study of words), as listed in English appendix 1, both to</i>	

Repeat skills
Focus skills

the meaning of new words that they meet

- Morphemic and etymological (origin and history of word) knowledge used to accurately read unfamiliar words
- Use of semantic (relating to meaning in language or logic) and syntactic (grammatical arrangement of words in a sentence) clues to determine word meaning

Identifying tier 2 words relevant to text and homophones/ near homophones (words that sound the same but are spelt differently)

Inference

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

- Layered plot structure supports inferences across the text
- Multi character interactions

Prediction

predicting what might happen from details stated and implied
Make predictions drawing on layers of meaning to suggest different possibilities and causes of action

Explain

checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

- Awareness of viewpoints
- Awareness of different narrative voices
- Identify how specific tier 2 and technical tier 3 vocabulary enhance meaning

Retrieval

retrieve, record and present information from non-fiction

- Retrieve key details and quotations from fiction and nonfiction to demonstrate understanding of character, events and information
- Scan text to locate information

Sequence

summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas

- summarise key points from across a series of chapters

the meaning of new words that they meet

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Identifying tier 2 words relevant to text and homophones/ near homophones (words that sound the same but are spelt differently)

Inference

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

- Inferences across non- linear narrative structures support predictions (e.g. flashbacks)
- Multi character interactions
- Drawing possible alternative motives through stated and implied actions that have happened or may be happening –supporting with evidence from the text

Prediction

predicting what might happen from details stated and implied
Make predictions drawing on layers of meaning to suggest different possibilities and causes of action

Explain

checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

- Identification of layers of meaning
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- Identify how specific tier 2 and technical tier 3 vocabulary enhance meaning
- Explain the meaning and purpose of figurative language choices

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 - Scan text to locate information
- Identify the organisational features used by the author to engage and provide specific information for the reader

Sequence

summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas

- sequencing summaries in correct order for both linear and non-linear texts
- summarise key points from across a series of chapters

read aloud and to understand the meaning of new words that they meet

- Morphemic and etymological (origin and history of word) knowledge used to accurately read unfamiliar words
- Use of semantic (relating to meaning in language or logic) and syntactic (grammatical arrangement of words in a sentence) clues to determine word meaning

