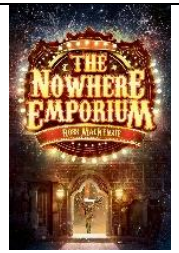
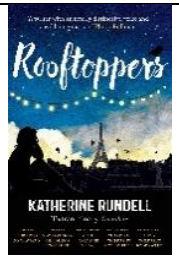
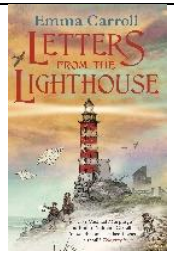
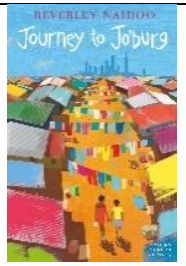
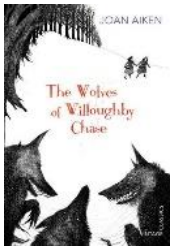
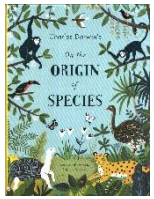
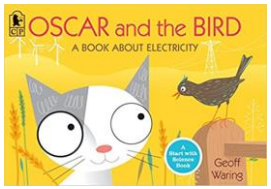
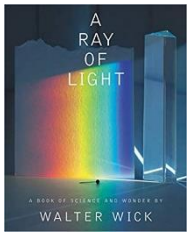
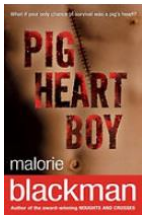
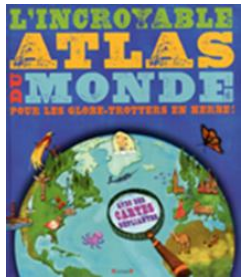
Ernesettle Community School Curriculum Map 2023 - 2024: Year 6

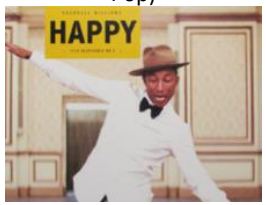
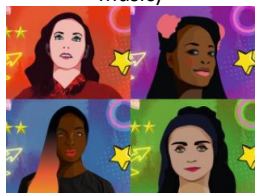
Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Areas of Study	**Local Fieldwork**  Geography fieldwork involves formulating an enquiry question, gathering data, analysing the results and reaching conclusions. Physical enquiries will look at natural landscapes, e.g. rivers or coasts and human enquiries will look at environments that are created by people, e.g. cities or tourist resorts.	**Plymouth & The Blitz**  From destruction to construction, you will use real objects and archives to uncover the truth of how the Blitz impacted Plymouth. Our city suffered greatly during World War II. The docks and naval base made it a major target resulting in almost total destruction of the city centre and the displacement of tens of thousands of Plymothians. Amongst the charred and ruined city, a radical plan was developed to enable its complete redesign and reconstruction. MPs, Councillors and planners sought out the finest architects, designers and artists to create a new city – a modern city – worthy of replacing what had been lost. Our city centre is the most complete postwar planned city in Britain.	**Energy & Sustainability**  An increased demand for resources such as energy, food and fuel mean that developing sustainable resources is critical to protect the environment for future generations. A resource is anything that is useful to people. Natural resources can be divided into renewable and nonrenewable resources. A renewable resource can be used again and again, so is more sustainable, e.g. water, wind, wood, sun and wave energy. A non-renewable resource will eventually run out, so it is not sustainable in the long run, e.g. fossil fuels such as gas, oil and coal. There is only a finite supply of non-renewable resources.	**Benin Kingdom**  In this area of study, you will build on your knowledge of early civilisations. The kingdom of Benin began in the 900s when the Edo people settled in the rainforests of West Africa. By the 1400s they had created a wealthy kingdom with a powerful ruler, known as the Oba. Gradually, the Obas won more land and built up an empire. For 200 years Benin was very successful, but in the 1600s the Obas started to lose control of their people. By the 1800s Benin was no longer strong or united. The kingdom came to a sudden end in 1897, when a British army invaded and made it part of the British Empire.	**Globalisation**  Globalisation is the process by which the world is becoming increasingly interconnected because of massively increased trade and cultural exchange. It has increased the production of goods and services and has been taking place for hundreds of years but has sped up enormously over the last half-century. Although globalisation is probably helping to create more wealth in developing countries - it is not helping to close the gap between the world's poorest countries and the world's richest.	
Enquiry Question	**Why is fieldwork important?**	**How significant was the Blitz in Plymouth during WW2?**	**How can we make our community more sustainable?**	**How do we know about the Kingdom of Benin?**	**How and why does the world change and adapt?**	

