

	AUTUMN TERM NORTH AND SOUTH	SPRING TERM CHINA	SUMMER TERM CHOCOLATE
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R.E. (Year 6 cycle)	<p><b>Creation</b> Being People of God. The story of Moses and the Ten Commandments. The Sabbath in the Jewish Faith</p> <p><b>Catholic Social Teaching</b> Caring for Creation. The Early Christians, Acts of the Apostles. Laudato Si as a response to Catholic Social Teaching.</p> <p><b>Advent</b> Advent as preparation for Jesus’ birth and his second coming. The seasonal prayers and hymns of the Church. The Birth of Jesus as ‘The Word’ in St John’s Gospel. Explores the meaning of Incarnation</p>	<p><b>Christmas</b> The Birth of Jesus as ‘The Word’ in St John’s Gospel. Explores the meaning of Incarnation</p> <p><b>Revelation</b> Looks at St Paul’s relationship with God. Examines what is meant by Apostolic Tradition. The work of the Ten Gurus in the Sikh religion.</p> <p><b>Lent</b> An in-depth study preparation for Easter. The teachings of Jesus including the parable of the Rich Man and Lazarus and the story of the Samaritan woman at the well. History of the Jewish faith</p> <p><b>Holy week</b> Considers what happened in the Garden of Gethsemane and Peter’s denial</p>	<p><b>Easter</b> Examines the Easter story through the eyes of Thomas and the sources of doubt. Belief in Eternal Life in the life of the church today – funerals. The Hindu belief in reincarnation</p> <p><b>Mission</b> Considers the importance of the Holy Spirit as expressed through Confirmation. Explores the coming of the Holy Spirit as expressed in St John’s Gospel</p> <p><b>Other Faiths</b></p>
R.H.E.	<p><b>Module 1: Created and Loved by God</b> <b>Unit 1 – Religious Understanding</b> explores the Gospel story of the ‘Calming of the Storm’ (from Matthew, Mark and Luke). Over five story sessions, children will consider experiences of change, growth and development, and the trust that they can have in the person of Jesus through times of trial and tribulation. This is the religious and spiritual foundation for the exploration throughout the rest of the work covered in Module 1: Created and Loved by God.</p> <p><b>In Unit 2 –</b> Me, My Body, My Health, children will learn that celebrating differences between people is enriching to a community and know that their self-confidence should arise from being loved by God. They will learn about the physical changes that boys and girls go through during puberty and how they should respect and take care of their bodies as gifts from God. Paradise Street Series to watch.</p> <p>Growing up talk Year 6</p>	<p><b>Module 1- Created and loved by God</b> <b>Unit 3: Emotional Well-Being</b> Continuing through the Paradise Street series, Unit 3 – Emotional Well-Being helps children learn about pressures that they may experience from themselves, others and the media. Children will develop ideas on how to build resilience through thankfulness, use simplified CBT techniques to manage their thoughts, feelings and actions and cope with new or difficult feelings such as romance and rage. The final session in this Unit covers how children may be affected by what they see online, including pornography.</p> <p><b>Module 2- Created to love God</b> <b>Unit 1 – Religious Understanding</b> explores the nature of God’s call to love others. Children will study and reflect imaginatively on the story of Zacchaeus’ conversion and explore ways in which they can hear God’s call in their lives.</p>	<p><b>Module 3- Created to live in Community</b> <b>Unit 1 – Religious Understanding</b> deepens pupils understanding and appreciation of the three-part community of love, the Trinity, with the endpoint of discussing the Trinity as it might be communicated in a church setting. Children will learn that the Trinity demonstrates the perfect loving community, and we are called to emulate this self-giving and self-sacrificing love in our communities.</p>

ENGLISH	<p><b>Reading</b></p> <p>Children will maintain positive attitudes to reading by:</p> <ul style="list-style-type: none"><li>• Read/discuss wide range of books through ‘Book of the Week’<b>Oracy</b></li><li>• Termly class poem recitals to school <b>Oracy</b></li><li>• Guided Reading groups sharing wide range of fiction/nonfiction / poetry/plays, traditional tales/myths/legends/ modern/classic.