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Sequence

summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas

					<ul style="list-style-type: none"> sequencing summaries in correct order for both linear and non-linear texts summarise key points from across a series of chapters 	
SPAG	<p>narrative (2 weeks)</p> <p>R – continue to build a wide vocabulary through synonyms and antonyms</p> <p>R – use adverbs to indicate degrees of possibility</p> <p>R – use expanded noun phrases to convey complicated information concisely</p> <p>N – identify the object and the subject within sentences</p> <p>T – object, subject</p> <p>Recount/diary (2 weeks)</p> <p>R – use relative clauses (who, which, where, when, whose, that, or implied relative pronoun)</p> <p>R – modal verbs to indicate possibility (e.g. might, should, must, will)</p> <p>R – use brackets, dashes and commas to indicate parenthesis</p> <p>R – use the perfect form of verbs to mark relationships of time and cause</p> <p>R – use commas to clarify meaning or avoid ambiguity</p> <p>R – use cohesive devices to build link ideas within and across paragraphs</p> <p>poetry (1 week)</p> <ul style="list-style-type: none"> R – continue to build a wide vocabulary through synonyms and antonyms understand ‘synonym’ and 	<p>Report-on-chronological (2 weeks)</p> <p>R – use relative clauses (who, which, where, when, whose, that, or implied relative pronoun)</p> <p>R – use adverbs to indicate degrees of possibility</p> <p>R – use brackets, dashes and commas to indicate parenthesis</p> <p>R – use expanded noun phrases to convey complicated information concisely</p> <p>R – use the perfect form of verbs to mark relationships of time and cause</p> <p>R – use commas to clarify meaning or avoid ambiguity</p> <p>R – use cohesive devices to build link ideas within and across paragraphs</p> <p>N – understand how words are related by meaning as synonyms and antonyms</p> <p>T – synonym, antonym</p> <p>narrative (2 weeks)</p> <p>R – continue to build a wide vocabulary through synonyms and antonyms</p> <p>R – use adverbs to indicate degrees of possibility</p> <p>R – use expanded noun phrases to convey complicated information concisely</p> <p>N – identify the object and the subject within sentences</p>	<p>Reports(non chron/explanatory) (3 weeks)</p> <p>R – continue to build a wide vocabulary through synonyms and antonyms</p> <p>R – identify the object and the subject within sentences</p> <p>R – recognise the different structures of informal and formal speech</p> <p>R – identify and use subjunctive forms</p> <p>R – punctuating lists with colons, semi-colons and bullet points</p> <p>R – identify and use passive verbs in writing</p> <p>N – punctuating lists with colons, semi-colons and bullet points</p> <p>N – using hyphens to avoid ambiguity</p> <p>T – colon, semi-colon, bullet points, hyphen</p> <p>recounts (3 weeks)</p> <p>R – continue to build a wide vocabulary through synonyms and antonyms</p> <p>R – identify the object and the subject within sentences</p> <p>R – recognise the different structures of informal and formal speech</p> <p>R – identify and use subjunctive forms</p> <p>R – punctuating lists with colons, semi-colons and bullet points</p>	<p>narrative (3 weeks)</p> <p>R – continue to build a wide vocabulary through synonyms and antonyms</p> <p>R – identify the object and the subject within sentences</p> <p>R – recognise the different structures of informal and formal speech</p> <p>R – identify and use subjunctive forms</p> <p>N – identifying active and passive voice</p> <p>N – understand how the use of passive verbs affect a sentence</p> <p>N – using passive verbs in writing</p> <p>T – active, passive</p> <p>Letters-complaints (3 weeks)</p> <p>R – continue to build a wide vocabulary through synonyms and antonyms</p> <p>R – identify the object and the subject within sentences</p> <p>R – recognise the different structures of informal and formal speech</p> <p>R – identify and use subjunctive forms</p> <p>R – punctuating lists with colons, semi-colons and bullet points</p> <p>R – identify and use passive verbs in writing</p> <p>N – use colons, semi colons and dashes to mark the</p>	<p>Narrative/recounts (3 weeks)</p> <p>R – continue to build a wide vocabulary through synonyms and antonyms</p> <p>R – identify the object and the subject within sentences</p> <p>R – recognise the different structures of informal and formal speech</p> <p>R – identify and use subjunctive forms</p> <p>R – punctuating lists with colons, semi-colons and bullet points</p> <p>R – identify and use passive verbs in writing</p> <p>N – use a wider range of cohesive devices, such as repetition, grammatical connections and ellipsis, to link ideas across paragraphs</p> <p>N – layout devices used to structure text (e.g. headings, subheadings, columns, bullets, tables)</p> <p>T – ellipsis</p> <p>letters (2 weeks)</p> <p>R – continue to build a wide vocabulary through synonyms and antonyms</p> <p>R – identify the object</p>	<p>Newspaper reports/Explanatory reports/ persuasive leaflets (5 weeks)</p> <p>R – continue to build a wide vocabulary through synonyms and antonyms</p> <p>R – identify the object and the subject within sentences</p> <p>R – recognise the different structures of informal and formal speech</p> <p>R – identify and use subjunctive forms</p> <p>R – punctuating lists with colons, semi-colons and bullet points</p> <p>R – identify and use passive verbs in writing</p> <p>R – use a wider range of cohesive devices, such as repetition, grammatical connections and ellipsis, to link ideas across paragraphs</p> <p>R – layout devices used to structure text (e.g. headings, subheadings, columns, bullets, tables)</p>

