"We strive to create an environment which promotes a thirst for learning and gives everyone the best chance of success within a caring Christian ethos"					
Our Learning Challenge				How can we leave a legacy?	
Year	6	Term	Summer	Our Vision and values	I will be proud of all that I do an treat others with kindness I will respect and value myself and others no matter what we believe, how we look or where we live will be responsible for the way I behave I will be the best that I can be I will embrace new challenges and learning opportunities I will reflect on my learning and listen to advice from others about how to improve I will have fun, enjoy learning new things at school and have the courage to make mistakes I will think about my own faith and what difference it an make to me and how I live
Purposeful Learning Outcome		Raise money for school through enterprise project –Dragons' Den Leave a legacy – e.g school funds/art memorial/project		British Values	Democracy: we aim to promote this British value by demonstrating how democracy works by discussion, decision making and voting. For example: • Encouraging children to make decisions together. • Providing opportunities for children to vote between choices of activity. • Providing the opportunity for children to vote for Buddies, School Council, Collective Worship Council and subject leaders Individual liberty: we aim to promote this British value by promoting individual freedoms to choose faiths, beliefs and likes/dislikes. For example: • Providing opportunities for children to share achievements and successes, to promote independence and develop self-esteem. • Encouraging children to develop a positive sense of themselves. • Provide activities for all children to engage in and actively challenge gender specific tasks and activities. Rule of law: we aim to promote this British value by demonstrating a need for rules and laws which help to keep us safe and happy For example: • By working together to create group rules. • By understanding their own and others' behaviour and feelings and the consequence of these. • Encouraging and supporting children to learn how to distinguish right from wrong. Mutual respect and tolerance of different faiths and beliefs: we aim to promote this British value by treating others how we would like to be treated ourselves regardless of their differences • Encouraging children to learn about the world around them – both locally and further afield. • Encouraging children to learn about other faiths, cultures, traditions, families, communities and ways of life,

Starting Stimulus	Community Links Visitors and Visits Creative Experiences	SMSC Including PSHE and Safeguarding
View previous year's leaflets and videos of Dragons' Den projects Interview an entrepreneur	Present ideas for your own business enterprise to 'dragons' (staff) Design and make products to sell with your team, as part of the Dragon's Den project Manage money, including keeping to a budget; improve skills with using money - including looking at profitability and loss Take part in a class sleepover offsite, e.g. Frank Chapman Contribute to a lasting piece of artwork to leave with school, e.g. tree, trail, sculpture Appear on Dragon's Den Start a business – use skills from y5 Create a time capsule Write a letter to your future self Have a prom	Relationships Recognise when people are trying to gain power or control Demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control Outcome – Film clip – how to keep safe on the internet Changing Me Describe how a baby develops from conception through the nine months of pregnancy, and how it is born and Recognise how I feel when I reflect on the development and birth of a baby Outcome – Journey T shirts/other memento as part of legacy

Steps to Achieving Learning Challenge		
Sub question	Subject Focus (from mapping)	Content / Activities
Who are the Romans? What changes did they make to Britain?	History – legacy, change and continuity	
What is a legacy and what legacy do we want to leave behind?	PSHE/Citizenship	Class discussion Preparation for production (last week summer term).
What legacy have others left behind?	History - famous people Geography – North America	Review people we studied last term – Shakespeare, Columbus, Abraham Lincoln, MLK
How can we fund our own legacy?	ICT – Create spreadsheets to calculate profit Maths – Budgets and Business plan	Business project – Group business plans and Dragon's Den presentations

How can we leave a permanent legacy?	DT – Woodwork/ sculpture Art	Work with local community or students from high school –make a piece of artwork (leave a legacy)
How can we involve others in our legacy?	PSHE/Citizenship	Children to design own questionnaires re school life and legacy with other year groups; leave a legacy (piece of artwork)
What legacy have we left behind? What memories will we take with us from school?	PSHE and Citizenship- learning from the past, looking to the future.	Transition activities for secondary school Performance for parents and community.

Relationship to Core Subjects			
English Skills		Maths Skills	Science Skills

English Skills (col 1)	English Skills (col 2)	Maths Skills	Science Skills

To read words accurately
• Apply knowledge of root words, prefixes and suffixes.
• Read age-appropriate books with confidence and fluency (including whole novels).
(Note: this should be through normal reading rather than direct teaching.)
 	
To understand texts
• Recommend books to peers, giving reasons for choices.
• Identify and discuss themes and conventions in and across a wide range of writing.
• Make comparisons within and across books.
• Learn a wide range of poetry by heart.
• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
• Check that the book makes sense, discussing understanding and exploring the meaning of words in context.
• Ask questions to improve understanding.
• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
• Predict what might happen from details stated and implied.
• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
• Identify how language, structure and presentation contribute to meaning.
	To write with purpose
	• Identify the audience for writing.
	• Choose the appropriate form of writing using the main features identified in reading.
	• Note, develop and research ideas.
	• Plan, draft, write, edit and improve.
	
	To use imaginative description
	• Use the techniques that authors use to create characters, settings and plots.
	• Create vivid images by using alliteration, similes, metaphors and personification.
	• Interweave descriptions of characters, settings and atmosphere with dialogue.
	
	To organise writing appropriately
	• Guide the reader by using a range of organisational devices, including a range of connectives.
	• Choose effective grammar and punctuation.
	• Ensure correct use of tenses throughout a piece of writing.
	
	To use paragraphs
	• Write paragraphs that give the reader a sense of clarity.
	• Write paragraphs that make sense if read alone.
	• Write cohesively at length.
	
	To use sentences appropriately
	• Write sentences that include:
		Geometry- Properties of Shapes
		
		Draw 2D shapes using given dimensions and angles.
		Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.
		Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
		
		Geometry- Position and Direction
		
		Describe positions on the full coordinate grid (all four quadrants).
		Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
			Evolution and Inheritance
			  i. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
			  ii. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
			  iii. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
			
			Animals (including humans)
			  i) Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
			  ii) Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
			  iii) Describe the ways in which nutrients and water are transported within animals, including humans
			
			Working scientifically
			  i Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
• Retrieve and record information from non-fiction.
• Participate in discussion about books, taking turns and listening and responding to what others say.
• Distinguish between statements of fact and opinion.
• Provide reasoned justifications for views.
	• relative clauses
	• modal verbs
	• relative pronouns
	• brackets
	• parenthesis
	• a mixture of active and passive voice
	• a clear subject and object
	• hyphens, colons and semi colons
	• bullet points.
	
	To present neatly
	• Write fluently and legibly with a personal style.
	
	To spell correctly
	• Use prefixes appropriately.
	• Spell some words with silent letters (knight, psalm and solemn).
	• Distinguish between homophones and other words that are often confused.
	• Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.
	• Use dictionaries to check spelling and meaning of words.
	• Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.
	• Use a thesaurus.
	• Spell the vast majority of words correctly.
	
	To punctuate accurately
	• Develop understanding of writing concepts by:
	  • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
	  • Using passive verbs to affect the presentation of information in a sentence.
	  • Using the perfect form of verbs to mark relationships of time and cause.
	  • Using expanded noun phrases to convey complicated information concisely.
	  • Using modal verbs or adverbs to indicate degrees of possibility.
			ii Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
			iii Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
			iv Using test results to make predictions to set up further comparative and fair tests
			v Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
			Identifying scientific evidence that has been used to support or refute ideas or arguments

• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
• Indicate grammatical and other features by:
 • Using commas to clarify meaning or avoid ambiguity in writing.
 • Using hyphens to avoid ambiguity.
 • Using brackets, dashes or commas to indicate parenthesis.
 • Using semi-colons, colons or dashes to mark boundaries between independent clauses.
 • Using a colon to introduce a list.
 • Punctuating bullet points consistently.

To understand writing
• Use and understand grammatical terminology when discussing writing and reading:
Year 5
 • relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.
Year 6
 • active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.

