

YEAR <b>6</b>	<b>AUTUMN</b>		<b>SPRING</b>		<b>SUMMER</b>
<b>History</b>	<b>Victorian and Edwardian Birmingham</b> Children will learn: <ol style="list-style-type: none"> <li>1. Who were the monarchs during the Victorian and Edwardian era?</li> <li>2. What was the impact of the Industrial Revolution on the people of Birmingham?</li> <li>3. What was being invented and manufactured in Birmingham during the Victorian and Edwardian era.</li> <li>4. What changes in social welfare occurred in Birmingham during the Victorian and Edwardian era, especially in public health and medical care?</li> <li>5. How were the lifestyles of people different because of their wealth and status during the Victorian and Edwardian era?</li> <li>6. to construct informed responses.</li> <li>7. to establish clear narratives within and across periods studied.</li> <li>8. to develop the appropriate use of historical terms.</li> <li>9. to regularly address and sometimes devise historically valid questions.</li> <li>10. to describe social, cultural and religious diversity in Britain.</li> <li>11. to identify historically significant events in situations.</li> </ol>		<b>World War Two West Midlands</b> Children will learn: <ol style="list-style-type: none"> <li>1. How significant was the Blitz?</li> <li>2. World War II: whose war?</li> <li>3. What was the impact of World War II on people in Birmingham?</li> <li>4. How well does a fictional story tell us what it was like to be an evacuee?</li> <li>5. Evacuee experiences in Britain: is this all we need to know about children in World War II?</li> <li>6. New opportunities? How significant was the impact of World War II on women in Birmingham?</li> <li>7. What did men do in World War II? Did all men have to fight?</li> <li>8. When was the most dangerous time to live? How different was the Blitz?</li> <li>9. to construct informed responses.</li> <li>10. understand how knowledge of the past can be constructed from a range of sources.</li> <li>11. to select and organise relevant historical information.</li> <li>12. that different versions of the past may exist and give reasons for this.</li> <li>13. to identify and give reasons for and results of historical events, situations and changes.</li> <li>14. to describe social, cultural and ethnic diversity in Britain and the wider world.</li> <li>15. to identify historically significant people and events in situations.</li> </ol>		<b>Crime and Punishment</b> Children will learn: <ol style="list-style-type: none"> <li>1. What do we mean by crime and punishment and what have been some of its main features over time?</li> <li>2. What have been some of the main changes over time to the types of crime committed?</li> <li>3. How and why have punishments changed over time?</li> <li>4. How have crimes been investigated over time?</li> <li>5. How have our views about crime changed over time?</li> <li>6. How realistic are stories about crime and punishment in the past?</li> <li>7. Over time, which main types of crime have been the most worrying?</li> <li>8. to continue developing a chronologically secure knowledge of history.</li> <li>9. to note connections, contrasts and trends over time.</li> <li>10. to describe/make links between main events, situations and changes within and across different periods/societies.</li> <li>11. to describe social and cultural, diversity in Britain and the wider world.</li> </ol>
<b>Geography</b>	<b>Spatial Sense</b> Children will learn:	<b>Exploring Africa</b> Children will learn:	<b>South America</b> Children will learn:	<b>Exploring Brazil</b> Children will learn:	<b>What is China like?</b> Children will learn:

<ol style="list-style-type: none"> <li>1. about six figure grid references.</li> <li>2. how to read six figure grid references.</li> <li>3. what the globe is divided up into time zones using the lines of longitude.</li> <li>4. how time zones affect what time it is in different parts of the world.</li> <li>5. what a climate zone is.</li> <li>6. how to read the key of a climate zone map.</li> <li>7. what a biome is.</li> <li>8. how to read the key of a biome map.</li> </ol>	<ol style="list-style-type: none"> <li>1. to locate Africa on a world map and that the African continent is made up of 54 countries, using compass-directions to locate each country.</li> <li>2. that Africa can be split into five different regions and identify which region various African countries are in.</li> <li>3. that Nigeria is a country in western Africa and about the human and physical features of Nigeria.</li> <li>4. to locate the seven countries of northern Africa on a map and about some general features of this area.</li> <li>5. about both human and physical features of Morocco.</li> <li>6. about the nine countries of central Africa and features common to this region, including the equatorial climate.</li> <li>7. about the Central African Republic, including how and</li> </ol>	<ol style="list-style-type: none"> <li>1. that South America is a continent and about some of its features, identifying the twelve countries and two territories that comprise South America and locate them on a map.</li> <li>2. how climate zone maps show climate zones around the world.</li> <li>3. about the various climate zones in South America, such as temperate, arid and subtropical, describing the features of these climates.</li> <li>4. that the Andes of South America is the largest mountain range in the world, locating the Andes on a map.</li> <li>5. how the Andes were formed and some facts about this mountain range including how it is used by the people who live</li> </ol>	<ol style="list-style-type: none"> <li>1. to locate Brazil on a map and which continent Brazil is in and how many countries it shares a border with.</li> <li>2. about the different regions of Brazil and the differences between them.</li> <li>3. to read and give six-figure grid references using a map of Brazil.</li> <li>4. the definition of physical geography.