	<p>‘antonym’</p> <ul style="list-style-type: none"> identify object and subject within sentences 	<p>T – object, subject</p> <p>letters (3 weeks)</p> <p>R – modal verbs to indicate possibility (e.g. might, should, must, will)</p> <p>R – continue to build a wide vocabulary through synonyms and antonyms</p> <p>R – identify the object and the subject within sentences</p> <ul style="list-style-type: none"> identify formal and informal structures of speech <p>N – recognise the different structures of informal and formal speech</p> <p>N – identify and use subjunctive forms</p>		<p>boundary between independent clauses</p>	<p>and the subject within sentences</p> <p>R – identify and use subjunctive forms</p> <p>R – punctuating lists with colons, semi-colons and bullet points</p>	
<p>Maths Whiterose order</p>	<p>Place Value x2 weeks Four rules x5 weeks Bodmas/factors/multiplesX1</p>	<p>Fractions x4 weeks Coordinates/translations/reflect ionx2</p>	<p>Decimals-x2 Percentages x2 Algebra x2 Measures -converting x1</p>	<p>Area/Perimeter-rectangles, triangles, parallelograms x2 Volume Ratio/scale x2 Statistics-line graphs and pie charts x1</p>	<p>Geometry-properties of shape=Angles and drawing 2D shapes/nets of 3D shapes x3</p>	<p>Review and recap previous learning to consolidate areas taught.</p>
<p>Science</p>	<p style="text-align: center;">Light</p> <p>P7: Understand that light appears to travel in straight lines. P8: Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. P9: Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. P10: Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p style="text-align: center;">Circuits</p> <p>P14: Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. P15: Compare and give reasons for variations in how</p>	<p style="text-align: center;">Investigate Living Things Understand Plants</p> <p>B1: Relate knowledge of plants to studies of evolution and inheritance. B2: Relate knowledge of plants to studies of all living things.</p> <p style="text-align: center;">Investigate living things</p> <p>B9: Describe how living things are classified into broad groups according to common observable characteristics.</p> <p style="text-align: center;">Understanding evolution and inheritance</p> <p>B10: Give reasons for classifying plants and animals based on specific characteristics. B11: Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. B12: Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>	<p style="text-align: center;">Understanding animals and humans</p> <p>B4: Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>B5: Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions. B6: Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p style="text-align: center;">Sound</p> <p>P11: Find patterns between the pitch of a sound and features of the object that produced it. P12: Find patterns between the volume of a sound and the strength of the vibrations that produced it. P13: Recognise that sounds get fainter as the distance from the sound source increases.</p>			