To present writing
• Perform compositions, using appropriate intonation and volume.

Key Texts

Fiction	Non-fiction	Poetry
D Almond - Skellig	N Mandella – autobiog/ Long Walk to Freedom	The Door
A Horowitz – Stormbreaker	L King – I have a dream	Matilda
S Collins – The Hunger Games	Winston Churchill autobiography	The Dispute of Tea and Coffee

English Real and Purposeful Outcomes	Maths Outcomes	Science Outcomes
Discussion, debate and formal presentations and writing Write stories, letters and fictional biographies inspired by reading across the curriculum, inc Skellig Write persuasively – convince 'Dragons' to back your new business Record information in different forms, e.g. leaflets, fact files (Dragon's Den project) Learn playscript lines by heart; present to an audience	Dragon's Den project – running a business Costings and profit margins in report Counting of money trying to meet forecast targets Videos made by children of how to carry out 'formal' methods of calculations relating to computing	**EVOLUTION AND INHERITANCE** ● Identify things that are inherited and things that are learned **(exploring/analysing secondary sources)** ● Explore variation through dog breeds

(exploring)

- Identify features that support survival in a given environment (**pattern seeking/exploring**)
- Meet Darwin, Anning and Wallace and explore the role of fossils in scientific understanding of evolution (**analysing secondary sources**)
- Use the principles of biscuit evolution to animal and plant evolution (**exploring/analysing secondary sources/pattern seeking**)
- Explain through story writing how certain features of animals have evolved (**analysing secondary sources**)

ANIMALS INCLUDING HUMANS

- Heart rates and physical exertion - a dramatic representation (**observing over time/fair testing/exploring/pattern seeking**)
- Circulatory system sculptures (**analysing secondary sources/pattern seeking**)
- Heartbeat sound installation (**fair testing/exploring/pattern seeking**)
- Understanding the human body through history (**analysing secondary sources**)
- Documentary on diet, exercise, drugs and lifestyle (**observations over time/fair testing, analysing secondary sources**)
- Plotting the journey of water and food (**exploring/analysing secondary sources**)

Relationship to Foundation Subjects		
Art and Design Skills	**Design and Technology Skills**	**Computing**
<u>**To develop ideas**</u> · Develop and imaginatively extend ideas from starting points throughout the curriculum. · Collect information, sketches and resources	<u>**To design, make, evaluate and improve**</u> · Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). · Make products through stages of prototypes, making continual refinements.	<u>**To connect**</u> · Collaborate with others online on sites approved and moderated by teachers.

and present ideas imaginatively in a sketch
book.
• Use the qualities of materials to enhance
ideas.
• Spot the potential in unexpected results as
work progresses.
• Comment on artworks with a fluent grasp of
visual language.

To take inspiration from the greats (classic and modern)

• Give details (including own sketches) about
the style of some notable artists, artisans
and designers.
• Show how the work of those studied was
influential in both society and to other
artists.
• Create original pieces that show a range of
influences and styles.

2b. To master techniques in collage (with the sensory garden, wall art as
legacy)

• Mix textures (rough and smooth, plain and
patterned).
• Combine visual and tactile qualities.
• Use ceramic mosaic materials and techniques.

Sculpture
• Show life-like qualities and real-life
proportions or, if more abstract, provoke
different interpretations.
• Use tools to carve and add shapes, texture
and pattern.
• Combine visual and tactile qualities.
• Use frameworks (such as wire or moulds) to
provide stability and form.

• Ensure products have a high quality finish, using art skills where appropriate.
• Use prototypes, cross-sectional diagrams and computer aided designs to
represent designs.

To take inspiration from design throughout history
• Combine elements of design from a range of inspirational designers
throughout history, giving reasons for choices.
• Create innovative designs that improve upon existing products.
• Evaluate the design of products so as to suggest improvements to the
user experience.

• Create images, video and sound recordings and explain why they were
created.