</li> <li>5. about three different natural landscapes of Brazil in more detail: the Amazon Basin, the Pantanal, and the Brazilian Highlands, including landscape, climate, wildlife and population of each of these areas.</li> <li>6. about the Amazon rainforest, including what and who lives there, and how</li> </ol>	<ol style="list-style-type: none"> <li>1. that China is the most populous country in the world.</li> <li>2. to locate which continent China is in and about how many countries it shares a border with.</li> <li>3. about the different regions of China and the differences between them.</li> <li>4. what a megacity is and how many of these are in China.</li> <li>5. about three vastly different landscapes in China (mountainous, river, desert) and the impact of human development on the physical geography of these areas, including the causes, effects and possible solutions for desertification and the positive and negative impact of the Three Gorges Dam on China.</li> <li>6. what physical geography means by considering three vastly different landscapes in China (mountainous, river, desert) and the impact of human development on the physical geography of these areas.</li> <li>7. about the causes, effects and possible solutions for desertification.</li> <li>8. what is meant by economic growth and about the impact that this has had on China, including both the positive and negative effects on the country and its population.</li> <li>9. about the effect that China's economic growth has had on air pollution in the country.</li> <li>10. what the terms 'tourist' and 'tourism' mean.</li> <li>11. about the country's most popular tourist attraction – the Great Wall of China.</li> <li>12. about the culture of China.</li> </ol>
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		<p>why a country rich in resources can be so poor.</p> <p>8. about the eighteen countries of eastern Africa and about the human and physical features of Tanzania.</p> <p>9. what can and can't be learnt about a place from photos, before finding out more about the human and physical features of Tanzania.</p> <p>10. about the five countries of southern Africa and about the physical features of South Africa, including the nine different biomes and South Africa's biodiversity South Africa, as well as a brief overview of apartheid.</p> <p>11. consolidate their learning about Africa firstly by answering some 'true or false' statements, giving reasons for their answers. They will recap the countries they have learnt about before having the opportunity to</p>	<p>on or near the mountains.</p> <p>6. about the human geography of various countries in South America, comparing and contrasting countries.</p> <p>7. to generate questions they could ask about the human geography of South America.</p> <p>8. about the concept of world trade and some of the products we use that may come from South America, identifying some of the biggest exports of South America and some of their strongest industries.</p> <p>9. the names of the countries and territories of South America and then choose one country as a focus of study, using what they already know and carrying out their own research to collate and present information about a</p>	<p>important this ecosystem is to the world as well as a major threat to the Amazon rainforest - deforestation - including the reasons for, and effects of, this.</p> <p>7. what is meant by the term 'urbanisation', and about reasons for why this is happening in Brazil.</p> <p>8. about push and pull factors for moving from a rural area to an urban area.</p> <p>9. about factors involved in trying to decide whether or not to move from a village to a city.</p> <p>10. about one of the effects of urbanisation on the city of Rio de Janeiro: overcrowding, especially on two very different neighbourhoods: a wealthy area and a</p>	
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		research another African country independently.	South American country. 10. how to compare human and physical features of a region of South America with the UK by researching different facts about the two regions and using this research to draw out and explain similarities and differences.	deprived area and will compare and contrast these areas. 11. about Brazil as a tourist destination, and will be encouraged to discuss what would attract tourists to a particular place by considering the attractions of Rio de Janeiro. 12. about the definition of culture and what the culture of Brazil might be like.		
<b>Science</b>	<b>Classifying Organisms</b> Children will learn: <ol style="list-style-type: none"> <li>1. about some of the broad groups used to classify animals.</li> <li>2. to identify, sort or describe organisms within those groups according to some of their characteristics.</li> <li>3. ways in which animals which belong to the same broad group can be distinguished and further classified.</li> </ol>	<b>Healthy Bodies</b> Children will learn: <ol style="list-style-type: none"> <li>1. about historical health problems caused by poor diet.</li> <li>2. how the work of scientists such as James Lind helped develop a better understanding of how diet affects health.</li> <li>3. how medical tests and trials might be conducted, or improved.</li> </ol>	<b>Changing Circuits</b> Children will learn: <ol style="list-style-type: none"> <li>1. what static electricity is and how it can affect other things by investigating static electricity in different ways.</li> <li>2. about parallel circuits.</li> <li>3. to build and explore circuits and their components, discussing why some circuits will</li> </ol>	<b>Seeing Light</b> Children will learn: <ol style="list-style-type: none"> <li>1. about how shadows are formed and the objects which create them by focus specifically on the shapes of the shadows.</li> <li>2. why shadows are the shape of the object which creates them.</li> <li>3. how we can change and manipulate</li> </ol>	<b>Evolution and Inheritance</b> Children will learn: <ol style="list-style-type: none"> <li>1. about traits that are passed from one generation to the next.</li> <li>2. ways in which some inherited characteristics may vary.</li> <li>3. ways in which families or groups of people have some similar or shared characteristics.</li> </ol>	<b>Great British Scientists</b> Children will learn: <ol style="list-style-type: none"> <li>1. about Sir Isaac Newton and the three laws of motion which he wrote to describe how forces interact with various objects by discussing different examples of each law using models, diagrams and/or demonstrations to aid them in</li> </ol>

<p>4. some ways in which plants are classified by botanists.</p> <p>5. to take photos, collect samples, or research, then classify plants.</p> <p>6. about the development of Linnaeus' classification system.</p> <p>7. use the Linnaeus system to help them identify, classify, and answer questions about a number of different organisms.</p> <p>8. about some ways in which microorganisms are classified, and what they need to survive.</p> <p>9. to conduct an experiment to determine what food a microorganism prefers.</p> <p>10. to identify and classify organisms in a local environment or one in another country.</p>	<p>4. about food groups: what they provide our bodies with, and what quantities of each we need in a balanced diet by studying food labelling.</p> <p>5. about the functions of the heart, lungs and circulatory system.</p> <p>6. to perform a heart dissection to study its internal structure.</p> <p>7. about what happens to the heart when we exercise by conducting practical investigations where heart rate is measured.</p> <p>8. about how muscles work and how they work in groups to move the skeleton</p> <p>9. how blood flow increases to different muscle groups during different types of exercise.</p> <p>10. about what drugs are and how some</p>	<p>work and others will not.</p> <p>4. about circuit symbols and which circuit components they correspond to.</p> <p>5. to build circuits from diagrams and draw their own.</p> <p>6. how the number of components and batteries affects the voltage in a circuit and so affects how brightly a bulb will shine.</p> <p>7. to use their knowledge of circuit symbols to draw and discuss different circuits and suggest which may potentially overload the components, breaking them.</p> <p>8. how different wires can affect the brightness of a bulb by planning and conducting an investigation.</p> <p>9. to improve an existing investigation.</p> <p>10. to discuss anomalous results</p>	<p>shadows' shape, length, intensity and in particular, size by conducting an experiment, identifying the key variables, observing the results and drawing conclusions from their results.</p> <p>4. about the anatomy of our eyes and how the different parts allow us to see.</p> <p>5. that all objects reflect and absorb different amounts of light.</p> <p>6. that it is these reflections that allow us to see objects by completing diagrams of how we can see different objects and writing explanations of the process.</p> <p>7. about the law of reflection and to use their knowledge and understanding of identifying and</p>	<p>4. about how random mutations may or may not be passed from one generation to the next, and how this process results in variation and consider whether certain variations are advantageous, giving reasons why.</p> <p>5. about how, if traits are advantageous to a species, they may be passed on and that evolution can occur by undertaking activities where they will identify advantageous traits of species, learn more about evolutionary scientists, or sequence description of evolutionary processes.</p> <p>6. about the contributions of ancient Greek scientists to our understanding of evolution.</p> <p>7. in greater depth the work of Carl</p>	<p>presenting and explaining each law.</p> <p>2. about Newton's study on light and colour.</p> <p>3. how prisms and water can split light into colours and think about where they have seen this happen.</p> <p>4. to investigate the mixing of coloured light using coloured filters and how this affects the colours we see.</p> <p>5. about the studies of Stephen Hawking and his work on black holes.</p> <p>6. about the gravitational pull of the black holes and use this concept to learn about weight, gravity and mass.</p> <p>7. to use force meters to explore the relationship between weight and mass on Earth or alternatively build and calibrate</p>
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		<p>are helpful and some are harmful.</p> <p>11. ways in which drugs have side effects.</p> <p>12. to present their ideas about the functions of the human body in a variety of ways.</p>	<p>in experiments and how to spot them.</p>	<p>measuring angles to predict reflected light rays.</p> <p>8. about the angle of incidence and reflection and use these to complete a light maze.</p> <p>9. about how refraction can bend and change the direction of light rays.</p> <p>10. to differentiate between whether or not an object will reflect or refract light.</p> <p>11. how white light can be split into the seven colours of the rainbow.</p> <p>12. about Isaac Newton's experiments with prisms and discuss how we see colours.</p>	<p>Linnaeus and, particularly, that of Charles Darwin.</p> <p>8. about mutations and how external factors can affect the evolution of a species.</p> <p>9. about human adaptations which allow us to thrive.</p> <p>10. about some impacts of human behaviour on other species.</p> <p>11. to discuss some beliefs and misconceptions about evolution.</p>	<p>their own force meter to use.</p> <p>8. about the works of Anning, Wallace and Darwin on evolution and natural inheritance by thinking carefully about how the different scientists contributed to scientific discovery in this area.</p> <p>9. about the process of natural selection and how this has led to changes and variations in different species because of advantageous traits.</p> <p>10. about antibiotics and the scientist who discovered them: Alexander Fleming.</p> <p>11. what antibiotics do and discuss why this was such an important discovery.</p> <p>12. to plan an experiment to test his theory that</p>
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						<p>mould can kill bacteria.</p> <p>13. how gears and wheel sizes affect speed and distance travelled.</p> <p>14. about the design of a penny-farthing and the inventor of the Rover safety bicycle: John Kemp Starley.</p> <p>15. what changes the size of gears can make and how they work together in a chain drive to make a bike move.</p> <p>16. to calculate the gear ratios for different gear chains.</p>
<b>Art</b>	<b>Landscape Art</b> Children will learn: <ol style="list-style-type: none"><li>1. about perspective in landscape artwork and what ‘perspective’ means.</li><li>2. how artists use vanishing points, horizon lines and construction lines to create linear perspective.</li><li>3. to use the techniques shown to create their own piece of landscape artwork in perspective</li><li>4. some techniques for working with watercolours.</li></ol>	<b>Express Yourself</b> Children will learn: <ol style="list-style-type: none"><li>1. about different ways to express themselves and identify the ways in which they express themselves.</li><li>2. how clothing can be a means of expressing their personality and opinions, looking at other people’s outfits as well as designing some of their own.</li><li>3. how cartoonists convey different facial expressions.</li></ol>	<b>Gustav Klimt</b> Children will learn: <ol style="list-style-type: none"><li>1. about Klimt's early life and his early portrait sketches.</li><li>2. to practise sketching portraits in the style of Klimt and practise pencil sketch shading techniques.</li></ol>	<b>Street Art Project</b> Children will learn: <ol style="list-style-type: none"><li>1. how graffiti polarises opinion.</li><li>2. about distinctive features of graffiti art and consider where it is, and is not, appropriate to make graffiti art.</li><li>3. how some forms of street art became</li></ol>		

<ul style="list-style-type: none"> <li>5. to paint a simple landscape using watercolours</li> <li>6. about atmospheric perspective in landscapes.</li> <li>7. how to create atmospheric perspective in a simple landscape using tints and shades using different mediums, including watercolours and pastels.</li> <li>8. the definition of abstract art.</li> <li>9. about some examples of abstract landscapes by famous artists.</li> <li>10. to create their own abstract landscapes focusing on creating different patterns.</li> <li>11. how to represent the element they are portraying, before creating their piece of abstract artwork by using different patterns.</li> <li>12. some different ideas and techniques to create landscape artwork using collage.</li> <li>13. to create their own landscape collage using torn paper.</li> <li>14. to use their knowledge of all the techniques, mediums and genres they have studied to create a final piece of landscape art, selecting their materials and techniques to recreate a landscape scheme.</li> </ul>	<ul style="list-style-type: none"> <li>4. how facial features changes to show an emotion.</li> <li>5. to sketch cartoon faces showing a variety of different emotions.</li> <li>6. what body language is and how bodies can portray emotions.</li> <li>7. to create a wire sculpture of a human and position them to show a particular emotion.</li> <li>8. how lines and fonts can express different ideas and feelings, using the words of Keith Haring as an example.</li> <li>9. about what different kind of lines mean or express.</li> <li>10. to use their understanding of fonts and lines to create calligram portraits of themselves to express their personalities.</li> <li>11. how colour can express the emotions, thoughts and opinions of an artist.</li> <li>12. about Kandinsky's colour theory to reflect on their own responses to different colours and what thoughts and emotions they think of when responding to a colour and use these reflections to create an emotion wheel using colour and shapes.</li> <li>13. about the modern artist Chuck Close who used fingerprinting to create largescale portraits.</li> <li>14. the different techniques Close used to create his artwork, including the use of a grid to transfer a portrait from a photo to a canvas.</li> <li>15. to create a self-portrait using their fingerprints.</li> </ul>	<ul style="list-style-type: none"> <li>3. about Klimt's famous frieze, 'Beethoven Frieze' (1902), identifying and discussing aspects of its symbolism.</li> <li>4. to use symbols and mythical characters while creating their own 'storytelling' works of art.</li> <li>5. about some famous Klimt pieces from his 'Golden Period' and consider how he was influenced by illuminated manuscripts.</li> <li>6. to use 'gilding' to produce works of art based on sketches done previously.</li> <li>7. about Klimt's landscapes and identify ways in which he was influenced by other impressionist artists.</li> <li>8. about paintings done by Klimt in his later life, identifying symbolism used to depict life and</li> </ul>	<ul style="list-style-type: none"> <li>increasingly accepted over time and why street artists may be commissioned to create art in neglected or public spaces.</li> <li>4. what 'satirical' means.</li> <li>5. how to identify meaning in pieces of satirical street art, discover how street art can be satirical, and consider why works of art such as these provoke strong reactions.</li> <li>6. to create a printing tile design that can be used to make quick, repeated patterns.</li> <li>7. how to respond to images of stencil street art by Banksy, and consider why art in this style is also popular with advertisers.</li> <li>8. how stencils may be created, then design and make their own stencils.</li> </ul>
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			<p>death, as well as ways in which death is depicted in other texts and works of art.</p>	<p>9. how to use paint and brushes to 'stipple' paint through stencil designs.</p> <p>10.to create stencil art using stencils made during the previous lesson.</p>
<p><b>Design Technology</b></p>	<p><b>Building Bridges</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. how simple bridges are constructed using beams, pillars or piers.</li> <li>2. how trusses are used in bridge design to spread out compression forces.</li> <li>3. how arches are used to spread and redirect compression forces acting on bridges.</li> <li>4. how suspension bridges use tension to support bridge decks spanning large distances.</li> <li>5. to develop criteria for a bridge design that will meet the terms of the brief.</li> <li>6. ways in which they might test their bridge design once constructed.</li> </ol>	<p><b>Programming Pioneers</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. that many more complex electrical products are controlled using embedded computer systems, often with microcontrollers with specially written programs on them.</li> <li>2. about the work of computer hardware and software engineers, and about some famous computer engineering partnerships.</li> <li>3. how a range of electronic components in products might work.</li> <li>4. how pioneering computer scientists made computers easier to use over time.</li> <li>5. to design a product such as an automatic light or an alarm/door entry buzzer that could be installed in a room.</li> <li>6. more about why and how microcontrollers are used to control electronic products.</li> <li>7. how to 'debug' a simple program written to control a switch and an LED.</li> <li>8. why we make prototype models.</li> <li>9. how using models to explain ideas can be interesting and inspiring.</li> <li>10.to evaluate their own product designs and design process.</li> </ol>	<p><b>Great British Dishes</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. about some national savoury dishes of England, the origin of each one and how healthy it is.</li> <li>2. about the RDA (Recommended Daily Allowance) values for sugar.</li> <li>3. about seasonal fruits as a natural source of sugar for ingredients of desserts.</li> <li>4. how oats, a staple crop in Scotland, are grown, harvested and processed.</li> <li>5. about the importance of sheep farming in Wales and how this has led to lamb becoming a popular ingredient in a lot of Welsh food.</li> <li>6. how and why the cuisines of other countries have influenced British dishes over the years, with a focus on Anglo-Indian food.</li> <li>7. about the shelf life of different products and the difference between 'best before' and 'use by' labels.</li> <li>8. the steps that need to be taken in order to plan and shop for a specific meal.</li> </ol>	

PE	Netball	Gymnastics Unit 1	Fitness Unit 2	Cricket	Volleyball	Athletics
	<p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. to show coordination in some ball-handling drills.</li> <li>2. to explain some ways to improve coordination.</li> <li>3. to play in a 4v4 game, scoring points in 1 of 3 goals.</li> <li>4. to practise marking the ball for a pass or a shot.</li> <li>5. to umpire the 0.9m rule for a player marking the ball.</li> <li>6. to play in a game utilising the marking the ball skill.</li> <li>7. to engage in attacking roles, implementing basic attacking positions.</li> <li>8. to explain why it is important to stay active to help your goal shooter and goal attack.</li> <li>9. to make choices on when to shoot and when to pass.</li> <li>10. to describe what a rebound is.</li> <li>11. to attempt rebounds as both</li> </ol>	<p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. to complete a six-element sequence containing flight, contrasting shapes and balances.</li> <li>2. to take weight on hands to land on apparatus from flight.</li> <li>3. to include twists/turns and changes of speed and direction.</li> <li>4. to dismount from varying heights.</li> <li>5. to make simple judgements about own work and choose what level to work.</li> <li>6. to use magic chair landing, jump forwards beyond cone while still maintaining control, increase distance, jump into balance.</li> <li>7. to organise equipment in small groups to create a flight sequence.</li> <li>8. to express cannon in sequences.</li> <li>9. to work collaboratively to assign a leader and</li> </ol>	<ol style="list-style-type: none"> <li>1. to keep track of reps during exercise.</li> <li>2. to work to increase flexibility and range of motion.</li> <li>3. to explain some of the reasons why water is important after exercise.</li> <li>4. to build on previous scores for fitness progression.</li> <li>5. to use words 'work' and 'rest' to explain interval training.</li> <li>6. to describe why rest is important after exercising.</li> <li>7. to work with maximum effort for a short period of time.</li> <li>8. to participate in balance based movements in combination.</li> <li>9. to work to improve weekly burpees score.</li> <li>10. to work to complete movement over the full range of motion.</li> <li>11. to perform a superset and</li> </ol>	<p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. the correct striking stance and direct the ball away from fielders using different angles and speeds</li> <li>2. how to bowl in competitive situations and understand strategies that can be deployed between bowler, wicket keeper, backstop and bases.</li> <li>3. how to field the ball and return it with an overarm throw</li> <li>4. when to run after hitting a ball</li> <li>5. how to play confidently and effectively in a range of small sided striking and fielding games and work as a team to develop strategies to outwit the batters.</li> </ol> <p><b>Swimming</b></p> <p>Consolidating and Recapping prior learning from KS2. Those who have completed their water-safety and 25m swim</p>	<p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. to play a range of small, sided net/wall games and apply basic common principles for attack and defence across the activities.</li> <li>2. to play a variety of shots with intent when striking a ball after one bounce or on the volley.