<b>Oracy CST</b></li><li>• weekly comprehension lesson and homework</li><li>• <b>Class novel-</b> The Fib and other stories by George Layton <b>Oracy CST</b></li><li>• Library books</li></ul> <p><b>Writing</b></p> <p>Genres covered through topic- scene description-rivers, short story/narrative inspired by class novel ‘The Fib’, biography (famous person from Manchester or Portsmouth), description of Lowry painting, character description- famous person from Portsmouth, balanced argument- Map vs SAT Nav, diary entry description of trip to Spinnaker Tower, informal letter- persuade friend to visit Portsmouth or Manchester, poetry- Cautionary Tales by Hilaire Belloc- write, recite and perform.</p> <p>Pupils should:</p> <ul style="list-style-type: none"><li>• Plan writing identifying audience and purpose</li><li>• Draft first, using appropriate grammar/vocabulary for task</li><li>• Use wide range cohesive devices to structure text across paragraphs</li><li>• Use correct spelling and range of punctuation.</li><li>• Edit and proof read own work and that of peers. <b>Oracy</b></li></ul> <p><b>Grammar</b></p> <p>Revision of verbs, nouns, adjectives, adverbs, modal verbs, prepositions, complex sentences, active/passive verbs.</p> <p>Parenthesis, apostrophes, inverted commas, direct and indirect speech, use of colon/semi-colon</p> <p><b>Spelling</b></p> <ul style="list-style-type: none"><li>• Know how to spell words on the 3/ 4, 5/6 spelling lists- weekly cold spell and hot spell</li><li>• Recall spelling rules/ patterns/ words with silent letters</li><li>• Use a dictionary/ thesaurus</li></ul>	<p><b>Reading</b></p> <p>Children will maintain positive attitudes to reading by:</p> <ul style="list-style-type: none"><li>• Read/discuss wide range of books through ‘Book of the Week’<b>Oracy</b></li><li>• Termly class poem recitals to school <b>Oracy</b></li><li>• Guided Reading groups sharing wide range of fiction/nonfiction / poetry/plays, traditional tales/myths/legends/ modern/classic.<b>Oracy CST</b></li><li>• weekly comprehension lesson and homework</li><li>• <b>Class novel-</b> Chinese Traditional Tales <b>Oracy CST</b></li><li>• Library books</li></ul> <p><b>Writing</b></p> <p>Genres covered through topic- Fact file about China, Comic strip of traditional tale, short story in form of traditional tale, journalistic writing- completion of part of the Great Wall, formal letter of complaint to Chinese restaurant, play script for restaurant scene, description of scenes at Chinese new year celebrations, information text on Chinese emperor from Shang Dynasty, Chinese Tang poetry- read and write, Chinese proverbs, instructions- how to make noodles, cook rice use chop sticks...etc</p> <p>Pupils should:</p> <ul style="list-style-type: none"><li>• Plan writing identifying audience and purpose</li><li>• Draft first, using appropriate grammar/vocabulary for task</li><li>• Use wide range cohesive devices to structure text across paragraphs</li><li>• Use correct spelling and range of punctuation.</li><li>• Edit and proof read own work and that of peers. <b>Oracy</b></li></ul> <p><b>Grammar</b></p> <p>Adjectives- comparative and superlative, clauses and phrases, verb tenses, pronouns and relative pronouns, interjections/question tags, conjunctions, determiners, idioms, homophones.</p> <p>General punctuation revision, Command/statement/question, apostrophes, dashes/hyphens, adverbials, paragraphs.</p> <p><b>Spelling</b></p> <ul style="list-style-type: none"><li>• Know how to spell words on the 3/ 4, 5/6 spelling lists- weekly cold spell and hot spell</li><li>• Recall spelling rules/ patterns/ words with silent letters</li><li>• Use a dictionary/ thesaurus</li></ul>	<p><b>Reading</b></p> <p>Children will maintain positive attitudes to reading by:</p> <ul style="list-style-type: none"><li>• Read and discuss wide range of books through ‘Book of the Week’</li><li>• Termly class poem recitals to school <b>Oracy</b></li><li>• Guided Reading groups sharing wide range of fiction/nonfiction / poetry/plays, traditional tales/myths/legends/ modern/classic.<b>Oracy CST</b></li><li>• weekly comprehension lesson and homework</li><li>• <b>Class novel-</b> Call me Alistair by Cory Leonardo <b>Oracy CST</b></li><li>• Library books</li></ul> <p><b>Writing</b></p> <p>Genres covered through topic- description of favourite chocolate bar, information text- From bean to bar, comic strip with character ‘Beany’ From tree to bar’, character description- new character who found golden ticket in Charlie and the CF, diary entry- Cortez on his first day in the new land, biased argument- Why we should support Fairtrade products including chocolate, balanced argument- Should chocolate be allowed in school lunch boxes?</p> <p>Pupils should:</p> <ul style="list-style-type: none"><li>• Plan writing identifying audience and purpose</li><li>• Draft first, using appropriate grammar/vocabulary for task</li><li>• Use wide range cohesive devices to structure text across paragraphs</li><li>• Use correct spelling and range of punctuation.</li><li>• Edie and proof read own work and that of peers. <b>Oracy</b></li></ul> <p><b>Grammar</b></p> <p>Word class and punctuation revision, active/passive verbs, tenses including present perfect and progressive, noun phrases, inverted commas, direct and indirect speech, conditionals, etymology, old vs new vocabulary.</p> <p><b>Spelling</b></p> <ul style="list-style-type: none"><li>• Know how to spell words on the 3/ 4, 5/6 spelling lists- weekly cold spell and hot spell</li><li>• Recall spelling rules/ patterns/ words with silent letters</li><li>• Use a dictionary/ thesaurus</li></ul>

MATHS	<p>Length of time spent on each area will change depending on needs of particular groups of children.</p> <ul style="list-style-type: none"><li>• Writing large numbers up to millions</li><li>• Place value</li><li>• Each of the 4 operations- short and long methods</li><li>• Identify factors, multiples, prime/square/cube numbers.</li><li>• Empty box problems</li><li>• Negative numbers</li><li>• Equivalent fractions</li><li>• Rounding large numbers</li><li>• Multiplying/dividing by 10,100,1000 plus missing number problems</li><li>• Ordering large numbers / negative / decimals</li><li>• Converting between mixed numbers and improper fractions</li><li>• Converting measures and applying measures within problems</li><li>• Adding and subtracting fractions</li><li>• Fractions / decimals / percentages/ converting fractions, equivalence</li><li>• Finding percentage of a number</li><li>• Multiplying and dividing fractions</li></ul> <ul style="list-style-type: none"><li>• Solve money problems using the 4 operations</li><li>• Solve real life problems using the 4 operations</li><li>• Roman numerals</li><li>• Names and properties of 2D shapes including quadrilaterals</li><li>• Applying knowledge of 2D shapes</li><li>• Equivalent fractions, understanding fractions, related vocabulary</li><li>• Area and perimeter of regular shapes</li><li>• Area and perimeter of compound shapes</li><li>• Converting mixed numbers to proper / improper fractions</li><li>• Names and properties of different triangles</li><li>• Area of a parallelogram</li><li>• Area of triangles</li><li>• Finding percentage of a number</li><li>• Identifying, estimating, measuring angles and angle rules</li><li>• Drawing angles</li><li>• Calculating angles</li><li>• Multiplication and division of decimals</li><li>• Plot co-ordinates within the 4 quadrants</li><li>• Find and plot missing co-ordinates</li><li>• Mental x/÷ of large numbers / decimals</li><li>• Mental methods for addition &amp; subtraction</li></ul>	<p>Length of time spent on each area will change depending on needs of particular groups of children.</p> <ul style="list-style-type: none"><li>• Multiplying / dividing fractions</li><li>• Area of parallelogram / triangle / problems involving area</li><li>• Y6 scale factors</li><li>• 3D shapes and properties</li><li>• Nets of 3D shapes</li><li>• Applying knowledge of 3D shapes</li><li>• Adding fractions</li><li>• Volume</li><li>• Surface area/ (scale factors Year 6)</li><li>• Application questions</li><li>• Reflection and Translation</li><li>• Find the percentage of a number</li><li>• Reading line graphs</li><li>• Drawing line graphs</li><li>• Solving calculations with brackets</li></ul> <ul style="list-style-type: none"><li>• Telling the time/ Solve problems involving time</li><li>• Interpret timetables</li><li>• Compare &amp; order fractions</li><li>• Pie charts</li><li>• Drawing pie charts / angles</li><li>• Number sequences</li><li>• Mean / average</li><li>• Probability</li><li>• Statistics</li><li>• Numbers on scales / intervals</li><li>• Algebra</li><li>• Numbers on a number line</li><li>• Adding and subtracting powers of 10, 100, 1000 etc</li><li>• Parts of a circle</li><li>• Scale factors</li><li>• Revision of rounding large numbers and decimals</li></ul>	<p>Length of time spent on each area will change depending on needs of particular groups of children.</p> <p><b>Year 5</b></p> <ul style="list-style-type: none"><li>• Arithmetic based lessons: 4 operations and fractions, decimals and percentages. Angles, ration /proportion, empty boxes, fractions.</li><li>• Recapping areas of weakness; arithmetic; mental arithmetic.</li></ul> <p><b>Year 6 Revision</b></p> <ul style="list-style-type: none"><li>• SATs style questions. Ratio &amp; proportion, algebra. Summer 1 is flexible – adapted to meet the needs of the cohort.</li><li>• Open maths activities / projects</li></ul>
SCIENCE (year 6 topics)	<p style="text-align: center;"><b>Scientific Skills</b> <i>(See scientific skills document for more detail)</i></p> <ul style="list-style-type: none"><li>• <b>Children Will develop their scientific skills throughout the year with opportunities planned into each topic. They will learn to ask relevant questions, use different types of enquiries, make careful observations, take measurements using equipment and gather, record, classify and present their data in a variety of ways.</b></li></ul>		
	<p><b>Evolution and Inheritance</b></p> <ul style="list-style-type: none"><li>• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li><li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li><li>• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li></ul> <p><b>Mary Anning, Charles Darwin, Hetha Ayrton , Alfred Wallace</b></p> <p><b>Electricity</b></p> <ul style="list-style-type: none"><li>• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li><li>• Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</li><li>• Use recognised symbols when representing a simple circuit in a diagram.</li></ul> <p><b>Band, Bell, Jobs, Eddison</b></p>	<p><b>Light</b></p> <ul style="list-style-type: none"><li>• Recognise that light appears to travel in straight lines.</li><li>• Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</li><li>• 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.</li><li>• Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li></ul>	<p><b>Animals Including Humans</b> <b>CST</b></p> <ul style="list-style-type: none"><li>• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li><li>• Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li><li>• Describe the ways in which nutrients and water are transported within animals, including humans.</li></ul> <p><b>Living things and their Habitats</b> <b>CST</b></p> <ul style="list-style-type: none"><li>• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</li><li>• Give reasons for classifying plants and animals based on specific characteristics.</li></ul> <p><b>Aristotle, Linneus, Whittaker</b></p>

ART	<p><b>Topic: North and South</b></p> <ul style="list-style-type: none"><li>• Research life and work of <b>Lawrence Stephen Lowry</b>- discuss style, use of colour, technique, subject matter. <b>ORACY</b> <b>CST</b></li><li>• Draw Lowry style figures in sketch books experimenting with medium and form</li><li>• Develop drawing skills using pencil, charcoal, pastels, ink.</li><li>• Learn how to create perspective</li><li>• Experiment with sponging to create sky/clouds/ smoke</li><li>• Experiment with the 5 colours Lowry used to form a range of tones</li><li>• Use skills to produce a Lowry style picture returning to work over a longer period of time- a number of lessons to complete piece which may include the use of a mixture of mediums <b>CST</b></li><li>• Use a sketchbook for collecting ideas and show development of ideas and skills leading up to a completed piece of artwork</li><li>• Appraise/ evaluate own work and that of peers. <b>ORACY</b></li></ul>	<p><b>Topic: China</b></p> <ul style="list-style-type: none"><li>• Focus on fine art skills and attention to detail to explore Chinese Willow pattern design. Discuss development of patterns designed at first by <b>Minton or Joshua Spode</b> <b>CST</b></li><li>• Use skills learnt to create willow patterns to paint on fabric for DT textile cushion design.</li><li>• Create a Willow Pattern plate showing the story behind the design</li><li>• Research Chinese art work and calligraphy to produce Chinese New Year lucky fish kites and lanterns.</li><li>• Explore using a range of mediums- paint, pencil, chalk, oil pastel – to create cherry blossom pictures. Share outcomes <b>ORACY</b></li><li>• Use paint brush to form accurate Chinese characters.</li><li>• Use a sketchbook for collecting ideas and show development of ideas and skills leading up to a completed piece of artwork</li><li>• Appraise/ evaluate own work and that of peers. <b>ORACY</b></li></ul>	<p><b>Topic: Chocolate</b></p> <ul style="list-style-type: none"><li>• Research Aztec designs and patterns. Use these to create own complex repeating patterns. Experiment with printing.</li><li>• Explore modifying and changing designs/colours</li><li>• Use these patterns to create image of Aztec people.</li><li>• Research and study work of <b>Frida Kahlo</b>- discuss how her work was influenced by hardships she faced in life. <b>ORACY</b> <b>CST</b></li><li>• Create a Frida Kahlo inspired self-portrait- focus on bold use of colour and fine detail using fine paint brush. <b>CST</b></li><li>• Use a sketchbook for collecting ideas and show development of ideas and skills leading up to a completed piece of artwork</li><li>• Appraise/ evaluate own work and that of peers. <b>ORACY</b></li></ul>
COMPUTING KAPOW Computing (Year 6)	<p><b>Online safety 1</b></p> <ul style="list-style-type: none"><li>• Discuss a range of issues online that can leave pupils feeling sad, frightened, worried or uncomfortable and can describe numerous ways to get help.</li><li>• Explain how sharing online can have both positive and negative impacts.</li><li>• Be aware of how to seek consent from others before sharing material online and can describe how content can still be shared online even if it is set to private.</li><li>• Explain what a ‘digital reputation’ is and what it can consist of.</li><li>• Understand the importance of capturing evidence of online bullying and can demonstrate some of these methods on the devices used at school.</li><li>• Describe ways to manage passwords and strategies to add extra security such as two-factor authentication.</li><li>• Explain what to do if passwords are shared, lost, or stolen.</li><li>• Describe strategies to identify scams.</li><li>• Explain ways to increase their privacy settings and understand why it is important to keep their software updated.</li></ul> <p>Computer systems and networks</p>	<p><b>Big Data 1</b></p> <ul style="list-style-type: none"><li>• Understand why barcodes and QR codes were created.</li><li>• Create (and scan) their own QR code using a QR code generator website.</li><li>• Explain how infrared can be used to transmit a Boolean type signal.</li><li>• Explain how RFID works, recall a use of RFID chips, and type formulas into spreadsheets.</li><li>• Take real-time data and enter it effectively into a spreadsheet.</li><li>• Presenting the data collected as an answer to a question.</li><li>• Recognising the value of analysing real-time data.</li><li>• Analyse and evaluate transport data and consider how this provides a useful service to commuters.</li></ul> <p><b>Big Data 2</b></p> <ul style="list-style-type: none"><li>• <b>Recognise that data can become corrupted within a network and that data</b> sent in packets is more robust, as well as identify the need to update devices and software.</li><li>• Recognise differences between mobile data and WiFi and use a spreadsheet to compare and identify high-use data activities and low-use data activities.</li><li>• Make links between the Internet of Things and Big Data and give a basic example of how data analysis/analytics can lead to improvement in town planning.</li><li>• Explain ways that Big Data or IoT principles could be used to solve a problem or improve efficiency within the school and prepare a presentation about their idea, considering the privacy of some data.</li><li>• Present their ideas about how Big Data/IoT can improve the school and provide feedback to others on their presentations.</li></ul>	<p><b>Computer systems and networks with history of computers</b></p> <ul style="list-style-type: none"><li>• Explain that codes can be used for a number of different reasons and decode messages.</li><li>• Explain how to ensure a password is secure and how this works.</li><li>• Create a simple poster with information about Bletchley Park including the need to build electronic thinking machines to solve cipher codes.</li><li>• Explain the importance of historical figures and their contribution towards computer science.</li><li>• Present information about their historical figure in an interesting and engaging manner.</li></ul> <p><b>Skills showcase</b>- Inventing a product- chocolate bar video advert using CAD</p> <p><b>Online safety</b>- transition recap before Year 6/7</p>

DESIGN TECHNOLOGY	<p>North &amp; South:</p> <ul style="list-style-type: none"><li>• <b>Design &amp; make a model landmark with a mechanism</b></li><li>• Investigate and analyse a range of existing products</li><li>• Use research and develop design criteria to inform the design of appealing, functional products that are fit for purpose aimed at particular individuals or groups</li><li>• Select from and use a wider range of materials and components including construction materials and textiles according to their functional properties and aesthetic qualities</li><li>• Apply understanding of how to strengthen, stiffen and reinforce more complex structures</li><li>• Understand mechanical systems in their products (pulleys, gears, levers, linkages &amp; cams)</li><li>• Evaluate their ideas and products against own design criteria and consider the views of others to improve work</li></ul>	<p>China:</p> <p><b>Textiles – Design and make a willow pattern cushion (also Art)</b></p> <ul style="list-style-type: none"><li>• Use research and develop design criteria to inform the design of appealing products that are fit for purpose aimed at particular individuals or groups</li><li>• Select from and use a wider range of tools and equipment to perform practical tasks</li><li>• Select from and use a wider range Skills showcaseof materials and components including textiles according to their aesthetic qualities</li><li>• Understand how key events and individuals in design &amp; technology have helped shape the world</li><li>• Evaluate their ideas and products against their own design criteria</li></ul> <p><b>Cooking &amp; Nutrition – Design and create a stir-fry</b></p> <ul style="list-style-type: none"><li>• Understand and apply the principles of a healthy &amp; varied diet</li><li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li><li>• Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</li><li>• Investigate and analyse a range of existing products</li><li>• Use research and develop design criteria to inform the design of appealing products that are fit for purpose aimed at particular individuals or groups</li><li>• Select from and use a wider range of materials and components (ingredients) according to their functional properties and aesthetic qualities</li></ul> <ul style="list-style-type: none"><li>• Evaluate their ideas and products against their own design criteria</li></ul>	<p>Chocolate:</p> <p><b>Cooking &amp; Nutrition – Design and create a chocolate confectionary</b></p> <ul style="list-style-type: none"><li>• Understand and apply the principles of a healthy &amp; varied diet</li><li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li><li>• Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</li><li>• Investigate and analyse a range of existing products</li><li>• Use research and develop design criteria to inform the design of appealing products that are fit for purpose aimed at particular individuals or groups</li><li>• Select from and use a wider range of materials and components (ingredients) according to their functional properties and aesthetic qualities</li></ul> <ul style="list-style-type: none"><li>• Evaluate their ideas and products against their own design criteria</li></ul> <p>Electricity:</p> <p><b>Design and Make an electrical circuit game (Also Science)</b></p> <ul style="list-style-type: none"><li>• Use research and develop design criteria to inform the design of appealing, functional products that are fit for purpose aimed at particular individuals or groups</li><li>• Select from and use a wider range of materials and according to their functional properties and aesthetic qualities</li><li>• Understand and use electrical systems in their products (circuits incorporating witches, bulbs, buzzers &amp; motors)</li><li>• Apply understanding of how to strengthen, stiffen and reinforce more complex structures</li><li>• Evaluate their ideas and products against own design criteria and consider the views of others to improve work</li></ul>
GEOGRAPHY	<p><b>Topic: North and South</b></p> <ul style="list-style-type: none"><li>• Compare Manchester and Portsmouth- location/population growth, linked to industry/location, climate</li><li>• Human geography- migration of British people and those from overseas</li><li>• Ordinance survey maps</li><li>• GPS</li><li>• Plotting route from Portsmouth to Manchester on a map</li></ul>	<p><b>Topic: China</b></p> <ul style="list-style-type: none"><li>• Location, population, climate- compare with UK</li><li>• Cultural differences across the country</li><li>• 5 provinces of China</li><li>• Vegetation and crops</li><li>• Location of China on World map- different time zones across the country</li><li>• Tourism</li></ul>	<p><b>Topic: Chocolate</b></p> <ul style="list-style-type: none"><li>• South American Physical and Human Geography</li><li>• Fair Trade/Distribution of national resources</li><li>• Journey of the Cacao bean, from plant to bar</li><li>• Climate zones</li></ul>
HISTORY	<p><b><u>North and South</u></b></p> <p><b><u>NC coverage:</u></b> A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066.