• Give examples of the risks of online communities and demonstrate
knowledge of how to minimise risk and report problems.
• Understand and demonstrate knowledge that it is illegal to download
copyrighted material, including music or games, without express written
permission, from the copyright holder.
• Understand the effect of online comments and show responsibility and
sensitivity when online.
• Understand how simple networks are set up and used.

To communicate
• Choose the most suitable applications and devices for the purposes of
communication.
• Use many of the advanced features in order to create high quality,
professional or efficient communications.

To collect
• Select appropriate applications to devise, construct and manipulate data
and present it in an effective and professional manner.

To code (link to print)
• Set IF conditions for movements. Specify types of rotation giving the
number of degrees.
• Change the position of objects between screen layers (send to back,
bring to front).
• Upload sounds from a file and edit them. Add effects such as fade in
and out and control their implementation.
• Combine the use of pens with movement to create interesting effects.
• Set events to control other events by 'broadcasting' information as a
trigger.
• Use IF THEN ELSE conditions to control events or objects.
• Use a range of sensing tools (including proximity, user inputs, loudness
and mouse position) to control events or actions.
• Use lists to create a set of variables.
• Use the Boolean operators
() < ()
() = ()
() > ()
()and()
()or()
Not()
to define conditions.
• Use the Reporter operators

() + ()
() - ()
() * ()
() / ()
to perform calculations.
Pick Random () to ()
Join () ()
Letter () of ()
Length of ()
() Mod () This reports the remainder
after a division calculation
Round ()
() of ().

Art and Design Outcomes	Design and Technology Outcomes	Computing Outcomes	
Explore how artists portray characters, inc in abstract, e.g. Picasso pop art Choose how to represent original ideas in paper, collage or paint – including enlarging individual designs to produce wall hangings with impact	Design and make own products for Dragons' Den project – this could include arts/ crafts/ models or badges etc. Design a class logo and explore ways to produce this in 3D with different materials (as part of leaving a legacy/ end of y6)	**We are interface designers** To communicate (design an app) Apps4Good, Slides, UI wireframe photo kit **We are app developers** To code (programme, test, debug your app) Apps4Good, Slides, UI wireframe photo kit	

Geography Skills	History Skills	Music Skills	P.E Skills
North America (use as basis for comparison to South America –covered last year as part of Rainforest topic) – extend from Spring term To investigate places • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location.	To investigate and interpret the past • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.	To perform • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round.	Summer 1 – Striking and fielding (Tennis/cricket – reinforce games) To develop practical skills in tennis and net/wall games to increase hand eye coordination in order to compete and lead a healthy lifestyle Show control of a tennis

• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.
• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).
• 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 of these aspects have changed over time.
• Name and locate the countries of North and South America and identify their main physical and human characteristics.

To communicate geographically
• Describe and understand key aspects of:
• **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
• **human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.
• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.
• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

To investigate patterns
• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
• Understand some of the reasons for geographical similarities and differences between countries.
• Describe how locations around the world are changing and explain some of the reasons for change.
• Describe geographical diversity across the world.
• Describe how countries and geographical regions are interconnected and interdependent.

• Understand that no single source of evidence gives the full answer to questions about the past.
• Refine lines of enquiry as appropriate.

To build an overview of world history
• Identify continuity and change in the history of the locality of the school.
• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.
• Compare some of the times studied with those of the other areas of interest around the world.
• Describe the social, ethnic, cultural or religious diversity of past society.
• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

To understand chronology
 Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
• Identify periods of rapid change in history and contrast them with times of relatively little change.
• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
• Use dates and terms accurately in describing events.

To communicate historically
• Use appropriate historical vocabulary to communicate, including:
  • dates
  • time period
  • era
  • chronology
  • continuity
  • change
  • century
  • decade
  • legacy.
• Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.
• Use original ways to present information and ideas.

• Sing a harmony part confidently and accurately.
• Sustain a drone or a melodic ostinato to accompany singing.
• Perform with controlled breathing (voice) and skillful playing (instrument).

To describe music
• Choose from a wide range of musical vocabulary to accurately describe and appraise music including:
  • pitch
  • dynamics
  • tempo
  • timbre
  • texture
  • lyrics and melody
  • sense of occasion
  • expressive
  • solo
  • rounds
  • harmonies
  • accompaniments
  • drones
  • cyclic patterns
  • combination of musical elements
  • cultural context.
• Describe how lyrics often reflect the cultural context of music and have social meaning.

racquet
Use a forehand and backhand when playing racquet games.
Explain and understand the difference between a forehand and backhand
Demonstrate the correct footwork
Volley the ball without a bounce under control.
Show control to keep the ball in court
Show a variation of speed and accuracy
Judge a bounce of a ball
Hit a ball over a net and keep it in court.
Be able to hit a ball which has been thrown towards them
Hit a ball on the move
Understand the rules of tennis
Choose the most appropriate tactics for a game.
Uphold the spirit of fair play and respect in all competitive situations.
Lead others when called upon and act as a good role model within a team.

Summer 2 - Athletics (link to sports day)
To develop practical skills in order to participate, compete and lead a healthy lifestyle
• Combine sprinting with low hurdles over 60 metres.
• Choose the best place for running over a variety of

			distances.
			• Throw accurately and refine performance by analysing technique and body shape.
			• Show control in take off and landings when jumping.
			• Compete with others and keep track of personal best performances, setting targets for improvement.

Geography Outcomes	History Outcomes	Music Outcomes	P.E Outcomes
Extended outcomes from Y5 rainforest project – into Dragons' Den, with group/groups considering Fairtrade or recycled products to sell	Extended through historical study of famous people (link to dreams/ aspirations) from spring term. This work continues through beginning of summer term (within writing outcomes/ moderation in late June)	Take part in end of year performance, inc songs and drama	Tennis Cricket Athletics

RE Skills	MFL Skills
<u>Understand beliefs and teachings</u> • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities. <u>To understand practices and lifestyles</u> • Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader. <u>To understand how beliefs are conveyed</u> • Explain some of the different ways that individuals show their beliefs. <u>To reflect</u> • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions. <u>To understand values</u> • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values.	<u>To read fluently</u> • Read and understand the main points and some of the detail in short written texts. • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. • Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. • Show confidence in reading aloud, and in using reference materials. <u>To write imaginatively</u> • Write short texts on familiar topics. • Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases. • Use dictionaries or glossaries to check words. • Refer to recent experiences or future plans, as well as to everyday activities. • Include imaginative and adventurous word choices. • Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). • Use dictionaries or glossaries to check words. <u>To speak confidently</u> • Understand the main points and opinions in spoken passages. • Give a short prepared talk that includes opinions. • Take part in conversations to seek and give information.

	• Refer to recent experiences or future plans, everyday activities and interests. • Vary language and produce extended responses. • Be understood with little or no difficulty. <u>To understand the culture of the countries in which the language is spoken</u> • Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. • Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.
RE Outcomes	**MFL Outcomes**
Summer **God unit 2b.1 Digging deeper** – Study of Martin Luther King Jnr/Desmond Tutu, explanation of confession /reconciliation, artwork for a new cathedral **Islam -Expressing Joy** - How do RT express their joy in worship? – project on why do Muslims celebrate Eid-ul-Fitr and Eid-ul Adha. **Gospel unit 2b.5 -Digging deeper** – Design a church building, create a church noticeboard, Plan and spend a budget, evaluate how their new church is following Jesus. **Islam - Being Curious and Valuing Knowledge** - Why is why important? What does Islam teach about Moses (Musa) and knowledge? (Sum2) Recount the story of Moses (Musa) and Khidr diary entry? **Buddhism** - How does the story of the Buddha and the swan help Buddhists to appreciate what matters? (Sum2) –Recount Buddha and the Golden Swan, write a poem or make a collage about what matters to them	Recite a poem or sing a song in Italian – as part of the Y6 production in July.