	<p>components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. P16: Use recognised symbols when representing a simple circuit in a diagram.</p> <p style="text-align: center;">Working Scientifically W1, 2, 3, 4, 5, 6, 7, 8</p>	<p>B13: Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p style="text-align: center;">Working Scientifically W1, 2, 3, 4, 5, 6, 7, 8</p>	<p>Working Scientifically W1, 2, 3, 4, 5, 6, 7, 8</p>			
<p>Computing Code (scratch) Connect Communicate Collect</p>	<p><u>E SAFETY</u> C15: Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. C16: Understand the effect of online comments and show responsibility and sensitivity when online. <i>C27: Understand online risks and the age rules for sites.</i></p>	<p><u>PROGRAMMING</u> C1: Set IF conditions for movements. Specify types of rotation giving the number of degrees. C6: Use IF THEN ELSE conditions to control events or objects. C7: Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions. C8: Use lists to create a set of variables. C9: Use the Boolean operators $() < ()$, $() = ()$, $() > ()$, $() \text{and} ()$, $() \text{or} ()$, $\text{Not} ()$ to define conditions. C10: Use the Reporter operators $() + ()$, $() - ()$, $() * ()$, $() / ()$ to perform calculations. C11: Pick Random $()$ to $()$, Join $()$, Letter $()$ of $()$, Length of $()$, $() \text{Mod} ()$</p>	<p><u>COMMUNICATE-DIGITAL LITERACY</u> C3: Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. C4: Combine the use of pens with movement to create interesting effects. C9: Use the Boolean operators $() < ()$, $() = ()$, $() > ()$, $() \text{and} ()$, $() \text{or} ()$, $\text{Not} ()$ to define conditions. C10: Use the Reporter operators $() + ()$, $() - ()$, $() * ()$, $() / ()$ to perform calculations. C11: Pick Random $()$ to $()$, Join $()$, Letter $()$ of $()$, Length of $()$, $() \text{Mod} ()$ C18: Choose the most suitable applications and devices for the purposes of communication. C19: Use many of the advanced features in order to create high quality, professional or efficient communications. C20: Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner</p>	<p style="text-align: center;"><u>DATA COMMUNICATE</u></p> <p>C13: Collaborate with others online on sites approved and moderated by teachers. C15: Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. C16: Understand the effect of online comments and show responsibility and sensitivity when online. C17: Understand how simple networks are set up and used.</p>	<p><u>DIGITAL CREATIVITY-STOP MOTION</u> C18: Choose the most suitable applications and devices for the purposes of communication. C19: Use many of the advanced features in order to create high quality, professional or efficient communications. <i>C28: Use a range of applications and devices in order to communicate ideas, work and messages.</i></p>	<p><u>DIGITAL CREATIVITY-PHTO EDIT/VIDEO</u> C2: Change the position of objects between screen layers (send to back, bring to front). C18: Choose the most suitable applications and devices for the purposes of communication. C19: Use many of the advanced features in order to create high quality, professional or efficient communications.</p>
<p>Geography</p> <p>Core skills + main skills for each topic</p> <p>Investigate</p>	<p style="text-align: center;"><u>Core skills repeated=</u> Using maps: features(techniques) Using maps:6 figure grid references</p> <p>G1: Collect and analyse statistics and other information in order to draw clear conclusions about locations G2: Identify and describe how the physical features affect the human activity within a location. G14: Describe and understand key aspects of human geography, including: settlements, land use, economic</p>		<p style="text-align: center;"><u>Core skills repeated=</u> Using maps: features(techniques)</p> <ul style="list-style-type: none"> • Ocean currents(physical/human) • Biomes and climate zones(Location/physical) • Temperate/desert/savannah/Marine/Ice <p>G2: Identify and describe how the physical features affect the human activity within a location. G3: Use a range of geographical resources to give detailed</p>		<p style="text-align: center;"><u>Core skills repeated=</u> Using maps: features(techniques) Using maps:6 figure grid references</p> <ul style="list-style-type: none"> • Freshwater biome-links to local river <p>G1: Collect and analyse statistics and other information in order to draw clear conclusions about locations G2: Identify and describe how the physical</p>	

<p>Places Patterns Geographical language</p>	<p>activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. G16: Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p> <p>+</p> <p>G6: Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some aspects have changed in time. (Use physical and political maps)</p>	<p>descriptions and opinions of the characteristic features of a location. G14: Describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. G16: Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p> <p>+</p> <p>G8: Revisit and identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,...add Arctic and Antarctic Circle, and time zones G9: Understand some of the reasons for geographical similarities and differences between countries. G10: Describe how locations around the world are changing and explain some of the reasons for change. G11 Describe geographical diversity across the world. G13: Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p>	<p>features affect the human activity within a location. G3: Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. 14: Describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. G16: Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p> <p>+</p> <p>G4: Use different types of fieldwork sampling (random and systematic) to observe, measure and record human/physical features in the local area. Record the results in a range of ways. G5: Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with local maps and topological maps. G15: Re visit the eight points of a compass, 6-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. Local area links and change over time.</p>
<p>History Key skills + main steps that match our topic</p>	<p style="text-align: center;"><u>Victorian era</u></p> <ul style="list-style-type: none"> • Innovation and industry • Exploration and empire <p style="text-align: center;">(How did children's lives change over this period?)</p> <p style="text-align: center;"><u>Core skills repeated=H-1 2 10 13 15 16 18 19 20</u></p> <p>H1: Use sources of evidence to deduce information about the past. H2: Select suitable sources of evidence, giving reasons for choices. H10: Compare some of the times studied with those of the other areas of interest around the world. (Make comparisons with what they know about other areas of history at the same timeline) H15: Understand the concepts of continuity and change</p>	<p style="text-align: center;"><u>Explorers</u></p> <ul style="list-style-type: none"> • Travel across our world to different places • resources, trade, expansion, colonisation • to be the first to achieve something. <p style="text-align: center;">(What were/ are the reasons for continued exploration of our planet? Name some of the most exciting explorers and discoveries)</p> <p><u>How did explorers move around the world? How did this change society and beliefs at different times? How far can we now go!?</u></p> <p style="text-align: center;"><u>Core skills repeated=H-1 2 10 13 15 16 18 19 20</u></p> <p>H1: Use sources of evidence to deduce information about the past. H2: Select suitable sources of evidence, giving reasons for</p>	<p style="text-align: center;"><u>Our local area</u></p> <p style="text-align: center;">(How has Grantham changed over time? When did we see a rapid change in our area and why? Links to other timelines.)</p> <p style="text-align: center;"><u>Core skills repeated=H-1 2 10 13 15 16 18 19 20</u></p> <p>H1: Use sources of evidence to deduce information about the past. H2: Select suitable sources of evidence, giving reasons for choices. H10: Compare some of the times studied with those of the other areas of interest around the world. (Make comparisons with what they know about</p>