</p> <ul style="list-style-type: none"><li>- Famous figures from History, from Manchester and Portsmouth: North-South divide</li><li>- Child workers in Victorian era <b>CST</b></li><li>- Industrial revolution Changes and developments in towns, cities and buildings <b>(ORACY)</b></li><li>- Historical landmarks in Manchester, Portsmouth and Reading</li></ul>	<p><b><u>China- Shang Dynasty</u></b></p> <p><b><u>NC coverage:</u></b></p> <ul style="list-style-type: none"><li>- Achievements of the earliest civilisations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; <u>The Shang Dynasty of Ancient China</u></li><li>- Life, education, homes, artefacts arts etc. <b>CST (ORACY)</b></li><li>- Traditions: Dress, tea ceremony, Chinese New Year</li><li>- Traditional Folk Tales</li><li>- Ancient Wonders: Great Wall of China, Terracotta Army, Forbidden City, Emperors</li><li>- Games: Checkers Mahjong</li></ul>	<p><b><u>Chocolate</u></b></p> <p><b><u>NC coverage:</u></b> A non-European society that provide contrasts with British History – one study chosen from: early Islamic civilisation, including Baghdad c. AD 900; <u>Mayan civilisation</u> c. AD 900; Benin (West Africa) c. 900 - 1300</p> <ul style="list-style-type: none"><li>- Aztecs’ and Mayan’s way of life, buildings, food</li><li>- Chocolate: from drinks in Aztec-times to the modern bars</li><li>- History of advertising: How chocolate packaging and advertising has changed <b>(ORACY)</b></li><li>- Impact of explorers like Cortez and Montezuma on the Aztec population <b>CST</b></li></ul>



M.F.L. FRENCH	<p><b>Year 5</b></p> <p><b>Moi (recap)</b></p> <p><b>Family</b></p> <p><b>The body (recap and extension)</b></p> <p><b>Nationalities</b></p> <p><b>Verbs Avoir et Être</b></p> <ul style="list-style-type: none"><li>Position of adjectives in sentences ( les nuages blancs)</li><li>Understanding of the conjugation of the verbs avoir and être. ( for example je suis, tu es, il est)</li><li>Rules of agreement of adjectives for singular and plural when describing family members, nationalities.</li><li>Knowledge of life in France and Francophone countries including geography.</li></ul> <p><b>Year 6</b></p> <p><b>All about myself (recap of previous years’ learning but in more detail adding in likes and dislikes)</b></p> <p><b>School – subjects/timetable (recap of time)</b></p> <p><b>Festivals in France.</b></p> <ul style="list-style-type: none"><li>Awareness of three verbs groups –er, -ir, re and the role of the infinitive.</li><li>Conjugation of regular –er verbs and the two high frequency verbs i.e être and aller in the present tense.</li><li>Prepositions of place.</li><li>Use a bilingual dictionary to find out nouns, adjectives and verbs and manipulate them according to gender and number.</li><li>Consolidation of all grammatical structure used since Year 3.</li><li>Knowledge of life in France and Francophone countries.</li><li>Understanding of how festivals are celebrated differently in different countries.</li></ul>	<p><b>Year 5</b></p> <p><b>Directions</b></p> <p><b>The Planets</b></p> <p><b>Seasons</b></p> <ul style="list-style-type: none"><li>Sequencing and frequency adverbs, e.g après ça, et puis, souvent, tous les jours, ensuite</li><li>Awareness of the use of tu and vous</li><li>Knowledge of aspects of life in France and Francophone counties including schools and geography. CST</li><li>Rules of agreement of adjectives for singular and plural, i.e that adjectives agree with the gender of the noun and also the number.</li><li>Familiarity with and use of 1st, 2nd and 3rd person singular (je, tu, il, elle) and 3rd person plural (ils, ells) of a number of regular and irregular verbs. For example je tourne à droite, il traverse la rue.</li><li>Position of adjectives in a sentence – exceptions to the rule (e.g that grand/petit go before the noun)</li><li>Giving positive and negative reasoned opinions ( e.g j’aime ça parce que..... Je n’aime pas ça parce que ....</li></ul> <p><b>Year 6</b></p> <p><b>Transport.</b></p> <p><b>Places in a town.</b></p> <p><b>Then and Now</b></p> <ul style="list-style-type: none"><li>Comparing things using plus, moins +and adjective.</li><li>Awareness of three verbs groups –er, -ir, re and the role of the infinitive.</li><li>Conjugation of regular –er verbs and the two high frequency verbs i.e être and aller in the present tense.</li><li>Prepositions of place.</li><li>Use a bilingual dictionary to find out nouns, adjectives and verbs and manipulate them according to gender and number.</li><li>Consolidation of all grammatical structure used since Year 3.</li><li>Knowledge of life in France and Francophone countries.</li><li>Comparing the past and present using il avait/il y a and il/elle est and il/elle était.</li></ul>	<p><b>Year 5</b></p> <p><b>Healthy Eating/ Healthy Lifestyle</b></p> <p><b>The Beach</b></p> <p><b>Restaurant (ready for French café)</b></p> <ul style="list-style-type: none"><li>Rules of agreement of adjectives for singular and plural, i.e that adjectives agree with the gender of the noun and also the number.</li><li>Familiarity with and use of 1st, 2nd and 3rd person singular (je, tu, il, elle) and 3rd person plural (ils, ells) of a number of regular and irregular verbs. For example je nage , ells nagent</li><li>Giving positive and negative reasoned opinions ( e.g j’aime ça parce que..... Je n’aime pas ça parce que ....