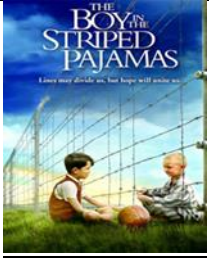



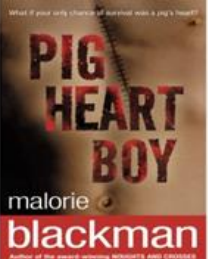



Avanti House Primary School

Curriculum Map 2020-2021

Year 6 Themes	Autumn Term Wars- Then and Now	Obstacles and goals	Spring Term- Our voices	Going for gold!	Summer Term- Moving on/Being entrepreneurs	We are performers. Lights camera Action!
Learning to learn skills and attitudes	Independence cooperation Questioning Resilience Creativity imagination					
Real life experiences	<ul style="list-style-type: none"> Genius Hour – Presenting skills on chosen topics linked to their curriculum subjects. CV – Confidence, Performance, courage and resourcefulness Performing Skills – drama activities/ role play, performing in poetry week and leavers performance. CV – teamwork, performance, confidence and courage Forest environment – using the forest for science lessons, recycling week, drama activities linked to a key text, PE (orienteering Summer term). CV – Community awareness, service, resourcefulness and curiosity Playground and sensory garden – to be used for maths topics such as measure, for science experiments and history/geography skills. CV – Teamwork, curiosity, resourcefulness, critical thinking and reasoning 					
Avanti Values/British Values	Empathy Democracy	Self discipline Rule of law	Respect Individual Liberty	Integrity Mutual Respect	Courage Tolerance of faith	Gratitude Tolerance
Enrichment links- class specific	<ul style="list-style-type: none"> Debates Reference to reading books Opportunities to dive deeper into current issues around the world Evolution and Palaeontologist – Fossils(Dr Helen) 	<ul style="list-style-type: none"> Opportunities to dive deeper into current issues around the world Police talk – E- Safety 	<ul style="list-style-type: none"> Opportunities to dive deeper into current issues around the world Drama NSPCC – childline 	<ul style="list-style-type: none"> Opportunities to dive deeper into current issues around the world Drama Explore local community London TFL 	<ul style="list-style-type: none"> Opportunities to dive deeper into current issues around the world Debates 	<ul style="list-style-type: none"> Opportunities to dive deeper into current issues around the world Theatre (Macbeth)
World Festivals/days CV- Community awareness, respect and reflection	<ul style="list-style-type: none"> Black History Month Harvest Diwali Christmas Celebration 		<ul style="list-style-type: none"> Shakespeare week during March (14-20) Chinese New Year World Book Day March 11-20- National Science Week Water Action Month-Walking for water-March 2016 		<ul style="list-style-type: none"> Walk for freedom-25th June (Reach Trust) Young enterprise fiver challenge- http://www.fiverchallenge.org.uk/ 	
Educational Visits including in house workshops	<ul style="list-style-type: none"> Tfl London –to educate children about safe use of public transport. – Autumn 2 		<ul style="list-style-type: none"> Woburn Safari park-Animals Spring 1 (TBC) – 5th Feb 2020 Financial literacy workshop – spring 2 (TBC) Police visit – Spring 1 		<ul style="list-style-type: none"> Residential - Summer 1 (TBC) Police investigation and forensics workshop – Summer 2 Year 6 End of Term production – Summer 2 	
	← CV- Community awareness, teamwork, respect and reflection →					
Core Texts	 THE BOY IN THE STRIPED PYJAMAS	 THE LONDON EYE MYSTERY	 KENSUKES KINGDOM	 THE EYE OF THE WOLF	 PIG HEART BOY	 MACBETH
English	SPAG: <ul style="list-style-type: none"> grammar for years 5 and 6 in Appendix 2 modal verbs or adverbs (Persuasive letter writing) 	SPAG: <ul style="list-style-type: none"> Cohesion – for newspaper article writing Figurative language for poetry 	SPAG: <ul style="list-style-type: none"> Cohesion – for newspaper article writing Figurative language for poetry 	SPAG: <ul style="list-style-type: none"> Revision (SATs practise) 	SPAG: <ul style="list-style-type: none"> Revision (SATs practise) 	SPAG: <ul style="list-style-type: none"> Create and develop individual SPaG glossaries SPELLING:

- Using adverbs, adverbial phrases and fronted adverbials (Character descriptions)
- Relative clauses
- Cohesion

SPELLING:

- Ambitious synonyms: Adjectives
- Homophones: Nouns ending in -ce/-cy and Verbs ending in -se/-sy
- Adjectives ending in -ant into nouns ending in -ance/-ancy
- Adjectives ending in -ent into nouns ending in -ence/-ency
- Hyphens – joining prefix ending in a vowel to a root word beginning with vowel
- Hyphens – to join compound adjectives
- End of Autumn 1 – Review spellings.

WRITING (two week cycle):

- Character Description of Bruno**
P&A: To empathise and put ourselves in the shoes of someone else to reflect our understanding of them.
- Diary entry – playing Bruno or Gretel**
P&A: To describe a person's feelings and struggles and imagine what it would be like to live a life like theirs.
- Persuasive letter writing (linked to recycling week)**
P&A: To persuade Mrs Bellare to set up a composting team who use compost bins throughout the year, in order to recycle food waste.

GUIDED READING

Each week there will be a reading skill

focus:

- Vocabulary
- Retrieval
- Inference
- Prediction
- Explaining

- Brackets and dashes for parenthesis
- Relative clauses
- Modal verbs
- Year 5/6 National Curriculum words
- Passive and Active voice

SPELLING:

- Words ending in -able
- Words ending in -ably
- Word families based on common words and how they relate in meaning
- Diminutives using prefixes – micro- or mini-
- End of Autumn 2 – Review spellings.

WRITING (two week cycle):

- Writing alternate chapters or beginnings/endings**
P&A: To write in the role of the author for the reading leisure of other pupils
- Newspaper Article**
P&A: To report on a missing child and write informatively about an event that has taken place. To inform.
- Poetry writing for Poetry week (Linked to WWII History from Aut 1)**
P&A: To entertain and empathise. Empathise with something that happened in the past and raise awareness of the struggles during that time. To perform with confidence in order to engage.

GUIDED READING

Each week there will be a reading skill

focus:

- Vocabulary
- Retrieval
- Inference
- Prediction
- Explaining
- Summarising

5 Carousel activities:

- Brackets and dashes for parenthesis
- Relative clauses
- Modal verbs
- Year 5/6 National Curriculum words
- Passive and Active voice

SPELLING:

- Suffixes beginning with vowel letters to words ending in -fer
- Words with a long /e/ sound spelt 'ie' or 'ei' after c
- Word families based on common words, showing how words are related in form and meaning
- Statutory spelling challenge words
- End of Spring 1 – Review spellings.

WRITING (two week cycle):

- Writing a short story imagining to have woken up on an island stranded.**
P&A: To imagine what it would be like to be lost/ stranded. Writing for entertainment.
- For and Against balanced argument for sailing around the world**
P&A: To help a character make a decision on what they should do when faced with a dilemma.
- Instructional writing: write instructions on how to survive on an island**
P&A: To provide practical and realistic solutions to surviving on an island. Writing to inform.

GUIDED READING

Each week there will be a reading skill

focus:

- Vocabulary
- Retrieval
- Inference
- Prediction
- Explaining
- Summarising

SPELLING:

- Revision (SATs practise)

WRITING (two week cycle):

- Writing a short story imagining to have woken up on an island stranded.**
P&A: To imagine what it would be like to be lost/ stranded. Writing for entertainment.
- For and Against balanced argument for sailing around the world**
P&A: To help a character make a decision on what they should do when faced with a dilemma.
- Instructional writing: write instructions on how to survive on an island**
P&A: To provide practical and realistic solutions to surviving on an island. Writing to inform.

GUIDED READING

Each week there will be a reading skill

focus:

- Vocabulary
- Retrieval
- Inference
- Prediction
- Explaining
- Summarising

5 Carousel activities:

- Working with LSA:** Vocab work
- Working with CT:** Focussing on skill of the week.
- Independent Comprehension** – based on the comprehension explored with LSA and CT
- Non Fiction Activity** – short activities which follow after reading a non fiction text (linked to other subject areas)
- SPaG practise**

Character Virtues

Character virtues are relative to each term depending on the key text being explored.

For example:

SPELLING:

- Revision (SATs practise)

WRITING (two week cycle):

- Alternative ending/ beginning**
P&A: To set the scene of a text in a different perspective
- Persuasive speech**
P&A: To raise awareness on allowing surgery for a boy using an animal's heart
- Diary Entry**
P&A: To express emotions, thoughts and feelings from perspective of the main character. To empathise.

GUIDED READING

Each week there will be a reading skill focus:

- Vocabulary
- Retrieval
- Inference
- Prediction
- Explaining
- Summarising

5 Carousel activities:

- Working with LSA:** Vocab work
- Working with CT:** Focussing on skill of the week.
- Independent Comprehension** – based on the comprehension explored with LSA and CT
- Non Fiction Activity** – short activities which follow after reading a non fiction text (linked to other subject areas)
- SPaG practise**

Character Virtues

Character virtues are relative to each term depending on the key text being explored.

For example:

- Revise Year 5/6 NC words by short tasks expected to use them

WRITING (two week cycle):

- Narrative: Short Story**
P&A: To re-write the play as a short story and show how the same plot can be portrayed in a different writing format
- Playscript writing**
P&A: To generate our own scene for Macbeth to be role played as a class
- Monologue**
P&A: To express emotions, thoughts and feelings from perspective of a character.

GUIDED READING

Each week there will be a reading skill focus:

- Vocabulary
- Retrieval
- Inference
- Prediction
- Explaining
- Summarising

5 Carousel activities:

- Working with LSA:** Vocab work
- Working with CT:** Focussing on skill of the week.
- Independent Comprehension** – based on the comprehension explored with LSA and CT
- Non Fiction Activity** – short activities which follow after reading a non fiction text (linked to other subject areas)
- Extended writing tasks**

Character Virtues

Character virtues are relative to each term depending on the key text being explored.

	<p>➤ Summarising</p> <p>5 Carousel activities:</p> <ul style="list-style-type: none"> • Working with LSA: Vocab work • Working with CT: Focussing on skill of the week. • Independent Comprehension – based on the comprehension explored with LSA and CT • Non Fiction Activity – short activities which follow after reading a non fiction text (linked to other subject areas) • SPaG practise <p>Character Virtues Character virtues are relative to each term depending on the key text being explored.</p> <p>For example: Performance virtues motivation, and confidence Intellectual virtues such as critical-thinking, reflection, judgement Moral virtues such as compassion and courage</p>	<ul style="list-style-type: none"> • Working with LSA: Vocab work • Working with CT: Focussing on skill of the week. • Independent Comprehension – based on the comprehension explored with LSA and CT • Non Fiction Activity – short activities which follow after reading a non fiction text (linked to other subject areas) • SPaG practise <p>Character Virtues Character virtues are relative to each term depending on the key text being explored.</p> <p>For example: Performance virtues such as motivation, and confidence Intellectual virtues such as critical-thinking, reflection, judgement Moral virtues such as compassion, honesty and courage</p>	<p>5 Carousel activities:</p> <ul style="list-style-type: none"> • Working with LSA: Vocab work • Working with CT: Focussing on skill of the week. • Independent Comprehension – based on the comprehension explored with LSA and CT • Non Fiction Activity – short activities which follow after reading a non fiction text (linked to other subject areas) • SPaG practise <p>Character Virtues Character virtues are relative to each term depending on the key text being explored.</p> <p>For example: Performance virtues such as motivation, and confidence Intellectual virtues such as critical-thinking, reflection, judgement Moral virtues such as compassion, and courage Civic virtues such as community awareness</p>	<p>Performance virtues such as motivation, and confidence Intellectual virtues such as critical-thinking, reflection, judgement and autonomy Moral virtues such as compassion, honesty, respect and courage Civic virtues such as civility</p>	<p>Performance virtues such as motivation, and confidence Intellectual virtues such as critical-thinking, reflection, judgement and autonomy Moral virtues such as compassion, honesty, respect and courage</p>	<p>For example: Performance virtues such as motivation, and confidence Intellectual virtues such as critical-thinking, reflection, judgement and autonomy Moral virtues such as compassion, honesty, respect and courage</p>
<p>Maths</p>	<p>Number & Place Value</p> <ul style="list-style-type: none"> • read, write, order and compare numbers up to 10,000,000 and determine the value of each digit • round any whole number to a required degree of accuracy • use negative numbers in context, and calculate intervals across 0 • solve number and practical problems that involve all of the above <p>Number – four operations</p> <ul style="list-style-type: none"> • multiply multi-digit numbers up to 4 digits by a two-digit whole number • divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division 	<p>Fractions, Decimals & Percentages</p> <ul style="list-style-type: none"> • use common factors to simplify fractions • compare and order fractions, including fractions >1 • add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • multiply simple pairs of proper fractions, writing the answer in its simplest form • divide proper fractions by whole numbers • associate a fraction with division and calculate decimal fraction equivalents • multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places 	<p>Measurement:</p> <ul style="list-style-type: none"> • Capacity, Mass, Volume temperature, and time • solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate • use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places • convert between miles and kilometres • recognise that shapes with the same areas can have different perimeters and vice versa 	<p>Algebra:</p> <ul style="list-style-type: none"> • use simple formulae • generate and describe linear number sequences • express missing number problems algebraically • find pairs of numbers that satisfy an equation with 2 unknowns • enumerate possibilities of combinations of 2 variables <p>Statistics:</p> <ul style="list-style-type: none"> • interpret and construct pie charts and line graphs and use these to solve problems • calculate and interpret the mean as an average 	<p>Revision:</p> <ul style="list-style-type: none"> • Problem solving and reasoning. • 3 mark questions • Consolidating arithmetic skills. • Timed practise. 	<p>POST SATS PROJECT:</p> <p>Enquiry based mathematical project (STEM PROJECT)</p>

	<ul style="list-style-type: none"> divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate perform mental calculations identify common factors, common multiples and prime numbers use their knowledge of the order of operations to carry out calculations involving the 4 operations solve problems involving addition, subtraction, multiplication and division 	<ul style="list-style-type: none"> multiply one-digit numbers with up to 2 decimal places by whole numbers recall and use equivalences between simple fractions, decimals and percentages, including in different contexts <p>Ratio & Proportion</p> <ul style="list-style-type: none"> solve problems involving the relative sizes of 2 quantities solve problems involving the calculation of percentages and the use of percentages for comparison solve problems involving similar shapes where the scale factor is known or can be found solve problems involving unequal sharing and grouping using knowledge of fractions and multiples 	<ul style="list-style-type: none"> recognise when it is possible to use formulae for area and volume of shapes calculate the area of parallelograms and triangles calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units <p>Geometry - Position and direction,</p> <ul style="list-style-type: none"> describe positions on the full coordinate grid (all 4 quadrants) draw and translate simple shapes on the coordinate plane, and reflect them in the axes <p>Geometry - Shapes</p> <ul style="list-style-type: none"> draw 2-D shapes using given dimensions and angles recognise, describe and build simple 3-D shapes, including making nets compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles 			
--	---	---	---	--	--	--

Character Virtues
Character virtues are embedded across the mathematics curriculum to provide children with the opportunity to develop such virtues.

For example:
Performance virtues such as resilience, teamwork, determination, perseverance, motivation, and confidence
Intellectual virtues such as critical-thinking, autonomy, reasoning, reflection, judgement and resourcefulness

Science	<p>Evolution How have living things changed overtime? What are fossils? How do offspring vary from their parents? How do animals and plants adapt to suit their environment?</p> <p>Scientific enquiry skills:</p> <ul style="list-style-type: none"> Identifying scientific evidence that has 	<p>Light (How we see things?) How does light travel? How are objects seen? Why do shadows have the same shape as the objects that cast them?</p> <p>Scientific enquiry skills:</p> <ul style="list-style-type: none"> Planning different types of scientific 	<p>Animals including humans Can we identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood? Can we recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function? Can we describe the ways in which nutrients and water are transported</p>	<p>Electricity How can we alter the brightness of a bulb? Can we compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches? Can we use symbols when representing a simple circuit in a diagram?</p>	<p>Living Things and their habitats Can we describe how living things are classified into broad groups? Can we give reasons for classifying plants and animals based on specific characteristics?</p> <p>Scientific enquiry skills:</p>	<p>STEM PROJECT (Maths/ Science)</p> <ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Taking measurements, using a range of scientific equipment,
---------	---	---	---	--	---	--

	<p>been used to support or refute ideas or arguments</p> <ul style="list-style-type: none"> Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations 	<p>enquiries to answer questions, including recognising and controlling variables where necessary</p> <ul style="list-style-type: none"> Identifying scientific evidence that has been used to support or refute ideas or arguments. 	<p>within animals, including humans? Big Question: What is healthy living? How does healthy living impact on the human body? 5 minute exercise</p> <p>Scientific enquiry skills:</p> <ul style="list-style-type: none"> Identifying scientific evidence that has been used to support or refute ideas or arguments Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations 	<p>Explanation texts; children explain how the circulatory system works</p> <p>Scientific enquiry skills:</p> <ul style="list-style-type: none"> Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Using test results to make predictions to set up further comparative and fair tests 	<ul style="list-style-type: none"> Identifying scientific evidence that has been used to support or refute ideas or arguments Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations 	<p>with increasing accuracy and precision, taking repeat readings when appropriate</p> <ul style="list-style-type: none"> Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Using test results to make predictions to set up further comparative and fair tests Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a 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
--	---	---	--	---	--	--

Character Virtues
Character virtues are embedded across the science curriculum to provide children with the opportunity to develop such virtues.

For example:
Performance virtues such as resilience, teamwork, determination, perseverance, motivation, and confidence
Intellectual virtues such as critical-thinking, autonomy, reasoning, reflection, judgement and resourcefulness
Moral virtues such as respect and courage
Civic virtues such as volunteering

PSHE	Theme: relationships		Theme: Living in the wider world		Theme: Health and Wellbeing	
	<p>Relationships</p> <ul style="list-style-type: none"> Mental health <ul style="list-style-type: none"> Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use I can identify when people may be experiencing feelings associated with loss and also 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> Personal learning goals, in and out of school <ul style="list-style-type: none"> Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments I can explain different ways to work with others to help make the world a better place. 	<p>Being me in my world</p> <ul style="list-style-type: none"> Identifying goals for the year Global citizenship Children’s universal rights Feeling welcome and valued Choices, consequences and rewards <ul style="list-style-type: none"> Group dynamics Democracy, having a voice Anti-social behavior Role-modelling I can explain how my choices can have an impact on people in my immediate community and globally. 	<p>Celebrating Difference</p> <ul style="list-style-type: none"> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration <ul style="list-style-type: none"> Empathy I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in situations where their difference is 	<p>Healthy Me</p> <ul style="list-style-type: none"> Taking personal responsibility How substances affect the body <ul style="list-style-type: none"> Exploitation, including ‘county lines’ and gang culture Emotional and mental health Managing stress I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. 	<p>Changing me</p> <ul style="list-style-type: none"> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.

	<p>recognise when people are trying to gain power or control.</p> <ul style="list-style-type: none"> I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations. <p>Character Virtues: Performance: Teamwork, confidence Moral: Respect, integrity and humility</p>	<ul style="list-style-type: none"> I can explain what motivates me to make the world a better place. <p>Character Virtues: Performance: Motivation, determination and confidence Moral: Gratitude and courage Intellectual: curiosity and reflection</p>	<ul style="list-style-type: none"> I can empathise with others in my community and globally and explain how this can influence the choices I make. <p>Character Virtues: Performance: Motivation, determination and confidence Moral: Respect, honesty and compassion Intellectual: curiosity and reflection Civic: Community awareness, civility and citizenship</p>	<p>a source of conflict or a cause for celebration.</p> <p>Character Virtues: Performance: Motivation, determination and confidence Moral: Respect, honesty and compassion Intellectual: curiosity and reflection Civic: Community awareness, civility and citizenship</p>	<p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p> <p>Character Virtues: Performance: Motivation, determination, perseverance and confidence Moral: Respect, integrity, humility and courage Intellectual: judgement and reasoning</p>	<ul style="list-style-type: none"> I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby. <p>Character Virtues: Performance: Motivation, determination, perseverance and confidence Moral: Respect, integrity, humility and courage Intellectual: judgement and reasoning</p>
History	<p>WWII</p> <ul style="list-style-type: none"> Countries involved in WWII – map skills Evacuation – Role play skills Food rationing – Children given limited supply of ingredients and need to learn to make a meal to feed the whole class. Women in war – Role play/ Debating skills Holocaust – Researching skills (working independently or in small groups to feedback to class) <p>Character Virtues: Moral: Respect, integrity and humility</p>	<p>Geography Focus</p>	<p>Kingdom of Benin</p> <ul style="list-style-type: none"> Children will learn about where the ancient Kingdom of Benin was located –map skills Researching what they believe in and famous artwork – produce an art portfolio on this. Researching on western attitudes towards African civilisations, oral tales and artefacts of ancient Benin – short story writing and summarising (ENG link) The children will also learn about the story of Eweka – role play <p>Character Virtues: Moral: Respect Intellectual: Curiosity and reasoning</p>	<p>Geography Focus</p>	<p>A Local history study</p> <ul style="list-style-type: none"> Investigating a heritage site Investigating a local street Investigating a historical period Creative engagement with other subject areas Exploring the local town <p>Character Virtues: Moral: Respect and justice Intellectual: Curiosity and reasoning</p>	<p>POST SATS PROJECT</p> <p>Children will discuss and research on a geography/ history project theme. In their groups, they will conduct research, piece of writing and information to display. They will consider the key geohraphy/ history skills, knowledge and vocabulary needed to showcase their understanding.</p> <p>Character Virtues: Moral: Courage and respect Intellectual: Curiosity, judgement and reasoning Performance: reamwork, resilience, condifence and perseverance.</p>
Geography	<p>History Focus</p>	<p>Extreme Earth</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Describe and understand key aspects of physical geography.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Character Virtues: Civic: Community awareness, service and</p>	<p>History Focus</p>	<p>Our Mountain Environment</p> <p>Geographical skills and fieldwork- locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities describe and understand key aspects of physical geography,</p> <p>Major mountains, Mountain investigation, Mountain climates, holiday time, Impact of tourism.</p> <p>Character Virtues: Civic: Community awareness, service and volunteering Intellectual: Resourcefulness</p>	<p>History Focus</p>	

		volunteering Intellectual: Resourcefulness				
Art	<p>Propaganda Art Your Country Needs you! Creating propaganda posters based on research of them.</p> <p>Writing opportunity: Two page spread on Propoganda with a collage of examples found by the children</p> <p>Character Virtues: Moral: Justice Intellectual: Reflectionn and judgement</p>	<p>ART: Extreme Earth – Japanese Art Aritst: Hokusai</p> <p>Writing opportunity: Two page spread on Hokusai (biography writing)</p> <p>P&A: To inform other students about who Hokusai is and why his work was so significant.</p> <p>Character Virtues: Intellectual: Reflection and judgement</p>	D.T Focus	<p>ART: Mountains Artist: Nicholas Roerich</p> <p>Writing opportunity: Two page spread on Roerich (biography writing)</p> <p>P&A: To inform other students about who Roerich is and why his work was so significant.</p> <p>Character Virtues: Performance: confidence and determination Intellectual: Reflection and judgement</p>	<p>Research and design for pottery. Ancient Greece</p> <p>Writing opportunity: Non chronological report on ancient Greek poetry from research on the construction and design of them.</p> <p>Children will look at patterns and desgins and create a design for when they carve their own in summer 2.</p> <p>Character Virtues: Performance: confidence and determination Intellectual: Reflection and judgement</p>	D.T Focus
DT	Art Focus		<p>Boat/ Bridge making To aid lessons where we act out the journey based on our key text ‘Kensuke’s Kingdom’.</p> <p>Children will work with newspapers to investigate how to make a strong bridge (science enquiry link: creating a fair test).</p> <p>Character Virtues: Performance: confidence, teamwork and determination Intellectual: Reflection and judgement</p>	Art Focus	Art Focus	<p>Pottery with clay. Ancient Greece.</p> <p>Children will learn how to carve and shape their pottery designs from Summer 1.</p> <p>Children will work with various mediums and materials to carve their pottery.</p> <p>Character Virtues: Performance: confidence and determination Intellectual: Reflection and judgement</p>
Computing	<p>E-Safety Pupils will learn that they should be cautious about the friends they make online, explore what it means to be responsible and respectful in offline and online communities, learn that children’s websites must protect their private information, discuss positive and negative aspects of interacting with others online and be introduced to the concept of stereotype and explore the messages they receive regarding differences between boys and girls.</p>	<p>3D Modelling During this unit, learners will develop their knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, including combining 3D objects to make a house and examining the differences between working digitally with 2D and 3D graphics. Learners will progress to making accurate 3D models of physical objects, such as a pencil holder, which include using 3D objects as placeholders. Finally, learners will examine the need to group 3D objects, then go on to plan, develop, and evaluate their own 3D model of a photo frame.</p>	<p>Web page creation This unit introduces learners to the creation of websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.</p>	<p>Spreadsheets This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. Learners will use spreadsheets to plan an event and answer questions. Finally, learners will create graphs and charts, and evaluate their results in comparison to questions asked.</p>	<p>Variables in games This unit explores the concept of variables in programming through games in Scratch. First, pupils will learn what variables are, and relate them to real-world examples of values that can be set and changed. Pupils will then use variables to create a simulation of a scoreboard. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, pupils will experiment with variables in an existing project, then modify them, then they will create their own project. In Lesson 4, pupils will focus on design. Finally, in Lesson 6, pupils will apply their knowledge of variables and design to improve their game in Scratch.</p>	<p>Sensing This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence from year 3, repetition from year 4, selection from year 5 and variables, introduced in year 6, programming A. It offers learners the opportunity to use all of these constructs in a different, but still familiar environment whilst also utilising a physical device - the micro:bit. The unit begins with a simple program which learners build in and test in the programming environment before transferring it to their micro:bit. Learners then take on three new projects in lessons 2, 3 and 4, with each lesson adding more depth.</p>
	<p>Character Virtues Character virtues are embedded across the computing curriculum to provide children with the opportunity to develop such virtues.</p>					

	<p>For example: Performance virtues such as resilience, teamwork, determination, perseverance, motivation, and confidence Intellectual virtues such as critical-thinking, autonomy, reasoning, reflection, judgement and resourcefulness Moral virtues such as courage, respect and honesty Civic virtues such as volunteering, community awareness and civility</p>					
<p>Music & Performing Arts</p>	<p>Beatbox/ Rap & Carnatic Music</p> <p>Classes will take turns during Autumn term to learn both of the above.</p>		<p>Samba/singing</p> <p>Layering more complex syncopated rhythms Echo and call and response breaks Signals – visual and aural Brazilian song (incorporating instruments, recorders, ukuleles, percussion)</p>		<p>Class performance project</p> <p>Bringing together everything! Using recorders, ukuleles, drums/percussion and instruments played outside the classroom to create a whole class performance piece.</p>	
<p>PE/health and wellbeing.</p>	<p>Health Related Exercise The focus of the learning is to take pupils through 4 health related fitness assessments. Pupils will record their scores, ready to compare them against their scores recorded at the end of the programme in week 6. They will understand the functions of the cardiovascular system. Pupils will perform a cardio circuit developing their own aerobic fitness. They will understand the meaning of flexibility and how flexibility affects our bodies. Pupils will perform a flexibility circuit developing their own flexibility. They will understand the meaning of strength and perform a strength circuit. They will develop pupils' understanding of aerobic fitness and how exercise affects our bodies. Pupils will perform an aerobic fitness circuit.</p> <p>Character Virtues: Moral: Empathy of dance from different historical and cultural origins Civic: Volunteering – to perform and share in pairs or small groups effectively. Yoga & Meditation Children can choose mudra for meditation that is appropriate for present practise. Children should be now able to independently perform warmups and limbering. Surya Namaskar – each posture performed with accuracy and precision. Asanas: sarvangasna (shoulderstand), halasana (plough), Matsyasana (fish) postures performed well.</p>	<p>Athletics The focus of the learning is to bring together the previous skills of running for speed and distance, jumping, throwing and culminate this into a competition. They will take part in a mini athletics competition too. They will be observed on how they display the athletics skills and how they perform in events. Pupils will show an understanding of the techniques most appropriate.</p> <p>Character Virtues: Intellectual: Autonomy in working independently to improve techniques. Performance: Perseverance in trying to improve performance.</p>	<p>Gymnastics Children will use their knowledge of composing sequences to develop performances that meet requirements and demonstrate increased quality and complexity. Their performances will include what they have learnt about variations in speed, level and direction with the aim of showing as much control and precision.</p> <p>Character Virtues: Intellectual: Reflecting – using prior knowledge of composing sequences Moral: Courage – To perform physical skills without fear Civic: Service – to volunteer in setting up apparatus so that it is safe for all</p> <p>Yoga & Meditation Children can choose mudra for meditation that is appropriate for present practise. They are now able to lead prayers, warm-ups, limbering and some pranayama. Children should now be able to choose some asanas (postures) that cover the the ranges of spinal movements. Focussed/descriptive meditation .</p>	<p>Invasion games In this unit children will develop and improve on their defending, attacking and team playing skills. In all games the children should think about using their skills, strategies and tactics to outwit their opposition and enter their opponent's territory.</p> <p>Character Virtues: Performance: Teamwork: Working together as a team. Intellectual: Critical thinking and judgement – to decide on appropriate strategies and tactics</p>	<p>Net/Wall games Children will learn tactics and skills for games based on short tennis whilst also developing their range and quality of racket skills. They will learn to think strategically about competing with their opponent, learning how to send the ball into target areas/other side of the court</p> <p>Character Virtues: Intellectual: Critical thinking and judgement – to decide on appropriate strategies and tactics Performance: Teamwork: Working together in pairs or small groups effectively.</p> <p>Yoga and Meditation Children can choose mudra for meditation that is appropriate for present practise. Children are able to perform asanas independently. They should now be able to perform a 20 minute yoga session including limbering, pranayama, asana and dharana (focussed meditation).</p>	<p>Outdoor and adventurous activities Children develop their orienteering and problem-solving skills in familiar and unfamiliar situations and environments. There is an emphasis on building trust and working as a team.</p> <p>Character Virtues: Intellectual: Reasoning and problem solving – to uncover clues Moral: Integrity – building trust within each other to complete a course Performance: Teamwork: Working together in pairs or small groups effectively.</p>
<p>PRE</p>	<p>Know, understand and appreciate the importance of critical thinking, philosophical thinking and personal insight (e.g. in their own lives). They will use a range of activities such as reading, debating and talk partners.</p>		<p>Know, understand and appreciate the importance of critical thinking, philosophical thinking and personal insight (e.g. in their own lives). They will use a range of activities such as reading, debating and talk partners.</p>		<p>Know, understand and appreciate the importance of critical thinking, philosophical thinking and personal insight (e.g. in their own lives). They will use a range of activities such as reading, debating and talk partners.</p>	

Sanskrit	Prayer-Damodarashtakam and Yada yada hi Learning the names of members of Krishna's family and writing short sentences. Making short sentences using Body Parts and Household items. Story-Yashoda cannot bind limitless Krishna and The Call of Krishna's flute. Learning Adjectives.	Questions and Answers as Classroom Expression. Habitat of Animals Small sentences using colours, clothing and Occupations. Verbs-What is Krishna doing? Story:Dashrath kills a boy by mistake. Rama wins Sita as his wife	People, places, things-I can differentiate "This and That" with 3 genders. I can write report of friend's interview on food. School, numbers. Continue Verbs. Story: The Cruel Kaikeyi demands her two Wishes. Tulsi Mantra Pradakshina Mantra I can make my own short sentences on Nature and Transport in Sanskrit The First Ending Story: Rama and Lakshmana kills demoness Tataka.
----------	---	---	--