	<p>over time, representing them, along with evidence, on a time line.</p> <p>H16: Use dates and terms accurately in describing events</p> <p>H19: Use original ways to present information and ideas.</p> <p>H20: Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy</p> <p style="text-align: center;">+</p> <p>H4: Seek out and analyse a wide range of evidence in order to justify claims about the past.(open questions to research)</p> <p>H5: Show awareness of the concept of propaganda and how historians must understand social context of evidence.</p> <p>H6: Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>H7: Refine lines of enquiry as appropriate.</p> <p>H11: Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>H12: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>H14: Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>H17: Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>H18: Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p>	<p>choices.</p> <p>H10: Compare some of the times studied with those of the other areas of interest around the world. (Make comparisons with what they know about other areas of history at the same timeline)</p> <p>H15: Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>H16: Use dates and terms accurately in describing events</p> <p>H19: Use original ways to present information and ideas.</p> <p>H20: Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy</p> <p style="text-align: center;">+</p> <p>H10: Compare some of the times studied with those of the other areas of interest around the world. (Compare different timelines with different countries' civilisations and development at the same time)</p> <p>H17: Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>	<p>other areas of history at the same timeline)</p> <p>H15: Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>H16: Use dates and terms accurately in describing events</p> <p>H19: Use original ways to present information and ideas.</p> <p>H20: Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy</p> <p style="text-align: center;">+</p> <p>H3: Use sources of information to form testable hypotheses about the past.</p> <p>H4: Seek out and analyse a wide range of evidence in order to justify claims about the past.(open questions to research)</p> <p>H7: Refine lines of enquiry as appropriate.</p> <p>H8: Identify continuity and change in the history of the locality of the school.</p> <p>H14: Identify periods of rapid change in history and contrast them with times of relatively little change.(link back to previous history topics)</p> <p>H18: Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p>
<p style="text-align: center;">Art and Design</p>	<p style="text-align: center;">Develop ideas and repeat skills:</p> <p>A1: Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>A2: Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>A3: Use the qualities of materials to enhance ideas.</p> <p>A4: Spot the potential in unexpected results as work progresses.</p> <p style="text-align: center;">Milestone 2 -Lowery</p> <p>Drawing and Painting:</p> <p>People and industrial scenes(Lowery)</p> <p>Seascapes and industry(revisit-Turner)-power of light and atmosphere!</p> <p>Sketching</p> <p>A19: Use a variety of techniques to add interesting effects</p>	<p style="text-align: center;">Develop ideas and repeat skills:</p> <p>A1: Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>A2: Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>A3: Use the qualities of materials to enhance ideas.</p> <p>A4: Spot the potential in unexpected results as work progresses.</p> <p style="text-align: center;">Milestone 3 -Expressionism</p> <p>Textiles:</p> <p>Link to DT and sea scene cushion/fish work</p> <p>A27: Show precision in techniques.</p> <p>A28: Choose from a range of stitching techniques.</p> <p>A29: Combine previously learned techniques to create pieces.</p> <p>Print: use for border of cushion or tail details?</p>	<p style="text-align: center;">Develop ideas and repeat skills:</p> <p>A1: Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>A2: Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>A3: Use the qualities of materials to enhance ideas.</p> <p>A4: Spot the potential in unexpected results as work progresses.</p> <p style="text-align: center;">Milestone 3 Power of Love</p> <p>Digital Media:</p> <p>(Relate to sound in Science-sound art-visual with sound- add sound to their own artwork.)</p> <p>A26: Enhance digital media by editing (including sound, video, animation, still images and installations).</p>