</li><li>Knowledge of life in France and Francophone countries including geography.</li></ul> <p><b>Year 6</b></p> <p><b>Out and About.</b></p> <p><b>Setting up a café</b></p> <ul style="list-style-type: none"><li>Awareness of three verbs groups –er, -ir, re and the role of the infinitive.</li><li>Conjugation of regular –er verbs and the two high frequency verbs i.e être and aller in the present tense.</li><li>Use of the infinitive with Je veux and J’aime.</li><li>Use a bilingual dictionary to find out nouns, adjectives and verbs and manipulate them according to gender and number.</li><li>Consolidation of all grammatical structure used since Year 3.</li><li>Knowledge of life in France and Francophone countries.</li></ul>
MUSIC	<p><b>Developing Melodic Phrases (Aut 1/Unit 1)</b></p> <p>Do What You Want To <b>Soul</b></p> <p>Fanfare for the Common Man (Copland) <b>20<sup>th</sup>/21<sup>st</sup> century Orchestral</b></p> <p>It’s All About Love <b>Pop</b></p> <p>Let’s Write a Song <b>Pop</b></p> <p>Sunshine on a Rainy Day <b>Soul</b></p>	<p><b>Understanding Structure and Form</b></p> <p>My Best Friend <b>Soul</b></p> <p>Why <b>Hip Hop</b></p> <p>Singing Swinging Star <b>Jazz: Swing</b></p> <p>The Rite of Spring Adoration of the Earth No 1 (Stravinsky) <b>20<sup>th</sup>/21<sup>st</sup> century Orchestral</b></p> <p>Roll Alabama <b>Rock</b></p>	<p><b>Gaining Confidence Through Performance (Spr 1/Unit 3)</b></p> <p>Disco Fever <b>Disco</b></p> <p>1812 Overture (Tchaikovsky) <b>Romantic</b></p> <p>La Bamba <b>Rock</b></p> <p>Hondo-‘War’ (Matimba) <b>Zimbabwean Pop</b></p> <p>Vakuru-‘Elders’ <b>Zimbabwean Pop</b></p> <p>Change <b>R&amp;B</b></p>

PHYSICAL EDUCATION	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"><li>●Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li><li>●Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li></ul> <p><b>Games- Hockey/Badminton</b></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>● use running, jumping, throwing and catching in isolation and in combination;</li><li>●play competitive games, modified where appropriate, hockey/badminton and apply basic principles suitable for attacking and defending;</li><li>●develop flexibility, strength, technique and control</li><li>●compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li></ul>	<p><b>Dance</b></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"><li>●develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];</li><li>●perform dances using a range of movement patterns;</li><li>●compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li></ul> <p><b>Games- Football/Dodgeball</b></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>● use running, jumping, throwing and catching in isolation and in combination;</li><li>● play competitive games of Dodgeball and apply basic principles suitable for attacking and defending;</li><li>●play competitive games, 5 and 9 aside football and apply basic principles suitable for attacking and defending;</li><li>●develop flexibility, strength, technique, control</li><li>●compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li></ul>	<p><b>Athletics</b></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"><li>●use running, jumping, throwing and catching in isolation and in combination;</li><li>●play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending;</li><li>●develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];</li><li>●compare their performances with previous ones and demonstrate improvement to achieve their personal best</li></ul> <p><b>Cricket</b></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>● use running, jumping, throwing and catching in isolation and in combination;</li><li>●play competitive games, triangular cricket, French cricket, football cricket and apply basic principles suitable for attacking and defending;</li><li>●develop flexibility, strength, technique, control and balance – throwing, catching</li><li>●compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li></ul> <p><b>Outdoor Adventurous Activities</b></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"><li>● take part in outdoor and adventurous activity challenges both individually and within a team;</li><li>●compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li></ul> <p>Sports Day Inter-house Tournaments</p>
VISITS	Topic Wow Day Spinnaker Tower and day in Portsmouth	Topic Wow Day -Chinese takeaway meal, Chinese crafts, music and dress up.	Topic Wow Day Yr 6 Leavers trip, Douai Yr 5 Alien Day LH??