</li> <li>3. to direct a ball into an opponent's court at different speeds, heights and angles and explain why they are doing it.</li> <li>4. to evaluate the effectiveness of a shot and suggest ways of improving it.</li> <li>5. to work cooperatively as a team in twos or small groups to create rules and play them.</li> </ol> <p><b>Tennis</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. to play doubles tennis to score points against opposition.</li> <li>2. to defend points against the</li> </ol>	<p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. to run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</li> <li>2. to confidently and independently select the most appropriate pace for different distances and different parts of the run.</li> <li>3. which athletics throwing events use push, pull or heave techniques.</li> <li>4. how the different equipment suits different styles of throwing.</li> <li>5. that a long stride will help increase distance or height.</li> <li>6. the need to start consistently from their own special starting position and to mark out a run up.</li> <li>7. how to officiate and lead areas of athletics.</li> </ol> <p><b>OAA</b></p> <p>Children will learn:</p>

	<p>attacker and defender in practices and competitive games.</p> <p>12.to practise attempting to intercept the ball.</p> <p>13.to work hard to intercept a pass.</p> <p>14.to explain why you caught the ball or why you knocked it away.</p> <p>15.to play in games stayed onside.</p> <p>16.to catch balls on the edge of the allowed area.</p> <p>17.to play in competitive games as part of a team.</p> <p><b>Rounders</b></p> <p>1. to demonstrate urgency in acquiring rounders in a specified innings length.</p> <p>2. to attempt both attacking and defensive play as a batter.</p> <p>3. to attempt attacking bowling.</p> <p>4. to track and catch a high ball.</p> <p>5. to catch a high ball to get players out.</p>	<p>share ideas for the sequence.</p> <p>10.to include a piece of equipment assigned to the group. e.g hoops, spots.</p> <p>11.to devise pulse raising warm-up, which develops flexibility.</p> <p>12.to create a paired flight sequence demonstrating both unison and cannon.</p> <p>13.to recap unison in relation to gymnastics sequences.</p> <p>14.to select children to deliver warm-up activity from the previous lesson.</p> <p>15.to create a six element sequence including cannon, unison, dismount, a piece of equipment.</p> <p><b>Cricket</b></p> <p>1.to demonstrate urgency in acquiring runs in a given time.</p> <p>2.to attempt both attacking and defensive play as a batter.</p> <p>3.to attempt ring field placement, including</p>	<p>describe its features.</p> <p>12.to explain why some of the reasons why sleep is important.</p> <p>13.to participate in a pyramid work out and explain its principles.</p> <p>14.to use repetition to improve movement quality.</p> <p>15.to describe some benefits of playing outdoors.</p> <p>16.to work a variety of movements in tabata style.</p> <p>17.to improve replication of yoga shapes.</p> <p>18.to identify and explain some benefits of whole-body exercise.</p> <p><b>Dance Unit 1</b></p> <p>1. to use tension and extension to control the body</p> <p>2. to develop a simple sequence using actions and dynamics.</p> <p>3. to recognise the difference between actions and dynamics.</p>	<p>successfully will learn watersports.</p>	<p>opposition using teamwork skills to return balls over the court.</p> <p>3. to select and apply skills previously learned.</p> <p>4. to practise the principles of a backhand shot.</p> <p>5. to describe why and how to use a two-handed backhand shot.</p> <p>6. to use a backhand shot when necessary in a game situation.</p> <p>7. to use the lob shot.</p> <p>8. to demonstrate a lob shot in isolated situations.</p> <p>9. to perform a lob shot in gameplay.</p> <p>10.to play in a game against opposition in doubles and singles using full tennis scoring system.</p> <p>11.to appropriately score a tennis game using full tennis rules.</p> <p>12.to umpire a game of doubles and singles.</p>	<p>1. to work as a pair to follow and orient a map.</p> <p>2. to select a correct travelling pace, eg running, jogging or a brisk walking pace.</p> <p>3. to enjoy competing with each other.</p> <p>4. to run as fast as possible under control.</p> <p>5. to work as part of a pair to complete a scavenger hunt.</p> <p>6. to identify objects by a written description successfully.</p> <p>7. to balance safely and with control.</p> <p>8. to perform a pyramid balance as part of a small group.</p> <p>9. to suggest adaptations and variation to balances.</p> <p>10.to work collaboratively to complete a range of paired and group activities.</p> <p>11.to work efficiently as part of a team to</p>
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	<p>6. to attempting catches in a competitive game.</p> <p>7. to bowl the faster ball.</p> <p>8. to use the faster ball to deceive batters.</p> <p>9. to track and retrieve the ball over distance.</p> <p>10.to identify when to work as pairs to field long balls.</p> <p>11.to explain how effective fielding can restrict rounders scored.</p> <p>12.to identify when a fellow batter is at risk of being overtaken.</p> <p>13.to apply simple tactics to ensure all batters make it round bases.</p> <p>14.to apply the rule which states once you leave a base as a batter you must run on.</p> <p>15.to use a range of defensive and attacking tactics in a game.</p> <p>16.to apply a range of simple rounders rules in a game.</p>	<p>mid-on, mid-off, mid-wicket and cover.</p> <p>4.to track and catch a high ball.</p> <p>5.to catch a high ball to get players out.</p> <p>6.to attempt catches in a competitive game.</p> <p>7.to bowl the short ball.</p> <p>8.to use the short ball to tempt players to hit high.</p> <p>9.to attempt to catch the high ball off a short delivery.</p> <p>10. to track and retrieve the ball over distance.</p> <p>11. to identify when to work as pairs to field long balls.</p> <p>12. to explain how effective fielding can effect runs scored.</p> <p>13. to demonstrate and describe the features of the on drive.</p> <p>14. why you would use different types of shot in a game.</p> <p>15. to attempt an on drive.</p> <p>16. to set an attacking field when appropriate.</p>	<p>4. to explore space and relationships in dance.</p> <p>5. to develop a movement phrase that incorporates at least two relationships and a spatial element.</p> <p>6. to remember and perform a simple phrase incorporating at least 3 actions.</p> <p>7. to use expression in a dance phrase.</p> <p>8. to develop movement action phrase in a group of 4.</p> <p>9. to develop a dance using an increased range of actions.</p> <p>10.to identify appropriate dynamics and group formations for a Haka dance performance.</p> <p>11.to perform with consistency throughout.</p> <p>12.to perform some basic street dance skills.</p> <p>13.to develop a short sequence including</p>		<p>13.to practise rules and scoring systems for a full game.</p> <p>14.to play in doubles games and recognise how as a pair they can improve.</p> <p>15.to implement basic positioning as a pair to score points.</p> <p>16.to use basic doubles positioning to explore attacking and defensive play.</p> <p>17.to work as a pair to develop tactics against other pairs.</p> <p>18.to compete and identify ways they can improve their game.</p>	<p>eliminate opposition.</p> <p>12.to use correct rules.</p> <p>13.to decide who should run and when in a team running challenge.</p> <p>14.to use speed and pace to run individually.</p> <p>15.to use their knowledge of games to design a fun, competitive game.</p> <p>16.to problem solve as part of a team.</p> <p>17.to refine and adapt ideas.</p> <p>18.to follow task instructions.</p>
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	17.to play in on a full base rounders game.	17. to apply a range of known cricketing rules to a new game format. 18. to attempt to bowl a variety of balls to get players out.	basic street dance positions. 14.to interpret visual stimulus. 15.to develop a street dance using relationships in dance. 16.to work as part of a pair to compose a strret dance performance. 17.to perform confidently to peers.			
<b>Computing</b>	<b>Analyse and Interpret Data using Spreadsheets</b> Children will learn: 1. to create spreadsheets that are fit for purpose. 2. to use the spreadsheets to find the answers to problems.	<b>The Internet and World Wide Web</b> Children will learn: 1. to understand what the internet is. 2. to discuss the services it provides. 3. to focus in on the world wide web as a service and how data and information travels around the network. 4. to consider how search engines help to find Information. 5. to improve search techniques when looking for information online.	<b>Understanding Big Data</b> Children will learn: 1. what big data is. 2. the impact on privacy and security of data. 3. how data is used by others in both authorised and unauthorised ways. 4. to investigate ways that big data is used for global projects that benefit our lives.		<b>Game Design</b> Children will learn: 1. to use pseudo-code, cloning and conditional operators (Boolean) in Scratch3 to make and design complex games.	
<b>Music</b>	<b>Happy</b> Children will learn:	<b>Classroom Jazz 2</b> Children will learn:	<b>A New Year Carol</b> Children will learn:	<b>You've Got A Friend</b> Children will learn:	<b>Music and Me</b> Children will learn:	<b>Reflect, Rewind and Replay</b> Children will learn:

	<ol style="list-style-type: none"> <li>1. a song from memory, who sang or wrote it, when it was written and why?</li> <li>2. the style of the song and the name other songs from the Units in those styles.</li> <li>3. to talk about the style indicators of the song (musical characteristics that give the songs their style)</li> <li>4. to talk about the lyrics: what the song is about.</li> <li>5. to identify and move to the pulse with ease.</li> <li>6. to think about the message of song.</li> <li>7. what pulse is.</li> <li>8. how to keep the internal pulse.</li> <li>9. to sing a song with a strong internal pulse.</li> <li>10. to sing in unison and backing vocals.</li> <li>11. different ways of writing down music – eg staff notation, symbols.</li> <li>12. to play a musical instrument with the</li> </ol>	<ol style="list-style-type: none"> <li>1. a new song from memory, who sang or wrote it, when it was written and why?</li> <li>2. the style of the songs and the name other songs from the Units in those styles.</li> <li>3. to talk about any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre).</li> <li>4. to identify the structure of the song (intro, verse, chorus etc.).</li> <li>5. to compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>6. what rhythm is.</li> <li>7. musical leadership by creating musical ideas for the group to copy and respond to.</li> <li>8. the style of a song so they can</li> </ol>	<ol style="list-style-type: none"> <li>1. a new song from memory, who sang or wrote it, when it was written and why?</li> <li>2. the style of the songs and the name other songs from the Units in those styles.</li> <li>3. to name some of the instruments used in the songs.</li> <li>4. to listen carefully and respectfully to other people's thoughts about the music.</li> <li>5. to use musical words when talking about the songs.</li> <li>6. what pitch is.</li> <li>7. to talk about a song's main features.</li> <li>8. to follow a leader when singing.</li> <li>9. the notes C, D, E, F, G, A, B + C on the treble stave.</li> <li>10. to select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note,</li> </ol>	<ol style="list-style-type: none"> <li>1. a new song from memory, who sang or wrote it, when it was written and why?</li> <li>2. the style of the songs and the name other songs from the Units in those styles.</li> <li>3. to talk about the historical context of the songs and what else was going on at this time, musically and historically.</li> <li>4. to talk about the musical dimensions working together in the Unit songs.</li> <li>5. what tempo is.