	<p>(e.g. reflections, shadows, direction of sunlight). A20: Use a choice of techniques to depict perspective, shadows and reflection. A21: Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). A22: Use lines to represent movement.(review in summer)</p> <p>Painting: A6: Sketch (lightly) before painting to combine line and colour. A7: Create a colour palette based upon colours observed in the natural or built world. A8: Use the qualities of watercolour and acrylic paints to create visually interesting pieces. A9: Combine colours, tones and tints to enhance the mood of a piece. A11: Develop a personal style of painting, drawing upon ideas from other artists</p> <p>Print: (William Morris-repeated patterns) A23: Build up layers of colours. A24: Create an accurate pattern, showing fine detail. A25: Use a range of visual elements to reflect the purpose of the work</p>	<p>Material fabric printing-layering. How to use stencilling Matsushika Hokusai /silk printing techniques/Matisse stencil work A23: Build up layers of colours. A24: Create an accurate pattern, showing fine detail. A25: Use a range of visual elements to reflect the purpose of the work</p> <p>Painting: -How to paint water? (Van Gogh/Hockney) A7: Create a colour palette based upon colours observed in the natural or built world. A8: Use the qualities of watercolour A9: Combine colours, tones and tints to enhance the mood of a piece. A10: Use brush techniques and the qualities of paint to create texture. A11: Develop a personal style of painting, drawing upon ideas from other artists(use Matisse’s complementary colour style) Collage: Movement in water(Henri Matisse) Review drawing skills- A22: Use lines to represent movement (movement with lines) A12: Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities- use Matisse’s cut outs techniques for fish work.</p>	<p>Sculpture: Form in people-(Rodin/Henry Moore) A14: Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. A15: Use tools to carve and add shapes, texture and pattern.(clay) A16: Combine visual and tactile qualities. A17: Use frameworks (such as wire or moulds) to provide stability and form.</p> <p>Collage: Movement and people(Gustav Klimt) Review drawing skills- A22: Use lines to represent movement (movement with lines) A12: Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. Represent friendship with colour for emotion.(Klimt)</p>
<p>Design Technology</p>	<p><u>Mechanical Systems – Pulleys and Gears</u> <u>Mechanical Systems – Cams</u></p> <ul style="list-style-type: none"> • Create a movable working machine • Create a moving Victorian automaton toy. <p>DT9: Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips). DT10: Write code to control and monitor models or products. DT11: Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). DT12: Convert rotary motion to linear using cams.</p>	<p><u>Textiles – Combining different fabric shapes</u></p> <ul style="list-style-type: none"> • Create a cushion or soft toy with sea scene in different textures. <p>DT6: Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). DT7: Create objects (such as a cushion) that employ a seam allowance. Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). DT8: Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).</p>	<p><u>Food – Celebrating culture and products</u></p> <ul style="list-style-type: none"> • Create a dish from local produce (soup/bread/biscuits-Lincolnshire plum bread) <p>DT1: Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). DT2: Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. DT3: Demonstrate a range of baking and cooking techniques. DT4: Create and refine recipes, including ingredients, methods, cooking times and temperatures.</p>