Educational Enrichment *(RE trips)*	Children to complete field work in Plymouth City Centre.	Children to visit The Box for Plymouth & The Blitz workshop.	Ernesettle Solar Farm	Art Gallery	The Great British Menu Visit to a restaurant	
Whole Class Reading						
English *(Suggested Texts)*	**Unit 1: Modern Fiction** (3weeks) **Wonder** by R. J. Palacio **Unit 2: Non Chronological Reports** (3weeks) **Mythical Creatures – The Secret Life of Dragons** by Zoya Agnis and Alexander Utkin	**Unit 3: Plays** (3weeks) **Macbeth** by Shakespeare **Unit 4: Fiction from British Literary Heritage** **A Christmas Carol** (2weeks) by Charles Dickens	**Unit 5: Biographical Texts** (3weeks) **Darwin Dragons** by Lindsay Galvin **Unit 6: Poetry** (2weeks) **The Cat in the Window** by Brian Morse	**Unit 7: Newspaper Reports** (3weeks) **The Letters from the Lighthouse** by Emma Carroll **Unit 8: Letter Writing** **The Letters from the Lighthouse (Evacuee Letters)** (3 weeks) by Emma Carroll	**Unit 9: Persuasive Writing** (3weeks) **Skellig** by David Almond **Unit 10: Poetry** (2weeks) **Moth** by Isabel Thomas and Daniel Egneus	**Unit 11: Creative Writing** **Significant Figures from History** (3weeks) **Unit 12: Creative Writing** **Wolfbrother** (3weeks) by Michelle Paver
Maths *(Number of days)*	**Unit 1:** Place value within 10,000,000 (7) *Number: Number and place value* **Unit 2:** Four Operations- Part 1 (10) *Number: addition, subtraction, multiplication and division* **Unit 3:** Four Operations- Part 2 (9) *Number: addition, subtraction, multiplication and division*	**Unit 4:** Fractions- Part 1 (11) *Number: Fractions* **Unit 5:** Fractions- Part 2 (9) *Number: Fractions* **Unit 6:** Geometry- position and direction (4) *Geometry- position and direction*	**Unit 7:** Decimals (9) *Number: Fractions (including decimals and percentages)* **Unit 8:** Percentages (9) *Number: Fractions (including decimals and percentages)* **Unit 9:** Algebra- Part 1 (6) *Algebra*	**Unit 9:** Algebra- Part 2 (5) *Algebra* **Unit 10:** Measure- imperial and metric measures (5) *Measurement* **Unit 11:** Measure- perimeter, area and volume (11) *Measurement* **Unit 12:** Ratio and Proportion (9) *Ratio and Proportion*	**Unit 13:** Geometry- properties of shapes (12) *Geometry- properties of shapes* **Unit 14:** Problem Solving-Part 1 (7) *Number: Number and place value*	**Unit 14:** Problem Solving- Part 2 (7) *Number: Number and place value* **Unit 15:** Statistics (10) *Statistics*

Science	**6.1 Living Things and their Habitats**  Describe how living things are classified into broad groups according to common observable characteristic and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristic. **Pupils should build on their learning about grouping living things in year 4 by looking at the classification system in more detail. They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided.**	**6.2 Evolution and Inheritance**  Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants adapt to suit their environment in different ways and that adaptation may lead to evolution. **Research or comprehension about Charles Darwin and Alfred Wallace.** **Building on what they learned about fossils in the topic on rocks in year 3, pupils should find out more about how living things on earth have changed over time.**	**6.3 Electricity**  To recognise and use symbols in a circuit diagram. To compare and give reasons for variations in how components function, including the brightness of bulbs, volume of buzzers and switches. To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit.	**6.4 Light**  Recognise that light appears to travel in straight lines. Know that light travels in straight lines to explain that objects are seen because they give out reflect light into our eyes. Explain that we see things because light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	**6.5 Animals and Humans**  **The Story of Karl Landsteiner** Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function. Describe the ways in which nutrients and water are transported within animals, including humans. **Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.**	**6.6 Animals and Humans**  Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function describe the ways in which nutrients and water are transported within animals, including humans.
RE	**<u>U2.2. Creation and science: conflicting or complementary?</u>** **Make Sense of Belief** Identify what type of text some Christians say Genesis 1 is and its purpose.	**<u>U2.11. Why do some people believe in God and some people not?</u>** **Make Sense of Belief** Define the term 'theist'. 'atheist' and 'agnostic' and give examples of	**<u>U2.7. Why do Hindus want to be good?</u>** **Make Sense of Belief** Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha using technical terms accurately.	**<u>U2.5. What do Christians believe Jesus did to 'save' people?</u>** **Make Sense of Belief** Outline the 'big story' of the Bible, explaining how Incantation and Salvation fit within it.	**<u>U2.6. For Christians, what kind of king was Jesus?</u>** **Make Sense of Belief** Explain connections between biblical texts and the concept of the kingdom of God.	**<u>U2.12. How does faith help people when life gets hard?</u>** **Make Sense of Belief** Describe at least three examples of which religions guide people in

	Considering the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. **Understanding the Impact.** Make clear connections between Genesis 1 and Christians belief about God as Creator. