St John's CE (VC) Primary School

"Life in all its fullness."

Year 6 Curriculum Map 2024-2025

Subject	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English *(Pathways to Write)*	**Text: Star of Fear, Star of Hope by Jo Hoestlandt** Writing Outcome: To write a story with a flashback from another character's point of view Mastery Keys: • Use expanded noun phrases to convey complicated information concisely • Use passive verbs • Link ideas across paragraphs using a range of cohesive devices • Integrate dialogue to convey character and advance the action	**Text: The Place for Me: Stories About the Windrush Generation by Dame Floella et al.** Writing Outcome: To write an information leaflet about a period in Black history (hybrid text type including information, recount and explanation). Mastery Keys: • Enhance meaning through selecting appropriate grammar and vocabulary • Use modal verbs and adverbs to indicate degrees of possibility • Use brackets, dashes or commas to indicate parenthesis	**Text: Shackleton's Journey by William Gill** Writing Outcome: To write an entry for Shackleton's journal giving a narrative account of a significant event. Mastery Keys: • Distinguish between the language of speech and writing • Recognise vocabulary and structures for formal speech and writing, including subjunctive forms • Use passive verbs • Use semi-colons to mark boundaries between independent clauses	**Text: Island by Jason Chin** Writing Outcome: To write a journalistic report (hybrid) about Charles Darwin's discoveries. Mastery Keys: • Use passive verbs • Use a variety of verb forms used correctly and consistently, including the present perfect and progressive forms • Use a wide range of devices to build cohesion • Use organisational and presentation devices to structure text • Use colons to mark boundaries between independent clauses	**Text: Manfish by Jennifer Berne** Writing Outcome: To write a multi-modal biography of Jacques Cousteau in the style of the 'Great Adventurer's text. Mastery Keys: • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Use a wider range of devices to build cohesion • Use a colon to introduce a list and semi-colons within a list • Use hyphens to avoid ambiguity	**Text: Sky Chasers by Emma Carroll** Writing Outcome: To write in the style of the author from two different viewpoints. Mastery Keys: • Recognise vocabulary and structures for formal speech and writing, including the subjunctive form • Identify the purpose and audience for writing • Use semi-colons, colons or dashes to mark boundaries between independent clauses

Maths *(Power Maths)*	<u>Unit 1 Number – Number and Place Value</u> • Place Value within 10,000,000 [7 lessons] <u>Unit 2 Number – Addition, Subtraction Multiplication and Division</u> • Four Operations (1) [10 Lessons] <u>Unit 3 Number – Addition, Subtraction, Multiplication and Division</u> • Four Operations (2) [9 lessons]	<u>Unit 4 Number – Fractions</u> • Fractions (1) [11 Lessons] <u>Unit 5 Number – Fractions</u> • Fractions (2) [9 Lessons] <u>Unit 6 Geometry – Position and Direction</u> • Position and Direction [4 Lessons]	<u>Unit 7 Number – Fractions (including decimals and percentages)</u> • Decimals [9 Lessons] <u>Unit 8 Number – Fractions (including decimals and percentages)</u> • Percentages [9 Lessons] <u>Unit 0 Algebra</u> • Algebra [11 lessons]	<u>Unit 10 Measurement</u> • Measure – imperial and Metric [5 lessons] <u>Unit 11 Measurement</u> • Measure - Area Perimeter and Volume [11 lessons] <u>Unit 12 Ratio and Proportion</u> • Ratio and Proportion [9 lessons]	<u>Unit 13 Geometry – Properties of Shapes</u> • Properties of Shapes [12 Lessons] <u>Unit 14 Number – Number and Place Value</u> • Problem Solving [14 Lessons]	<u>Unit 15 Statistics</u> • Statistics [10 Lessons] ***Additional PSHE Project: Money Skills****
Science	**Living things: Classifying big and small** Pupils should be taught to: • Group and classify a range of living things. • Group in a broader range of contexts. • Organise the layout of number and branching keys. • Formulate appropriate questions for classification keys. • Know that 'organism' is a term used to refer to an individual living thing. • Know that micro-organisms are incredibly small and cannot usually be seen by the naked eye.	**Energy & Light** Pupils should be taught that: • Light travels in a straight line from a light source. • Luminous objects are seen as a result of light directly entering the eye, whereas non-luminous objects reflect light into the eye. • Shiny surfaces reflect light uniformly. • When light is reflected off a surface, its direction changes. • Mirrors and periscopes work using reflection of light on smooth surfaces. • Shadows have the same shape as the objects that cast them as a result of	**Electricity: Circuits, batteries, and switches** Pupils should be taught that: • A variety of components in a series circuit (including buzzer and motor). • Conventions are used to draw circuit diagrams, including the recognised symbols for common components and using straight lines. • The voltage of a circuit can be changed, and this affects bulb brightness (or buzzer volume). **Science in action:** • To know a range of jobs and careers that use scientific knowledge and methods. • How scientific evidence is used to	**Evolution and inheritance** Pupils should be taught: • Living things have changed over time. • Fossils provide information about living things that inhabited the Earth millions of years ago. • Characteristics are passed from parents to their offspring, but all offspring vary from their parents. • Over time, variation in offspring can affect animals' chances of survival in particular environments. • Animals and plants have adapted to suit their environment over many millions of years and this process can be called evolution. **Science in action:**	**Animals including Humans: Circulation and Health** Pupils should be taught: The main parts of the human circulatory system (heart, blood vessels and blood). The heart pumps blood around the body. Blood vessels transport blood around the body. Blood transports vital substances around the body, including oxygen and nutrients. The relationships between different organ systems. The impact of diet, exercise, drugs and lifestyle on the way a body functions. The heart rate is the number of beats per minute.	**Making Connections: Are some sunglasses safer than others?** This unit revises the key knowledge taught throughout the academic year.

• Know the characteristics of the different groups of vertebrates and commonly found invertebrates. **Science in action:** • To know about famous scientists throughout history (Carl Linnaeus).	light travelling in straight lines. • There are relationships between light sources, objects and shadows. • The distance between the object and the screen affects the size of the shadow. • The angle of a reflected ray is affected by the angle of the incoming ray on a smooth surface.	support or refute ideas or arguments.	• Famous scientists throughout history. (Mary Anning and Charles Darwin) • A range of jobs and careers use scientific knowledge and methods. • The work of modern-day scientists. • There are spiritual, moral, social and cultural links with science. • Methods and equipment used by scientists throughout history and how these have led to modern methods. • Scientific knowledge has changed over time, leading to the current understanding of science.	Exercise increases heart rate. **Science in action:** • There are a range of jobs and careers that use scientific knowledge and methods. • Science is in the news with recent discoveries. • There are spiritual, moral, social and cultural links with science. • There were methods and equipment used by scientists throughout history and these have led to modern methods. • Scientific knowledge has changed over time, leading to the current understanding of science. • Current scientific research is taking place with specific aims for the future.	

Working scientifically (this is taught throughout all units)

<u>Posing questions</u>
- Identifying testable questions.
- Selecting the most appropriate enquiry method to answer questions and give justification.

<u>Planning</u>
- Suggesting which variables will be changed, measured and controlled.
- Writing a method including detail about how to ensure control variables are kept the same.

<u>Observing</u>
- Using their senses to describe, in detail and with a broader range of scientific vocabulary, what they notice or what has changed.

<u>Measuring</u>
- Using standard units to measure and compare with increasing precision (decimals).
- Reading a wider variety of scales with unmarked intervals between numbers.

<u>Recording</u>

	– Drawing scientific diagrams with increasing accuracy, labelling with a broader range of scientific vocabulary and annotating diagrams to explain concepts and convey opinions. – Using tables with columns that allow for repeat readings. – Calculating the mean average. <u>Graphing</u> – Representing data by using line graphs and scatter graphs. – Plotting points with greater accuracy. – Reading the value of plotted points with greater accuracy. <u>Analysing and drawing conclusions</u> – Writing a conclusion to summarise findings using increasingly complex scientific vocabulary. – Suggesting with increasing independence how one variable may have affected another. – Identifying anomalies in repeat data and excluding results where appropriate. – Using identified patterns to predict new values or trends. <u>Evaluating</u> – Identifying steps in the method that need changing and suggesting improvements. – Identifying which variables were difficult to control and suggesting how to control them better. – Commenting on the degree of trust by reflecting on accuracy (human error with equipment) and reliability (repeating results).
History	**What was the impact of World War 2 on the people of Britain?** <u>Unit Outcomes:</u> • Identify the causes of World War 2. • Identify the different phases in the Battle of Britain. • Make inferences and deductions about a photograph. • Describe how children may have felt when evacuated. • Evaluate the accuracy and reliability of sources. • Describe the impact WW2 had on women's lives. <u>Key Skills:</u> • Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. • Developing a chronologically secure understanding of British, local and world history across the periods studied. • Placing the time, period of history and context on a timeline. • Distinguishing between fact and opinion. • Comparing and making connections between different contexts in the past. • Describing the links between main events, similarities and changes within and across different periods/studied. • Analysing and presenting the reasons for changes and continuity.
	What does the census tell us about our local area? <u>Unit Outcomes:</u> • Identify the type of information the census gives about people. • Use the census to make inferences about people from the past, providing supporting evidence for their statements. • Make observations from the census and identify changes between periods of time. • Identify the dangers of working in a textile mill. • Create questions to identify the thoughts and feelings of a Victorian working child. • Identify the key events of Mary's life and interpret her thoughts and feelings. • Extract information from the census to recreate the lives of people who lived in a household from the local area. • Extract information from the census and decide whether a family was rich or poor. • Describing change throughout time. <u>Key Skills:</u> • Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. • Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age. • Relating current study on timeline to other periods of history studied. • Recognising primary and secondary sources. • Using a range of sources to find out about a particular aspect of the past.
	Unheard Histories: Who should go on the banknote? <u>Unit Outcomes:</u> • Name the features of a banknote. • Make inferences about a person using a banknote. • Explain the significance of historical figures. • Make inferences from sources. • Apply criteria to decide if a person is historically significant and explain why. • Explain the significance of William Tuke. • Research important aspects of a person's life. • Explain what makes a person significant. <u>Key Skills:</u> • Putting dates in the correct century. • Comparing and making connections between different contexts in the past. • Giving reasons for historical events, the results of historical events, situations and changes. • Making links with different time periods studied. • Identifying significant people and events across different time periods. • Explain the significance of events, people and developments. • Describing how secondary sources are influenced by the beliefs, cultures and time of the author.

	• Giving reasons for historical events, the results of historical events, situations and changes. • Starting to analyse and explain the reasons for, and results of historical events, situations and change. • Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. • Explain the significance of events, people and developments. • Recognising primary and secondary sources. • Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. • Evaluating the usefulness of historical sources. • Identifying how conclusions have been arrived at by linking sources. • Developing strategies for checking the accuracy of evidence. • Understanding that different evidence creates different conclusions. • Asking historical questions of increasing difficulty e.g. who governed, how and with what results? • Asking questions about the interpretations, viewpoints and perspectives held by others. • Using different sources to make and substantiate historical claims. • Developing an awareness of the variety of historical evidence in different periods of time. • Recognising 'gaps' in evidence. • Identifying how sources with different perspectives can be used in a historical enquiry.	• Evaluating the usefulness of historical sources. • Developing an awareness of the variety of historical evidence in different periods of time. • Recognising 'gaps' in evidence. • Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. • Interpreting evidence in different ways using evidence to substantiate statements. • Making connections, drawing contrasts and analysing within a period and across time. • Beginning to interpret simple statistical sources. • Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. • Showing written and oral evidence of continuity and change as well as indicting simple causation. • Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.	• Evaluating the usefulness of historical sources. • Addressing and devising historically valid questions. • Evaluating the interpretations made by historians. • Planning a historical enquiry. • Asking historical questions of increasing difficulty e.g. who governed, how and with what results? • Creating a hypothesis to base an enquiry on. • Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. • Making increasingly complex interpretations using more than one source of evidence. • Making connections, drawing contrasts and analysing within a period and across time. • Reaching conclusions which are increasingly complex and substantiated by a range of sources.
Geography	**Why does population change?** <u>Unit Outcomes:</u> • Identify the most densely and sparsely populated areas. • Describe the increase in global population over time. • Begin to describe what might influence the environments people live in. • Define birth and death rates, suggesting what may influence them.	**Where does our energy come from?** <u>Unit Outcomes:</u> • Describe the significance of energy. • Give examples of sources of energy and their trading routes. • Define renewable and non-renewable energy. • Discuss the benefits and drawbacks of different energy sources. • Describe the significance of the Prime Meridian. • Identify human features on a digital map.	**Can I carry out an independent fieldwork enquiry?** <u>Unit Outcomes:</u> • Give examples of issues in the local area. • Identify questions to be asked to find the relevant data. • Justify which data collection method is most suitable. • Design an accurate data collection template.

- Define migration, discussing push and pull factors.
- Explain why some people have no choice but to leave their homes.
- Describe the causes of climate change, explaining its impact on the global population.
- Suggest an action they can take to fight climate change.
- Calculate the length of a route to scale.
- Follow a selected route on an OS map.
- Use a variety of data collection methods, including using a Likert scale.
- Collect information from a member of the public.
- Create a digital map to plot and compare data collected from two locations.
- Suggest an idea to improve the environment.

Key Knowledge:

- To know that the global population has grown significantly since the 1950s.
- To know which factors are considered before people build settlements.
- To know migration is the movement of people from one country to another.
- To know the name of many counties in the UK.
- To know the name of many cities in the UK.
- To confidently name the twelve geographical regions of the UK.
- To know that London and the Southeast regions have the largest population in the UK.
- To know the global population has grown significantly since the 1950s.
- To know which factors are considered before people build settlements.
- To know migration is the movement of people from one country to another.
- To know some negative impacts of humans on the environment.
- To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.

- Discuss how transport links have changed over time.
- Locate UK cities on a map.
- Use six-figure grid references to identify features on an OS map.
- Consider and justify the location of energy sources.
- Design and use interview questions.
- Plot points on a sketch map.

Key Knowledge:

- To know the name of many countries and major cities in Europe and North and South America.
- To know the name of many cities in the UK.
- To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones.
- To know that natural resources can be used to make energy.
- To know some positive impacts of humans on the environment.
- To know some negative impacts of humans on the environment.
- To know that contours on a map show height and slope.
- To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.
- To know what a range of data collection methods look like.
- To know how to use a range of data collection methods.

- Identify areas along a route that are best for data collection.
- Discuss how to mediate potential risks.
- Collect data at points located on an OS map.
- Manage risks during a fieldwork trip.
- Identify any outcomes from data collected.
- Map data digitally.
- Describe the enquiry process.

Key Knowledge:

- To know the name of many countries and major cities in Europe and North and South America.
- To know the name of many cities in the UK.
- To confidently name the twelve geographical regions of the UK.
- To know some positive impacts of humans on the environment.
- To know some negative impacts of humans on the environment.
- To know that contours on a map show height and slope.
- To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.
- To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.
- To be aware of some issues in the local area.
- To know what a range of data collection methods look like.
- To know how to use a range of data collection methods.

	• To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.				
MFL - French	**French sport and the Olympics** Unit Outcomes: • Pronounce the name of a sport accurately and confidently. • Construct simple sentences to say whether or not they play a sport and whether or not they like a sport. • Identify some of the French country names using cognates and near cognates. • Use the correct form of aller and the correct preposition in most cases in written exercises. • Show good understanding and pronunciation of words and phrases about sport and construct simple sentences about sports that they like or do not like. Grammar: • To know whether to use the pronouns il 'he' orelle 'she' when describing someone. • To know that we use the verb jouer	**French Football Champions** Unit Outcomes: • Try two methods of memorising and learn at least four of the new words. • Learn and pronounce most of the new words, remembering the vocabulary from the previous lesson. • Translate some player profiles. • Construct the sentence, 'I come from [a place]' in French. • Understand comprehension questions based on the topic of football and show some competence in answering them. • Deliver an oral presentation with a reasonable standard of pronunciation. Grammar: • To know that the way verbs change to match the pronoun is called conjugation. • To know that venir de + the infinitive of the second verb indicates a recent action: je	**In my French house** Unit Outcomes: • To know a range of ways to ask questions in French using statements and voice inflexion, by placing a question phrase e.g. est-ce que at the beginning of a statement, or by inverting the subject and verb: quel genre de musique aimes-tu? • Understand the French words for different types of houses and their rooms. • Ask and answer questions using vocabulary about houses and rooms. • Remember and understand the elements of a house and family. • Use a writing frame to create a written description of their house. • Use prepositions accurately, both verbally and in written sentences. Grammar: • To know that partitive articles describe where something is placed: le livre est à côté du stylo. • To know a range of prepositions to describe the position of objects.	**Planning a French Holiday** Unit Outcomes: • Remember the countries in the world in French. • Use a writing model to create a complex sentence. • Begin to understand the present and future tense of 'aller' in French. • Identify the present and future tenses in reading and listening. • Label images of clothing correctly. • Speak in sentences and write a paragraph. • Recognise familiar words and cognates. • Begin to understand the gist of the text to be able to answer some questions. Grammar: • To know that the way verbs change to match the pronoun is called conjugation. • To know that some verbs do not follow regular patterns, including avoir – to have, être – to be, and aller – to go. • To know that parce que – because, can be used to extend a	**Visiting a town in France** Unit Outcomes: • Describe routes to school using pictures and word cards. • Follow simple directions accurately. • Use modes of transport to build sentences about going to places. • Begin constructing negative sentences correctly. • Learn to say and read places in a town. • Understand the gist of a text. Grammar: • To know that partitive articles describe where something is placed: le livre est à côté du stylo. • To know a range of prepositions to describe the position of objects. • To know that, for regular verbs, the singular imperative verb (tu) is formed by removing the s from the second person singular of a verb e.g. tournes becomes tourne (turn)

	(to play) with some sports and faire (to do) with other sports.	viens de finir – I have just finished, or a place of origin.		sentence and give a justification.	
Music	**Songs of WW2** Unit Outcomes: • Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. • Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. • Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.	**Film Music** Unit Outcomes: • To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. • To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. • To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. • Identify different instruments to describe how music evokes different emotions. • Create a musical score to represent a composition.	**Theme and variations (Pop Art)** Unit Outcomes: • Performing rhythms confidently either on their own or in a group. • Identify the sounds of different instruments and discuss what they sound like. • Make reasonable suggestions for which instruments can be matched to which art pieces. • Recall the names of several instruments according to their orchestra sections. • Keep the pulse using body percussion. • Sing with control and confidence. • Name rhythms correctly. • Copy rhythms accurately with a good sense of pulse. • Draw rhythms accurately.	**Baroque** Unit Outcomes: • Define some key features of Baroque music, including recitative, canon, ground bass and fugue. • Take part in a vocal improvisation task based on Baroque recitative. • Play several parts of a canon using staff notation, with or without letter names. • Compose a ground bass melodic ostinato. • Notate a ground bass pattern using staff notation. • Name some well-known Baroque composers and describe what musical features they were known for. • Learn a fugue part by reading staff notation, with or without note names. • Perform a fugue.	**Composing and performing a leavers' song** Unit Outcomes: • Identify and evaluate the musical features of a song. • Contribute ideas to their group chorus, suggesting how lines three and four could rhyme. • Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme. • Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. • Record melodies using letter notation.

		• Show a difference between musical variations.		
Art and Design	**Painting and Mixed Media: Artist Study** Unit Outcomes: • Identify different features within a painting and use the formal elements to describe it. • Be creative and imaginative in finding their own meaning in a painting. • Use their own art or personal experiences to justify their ideas. • Reflect on personal experiences to convey through their own piece of abstract art. • Contribute to discussions to either the class, group or talk partner. • Understand and choose a meaningful message to convey through imagery, creating some different composition ideas. • Select an appropriate artist. • Collect a range of information that is presented in an interesting and pleasing way in sketchbooks. • Generate an idea for a final piece, demonstrating some inspiration from their chosen artist. • Produce a final piece of work, selecting appropriate tools and materials to create an intended effect. • Experiment and revisit ideas, drawing on creative experiences. • Work in a sustained way to complete a piece, making evaluations at each stage.	**Draw: Make my voice heard** Unit Outcomes: • Collect a good range of imagery, adding annotated notes and sketches. • Make relevant comparisons between different styles of art. • Use tools effectively to explore a range of effects. • Generate symbols that reflect their likes and dislikes with little support. • Create a tile that is full of pattern, symbols and colours that represents themselves. • Discuss ideas to create light and dark through drawing techniques. • Explain the term chiaroscuro. • Apply chiaroscuro to create light and form through a tonal drawing. • Understand the impact of using techniques for effect. • Understand artist's choices to convey a message.	**Craft and Design: Photo Opportunity** Unit Outcomes: • Explain how a new image can be created using a combination of other images. • Understand what photomontage is and recognise how artists use photography. • Select relevant images and cut them with confidence and a level of control. • Demonstrate a confident understanding of Edward Weston's style through their artistic choices. • Discuss the features of a design, e.g. explaining what is effective about a composition. • Use editing software to change their image, reflecting an artist's style. • Take a portrait that is focused and appropriately framed.	**Sculpture and 3D: Making Memories** Unit Outcomes: • Discuss the work of artists that appreciate different artistic styles. • Create a sculpture to express themselves in a literal or symbolic way. • Reflect verbally or in writing about creative decisions. • Suggest ways to represent memories through imagery, shapes and colours. • Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. • Competently use scissors to cut shapes accurately. • Talk about artists' work and explain what they might use in their own work. • Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. • Successfully translate plans to a 3D sculpture. • Work mostly independently, experimenting and trying new things. • Identify and make improvements to their work. • Produce a completed sculpture demonstrating experimentation, originality and technical competence. • Competently reflect on successes and personal development.

Design and Technology	**Digital World: Navigating the World** Unit Outcomes: • Incorporate key information from a client's design request such as 'multifunctional' and 'compact' in their design brief. • Write a program that displays an arrow to indicate cardinal compass directions with an 'On start' loading screen. • Identify errors (bugs) in the code and suggest ways to fix (debug) them. • Self and peer evaluate a product concept against a list of design criteria with basic statements. • Identify key industries that use 3D CAD modelling and why. • Recall and describe the name and use of key tools used in Tinkercad (CAD) software. • Combine more than one object to develop a finished	**Cook and Nutrition** Unit Outcomes: • Find a suitable recipe for their course. • Record the relevant ingredients and equipment needed. • Follow a recipe, including using the correct quantities of each ingredient. • Write a recipe, explaining the process taken. • Explain where certain key foods come from before they appear on the supermarket shelf.	**Structures** Unit Outcomes: • Create five apparatus designs, applying the design criteria to their work. • Make suitable changes to their work after peer evaluation. • Make roughly three different structures from their plans using the materials available. • Complete their structures, improving the quality of their rough versions and applying some cladding to a few areas. • Secure their apparatus to a base. • Make a range of landscape features using a variety of materials which will enhance their apparatus.	**Textiles** Unit Outcomes: • Consider a range of factors in their design criteria and use this to create a waistcoat design. • Use a template to mark and cut out a design. • Use a running stitch to join fabric to make a functional waistcoat. • Attach a secure fastening, as well as decorative objects. • Evaluate their final product.	**Electrical Systems** Unit Outcomes: • Explain simply what is meant by 'form' (the shape of a product) and 'function' (how a product works). • State what they like or dislike about an existing children's toy and why. • Learn about skills developed through play and apply this knowledge in a survey of one or more children's toys. • Identify the components of a steady hand game. • Design a steady hand game of their own according to their design criteria, using four different perspective drawings. • Create a secure base for their game, with neat edges, that relates to their design. • Make and test a functioning circuit	**Mechanical Systems** Unit Outcomes: • Mark, saw and cut out the components and supports of their toy with a varying degree of accuracy to the intended measurements. • Attempt a partial assembly of their toys using an exploded diagram, following a teacher's demonstration. • Develop a design idea with some descriptive notes. • Explore different cam profiles and choose three for their follower toppers with an explanation of their choices. • Measure and cut panels that fit with some inaccuracies to conceal the inner workings of the automata. • Decorate and finish the automata to meet the design criteria and brief.