	<p>DT13: Use innovative combinations of electronics (or computing) and mechanics in product designs. DT14: Design with the user in mind, motivated by the service a product will offer (rather than simply for profit) DT15: Make products through stages of prototypes, making continual refinements. DT17: Use prototypes, cross-sectional diagrams and computer aided designs to represent designs. DT19: Create innovative designs that improve upon existing products. D20: Evaluate the design of products so as to suggest improvements to the user experience.</p> <p>DT5: Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). DT16: Ensure products have a high quality finish, using art skills where appropriate. DT18: Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</p>	<p>DT14: Design with the user in mind, motivated by the service a product will offer (rather than simply for profit) DT15: Make products through stages of prototypes, making continual refinements. DT16: Ensure products have a high quality finish, using art skills where appropriate. DT18: Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. DT19: Create innovative designs that improve upon existing products. D20: Evaluate the design of products so as to suggest improvements to the user experience.</p>	<p>DT14: Design with the user in mind, motivated by the service a product will offer (rather than simply for profit) DT15: Make products through stages of prototypes, making continual refinements. DT16: Ensure products have a high quality finish, using art skills where appropriate. D20: Evaluate the design of products so as to suggest improvements to the user experience.</p>
<p>Music Charanga</p>	<p>Learning the song Happy by Pharrel Williams</p> <ul style="list-style-type: none"> • Soul influence • Learn and appraise songs that have the theme ‘happiness’ • Learn and perform the song <p>Classroom Jazz-2 songs Bacharach Anorak/Meet the Blues</p> <ul style="list-style-type: none"> • Listen and appraise blues and Jazz • Play instruments and improvise • Perform and share <p>M1: Sing or play from memory with confidence. M2: Perform solos or as part of an ensemble. M3: Sing or play expressively and in tune. M5: Sing a harmony part confidently and accurately. M7: Perform with controlled breathing (voice) and skillful playing (instrument). M9: Create rhythmic patterns with an awareness of timbre and duration. M13: Convey the relationship between the lyrics and the melody. M19: Use and understand simple time signatures. M20: Choose from a wide range of musical vocabulary to accurately describe and appraise music including. M21: Describe how lyrics often reflect the cultural context of music and have social meaning.</p>	<p>A new year carol-Benjamin Britten ‘Friday afternoons’-collection of songs</p> <ul style="list-style-type: none"> • Listen and appraise • Games and singing • Perform <p>You’ve got a friend-Carol King-‘You’ve got a friend in me’</p> <ul style="list-style-type: none"> • Listen and appraise and other songs by Carol King(Locomotion) • Learn, play, improvise and compose • Perform <p>M1: Sing or play from memory with confidence. M2: Perform solos or as part of an ensemble. M3: Sing or play expressively and in tune. M4: Hold a part within a round. M5: Sing a harmony part confidently and accurately. M6: Sustain a drone or a melodic ostinato to accompany singing. M7: Perform with controlled breathing (voice) and skillful playing (instrument). M8: Create songs with verses and a chorus. M9: Create rhythmic patterns with an awareness of timbre and duration. M11: Thoughtfully select elements for a piece in order to gain a defined effect. M12: Use drones and melodic ostinati (based on the pentatonic scale). M13: Convey the relationship between the lyrics and the melody. M21: Describe how lyrics often reflect the cultural context of music and have social meaning.</p>	<p>Music and Me-inspirational women working in music(4 featured artist)s</p> <ul style="list-style-type: none"> • Listen and appraise • Watch videos about artists • Create own song/rap-choose beats <p>Reflect and Rewind and Replay-Jon Boden and others(Marriage of Figaro-Mozart)</p> <ul style="list-style-type: none"> • Listen and appraise classical music • Singing and composing • Improvising • Sharing and performing <p>M1: Sing or play from memory with confidence. M2: Perform solos or as part of an ensemble. M3: Sing or play expressively and in tune. M4: Hold a part within a round. M5: Sing a harmony part confidently and accurately. M6: Sustain a drone or a melodic ostinato to accompany singing. M7: Perform with controlled breathing (voice) and skillful playing (instrument). M8: Create songs with verses and a chorus. M9: Create rhythmic patterns with an awareness of timbre and duration. M10: Combine a variety of musical devices, including melody, rhythm and chords. M11: Thoughtfully select elements for a piece in order to gain a defined effect. M14: Use digital technologies to compose, edit and refine pieces of music. M15: Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p>