</li> <li>6. what dynamics is.</li> <li>7. to sing in unison, the solo, lead vocal, backing vocals or rapping.</li> <li>8. to experience rapping and solo singing.</li> <li>9. to rehearse and perform their part within the context of the Unit song.</li> <li>10. that if they are improvising using the notes they are</li> </ol>	<ol style="list-style-type: none"> <li>1. a new song from memory, who sang or wrote it, when it was written and why?</li> <li>2. the style of the songs and the name other songs from the Units in those styles.</li> <li>3. to know and talk about that fact that we each have a musical identity.</li> <li>4. to talk about the music and how it makes them feel, using musical language to describe the music.</li> <li>5. what texture is.</li> <li>6. what structure is.</li> <li>7. to know the importance of warming up their voice.</li> <li>8. to listen to each other when singing.</li> <li>9. to be aware of how they fit into the group when singing.</li> <li>10. to listen to and follow musical instructions from a leader.</li> <li>11. that you can use some of the riffs</li> </ol>	<ol style="list-style-type: none"> <li>1. how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music.</li> <li>2. about the meaning of the lyrics of the song and what it is about.</li> <li>3. to sing with awareness of being in tune.</li> <li>4. about the instruments they might play or be played in a band or orchestra or by their friends.</li> <li>5. to lead a rehearsal session.</li> <li>6. about three well-known improvising musicians.</li> <li>7. that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.</li> <li>8. that a performance is planned and different for each occasion.</li> <li>9. that a performance involves communicating</li> </ol>
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	<p>correct techniques within the context of the Unit song.</p> <p>13. that improvisation is making up your own tunes on the spot.</p> <p>14. that a composition is music that is created by someone and kept in some way so that it can be played or performed again to an audience.</p> <p>15. to create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>16. that performing is sharing music with an audience with belief.</p> <p>17. to choose what to perform and create a programme.</p>	<p>represent the feeling and context to the audience.</p> <p>9. to demonstrate a good singing posture.</p> <p>10. that when someone improvises, they make up their own tune that belongs to them that has not been heard or written down before.</p> <p>11. to identify the keynote or home note and the structure of the melody.</p> <p>12. that a performance can be to one person or to each other and does not need to be to a huge audience.</p> <p>13. to communicate the meaning of the words and clearly articulate them.</p>	<p>simple or medium part or the melody of the song from memory or using notation.</p> <p>11. that using one, two or three notes confidently is better than using five.</p> <p>12. that notation is the connection between sound and symbol.</p> <p>13. to listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>14. that everything to be performed must be planned and learned.</p>	<p>given, they cannot make a mistake.</p> <p>11. to record the composition in any way appropriate that recognises the connection between sound and symbol (eg graphic/pictorial notation).</p> <p>12. to sing, rap or play with clarity and confidence.</p> <p>13. to record a performance and compare it to a previous performance.</p>	<p>and licks they have learned in their improvisations.</p> <p>12. that a performance can be for a special occasion and involve an audience including people they do not know.</p> <p>13. to evaluate musically the success of, and improvements for, their performance.</p>	<p>ideas, thoughts and feelings about the song/music.</p>
<b>Spanish</b>	<p><b>Spanish Phonetics 1 to 4</b></p> <p>Children will learn:</p> <p>1. the key phonic sounds/phonemes (CH, J, Ñ, LL, RR and CA, CE, CI, CO, CU, GA, GE, GI, GO, GU)</p>	<p><b>Family</b></p> <p>Children will learn:</p> <p>1. to introduce their family members (factual or fictitious) by saying what their names are and how old they are.</p>	<p><b>My Home</b></p> <p>Children will learn:</p> <p>1. to say whether they live in a house or an apartment and say where it is.</p> <p>2. to repeat, recognise and attempt to</p>	<p><b>At School</b></p> <p>Children will learn:</p> <p>1. to talk about their subjects in terms of expressing an opinion and at what time they study these subjects.</p>	<p><b>The Weekend</b></p> <p>Children will learn:</p> <p>1. to talk about what they do in their own time.</p> <p>2. a variety of common weekend activities to talk</p>	<p><b>Healthy Lifestyle</b></p> <p>Children will learn:</p> <p>1. vocabulary that will enable them to discuss healthy lifestyle choices.</p> <p>2. to use the negative to also be able to</p>

	<p>and learn further key phonic sounds/phonemes (B, V, CC, QU, Z) essential for their Spanish studies.</p> <p><b>Selection of Core Vocabulary Lessons</b></p>	<p>2. numbers up to 100 to enable them to say the age of various family members.</p> <p>3. the concept of possessive adjectives ('mi' and 'mis') in relation to family members.</p>	<p>spell up to ten nouns (including the correct article for each) for the rooms of the house.</p> <p>3. to say what rooms they have or do not have in their home.</p> <p>4. to ask somebody what rooms they have or do not have in their home.</p> <p>5. to create a longer spoken or written passage in Spanish recalling and reusing previously learnt language (incorporating personal details such as their name and age).</p>	<p>2. to use the verb 'ir' (to go).</p>	<p>about what they do when not at school.</p> <p>3. to say at what time they do these activities.</p> <p>4. a series of conjunctions enabling them to join sentences together developing more fluent phrases in Spanish.</p>	<p>say the things they don't do as well as the choices they do make.</p>
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