	3D CAD model in Tinkercad. • Complete a product pitch plan that includes key information.				and assemble it within a case.	• Evaluate their finished product, making descriptive and reflective points on function and form.
RE	**Theme:** UC - CREATION/FALL **Enquiry Question:** Creation and Science: Conflicting or Complementary? (Core) **Religion:** Christianity **Staffordshire AS: 2.1d, 2.3a and 2.5a.**	**Theme:** UC - INCARNATION **Enquiry Question:** Was Jesus the Messiah? (Core) **Religion:** Christianity **Staffordshire AS: 2.1a, 2.1c, 2.2c and 2.5d.**	**Theme:** Values and commitments **Enquiry Question:** What are the five pillars of Islam? **Religion:** Islam **Staffordshire AS: 2.6a and 2.6c.**	**Theme:** UC -SALVATION **Enquiry Question:** What difference does the resurrection make to Christians? (Core) **Religion:** Christianity **Staffordshire AS: 2.1b, 2.2c, 2.3a and 2.5b.**	**Theme:** Meaning, purpose and truth **Enquiry Question:** What is a Buddhists goal in life? **Religion:** Buddhism **Staffordshire AS: 2.5d and 2.6d.**	**Theme:** UC - PEOPLE OF GOD **Enquiry Question:** How can following God bring freedom and justice? **Religion:** Christianity **Staffordshire AS: 2.1c, 2.5d and 2.6a.**
PE	Volleyball	Netball	Gymnastics	Tag Rugby	Outdoor Adventurous Activity	Rounders
PSHE/RSE	**Family and Relationships** <u>Unit Outcomes:</u> • Understand that everyone can expect a level of respect, but this can be lost.	**Health and Wellbeing** <u>Unit Outcomes:</u> • Describe qualities or values they want to develop and create achievable goals.	**Safety and the changing body** <u>Unit Outcomes:</u> • Understand some of the reasons adults decide to drink or not drink alcohol.	**Citizenship** <u>Unit Outcomes:</u> • Understand that education is a human right and why education is important.	**Identity** <u>Unit Outcomes:</u> • Understand the factors which make up identity. • Understand that images can be manipulated by	**Economic Wellbeing** <u>Unit Outcomes:</u> • Understand feelings about money and the impact they can have.

	• Understand what respect is and how they should be respected. • Understand how stereotypes influence our ideas and opinions. • Understand a range of stereotypes and share this information effectively. • Create a resolution guide that includes strategies to manage conflicts and describes situations where conflict is likely to arise. • Understand the term grief and describe some of the associated emotions.	• Describe the importance of relaxation and suggest different strategies. • Describe how they take care of their physical wellbeing. • Understand that technology can have an impact on physical and mental health and know some strategies they can use to overcome this. • Describe what resilience is, why it is important and some useful resilience strategies. • Understand how vaccination works and why it is important to individuals. • Understand that habits can be good or bad for health. • Understand that changes in their body could indicate illness and know what to do if they notice them.	• Understand some ways to check that a news story is real. • Understand how they should behave online, and the impact negativity can have. • Understand of changes that take place during puberty. • Understand the menstrual cycle and that a male and a female are needed to conceive a baby. • Understand that a baby changes in the womb and some of the baby's requirements during the first months of life. • Recognise when someone is choking; administer first aid to a casualty that is choking; and seek medical help if required for a choking casualty. • Conduct a primary survey; place a casualty who is unresponsive and breathing normally into the recovery position; and identify when it is necessary for CPR to be given.	• Understand some environmental issues relating to food and food production. • Understand the importance of caring for others and that we all have a responsibility to care for things and people around us. • Understand what prejudice and discrimination are and why and how they should be challenged. • Understand the value of diversity in society, including significant individuals. Understand the roles and responsibilities of people in government.	the professional media but also by individuals and that they are not realistic. **Year 6: Transition** <u>Unit Outcomes:</u> • To understand that a big change can bring both opportunities and worries. • Understand that there are a range of strategies to help us manage and prepare for changes.	• Explain how to safeguard money in both digital and physical environment • Know the money changes when moving to secondary school. • Understand the risks of gambling. • Explain how careers function in different settings and what roles and responsibilities come with them. • Explore different career routes and their requirements.

Computing	**Computing Systems and Network: Bletchley Park** Unit Outcomes: • Explain that codes can be used for several different reasons and decode messages. • Explain how to ensure a password is secure and how this works. • Create a simple website with information about Bletchley Park including the need to build electronic thinking machines to solve cipher codes. • Explain the importance of historical figures and their contribution towards computer science. • Present information about their historical figure in an interesting and engaging manner.	**Creating Media: History of Computers** Unit Outcomes: • Explain how to record sounds and add in sound effects over the top. • Produce a simple radio play with some special effects and simple edits which demonstrate an understanding of how to use the software. • Create a document that includes correct date information and facts about the computers and how they made a difference. • Demonstrate a clear understanding of their device and how it affected modern computers, including well-researched information with an understanding of the reliability of their sources. • Describe all of the features that we'd expect a computer to have including RAM, ROM, hard drive and processor, but of a higher specification than	**Online Safety** Unit Outcomes: • Discuss various issues online that can leave pupils feeling sad, frightened, worried or uncomfortable and can describe numerous ways to get help. • Explain how sharing online can have both positive and negative impacts. • Be aware of how to seek consent from others before sharing material online and describe how content can still be shared online even if it is set to private. • Explain what a digital reputation is and what it can consist of. • Understand the importance of capturing evidence of online bullying and demonstrate some of these methods on the devices used at school. • Describe ways to manage passwords and strategies to add extra security, such as two-factor authentication. • Explain what to do if passwords are shared, lost or stolen. • Describe strategies to identify scams. • Explain ways to increase their privacy settings and understand why it is important to keep	**Programming: Intro to python** Unit Outcomes: • Iterate ideas, testing and changing throughout the lesson and explain what their program does. • Use nested loops in their designs, explaining why they need two repeats. • Alter the house drawing using Python commands; use comments to show a level of understanding around what their code does. • Use loops in Python and explain what the parts of a loop do. • Recognise that computers can choose random numbers; decompose the program into an algorithm and modify a program to personalise it.	**Data Handling (1)** Unit Outcomes: • Understand why barcodes and QR codes were created. • Create (and scan) their own QR code using a QR code generator website. • Explain how infrared can be used to transmit a Boolean type of signal. • Explain how RFID works, recall a use of RFID chips, and type formulas into spreadsheets. • Take real-time data and enter it effectively into a spreadsheet. • Presenting the data collected as an answer to a question. • Recognising the value of analysing real-time data. • Analyse and evaluate transport data and consider how this provides a useful service to commuters.	**Data Handling (2)** Unit Outcomes: • Recognise that data can become corrupted within a network and that data sent in packets is more robust, as well as identify the need to update devices and software. • Recognise differences between mobile data and Wi-Fi and use a spreadsheet to compare and identify high-use data activities and low-use data activities. • 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. • 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.

	currently available.	their software updated.		• Present their ideas about how Big Data/IoT can improve the school and provide feedback to others on their presentations.