			<p>M16: Read and create notes on the musical stave. M17: Understand the purpose of the treble and bass clefs and use them in transcribing compositions. M18: Understand and use the # (sharp) and b (flat) symbols. M19: Use and understand simple time signatures.</p>
RE	<p>Life Journey – Hinduism/Islam <i>Rites of passage-what impact does religion have on people’s lives?</i></p> <p>BELIEVING B1 Be able to name at least three sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they make reference to. B2a Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories. B2b Be able to identify how similar concepts, e.g. creation, are presented across different belief traditions with reference to authoritative texts/stories.</p> <p>LEARNING L2 Be able to explain the impact that society/culture/geography can have on religious practices, e.g. by comparing the way in which a religious practice from one belief tradition varies in different areas of the world. L3 Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g. that God made the world and that it is important to promote fundamental British values). L4a Be able to identify a diverse range of ways in which community impacts on a believer’s experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc.). L4b Be able to identify some of the ways in which the wider local/national community impacts on a believer’s experience of a belief tradition (e.g. keeping the fast during Ramadan whilst sitting exams in school).</p> <p>THINKING T1 Be able to analyse different ways in which people think about the world and make connections between this and their beliefs. T2 Be able to explain the distinctions between ‘belief’, ‘faith’, ‘opinion’, ‘truth’ and ‘knowledge’. T3 Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.</p>	<p>Life Journey –Christianity <i>Rites of passage-what impact does religion have on people’s lives?</i></p> <p>BELIEVING B1 Be able to name at least three sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they make reference to. B2a Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories. B2b Be able to identify how similar concepts, e.g. creation, are presented across different belief traditions with reference to authoritative texts/stories.</p> <p>LEARNING L2 Be able to explain the impact that society/culture/geography can have on religious practices, e.g. by comparing the way in which a religious practice from one belief tradition varies in different areas of the world. L3 Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g. that God made the world and that it is important to promote fundamental British values). L4a Be able to identify a diverse range of ways in which community impacts on a believer’s experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc.).</p> <p>THINKING T1 Be able to analyse different ways in which people think about the world and make connections between this and their beliefs. T3 Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.</p>	<p>Life Journey –Christianity <i>Do you have to believe in God to be good? Opportunity to study Humanism/atheism and explore e.g. issues of social justice.</i></p> <p>BELIEVING B2a Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories.</p> <p>LEARNING L1 Explain the reasons why some belief traditions are not comfortable with the term ‘religion’ and be able to identify what makes a non-religious worldview different from a religion. L3 Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g. that God made the world and that it is important to promote fundamental British values).</p> <p>THINKING T1 Be able to analyse different ways in which people think about the world and make connections between this and their beliefs. T2 Be able to explain the distinctions between ‘belief’, ‘faith’, ‘opinion’, ‘truth’ and ‘knowledge’. T3 Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.</p>
PSHE From Jigsaw	<p><u>PSHE</u></p> <ul style="list-style-type: none"> • Being me in my world 	<p><u>PSHE</u></p> <ul style="list-style-type: none"> • Dreams and goals 	<p><u>PSHE</u></p> <ul style="list-style-type: none"> • Relationships

order	<ul style="list-style-type: none"> • Celebrating difference <p>What are our personal traits, likes, dislikes? Setting goals for the year about being a better you.</p> <p>I can explain ways in which difference can be a source of conflict or a cause for celebration and show empathy.</p>	<ul style="list-style-type: none"> • Healthy me <p>I can describe some ways in which I can work with other People and what my own aspirations are.</p> <p>I can discuss when alcohol/drugs are being used responsibly how to keep healthy when I am older.</p>	<ul style="list-style-type: none"> • Changing me <p>I can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself.</p> <p>I understand how my body is changing and can discuss self image and self esteem.</p>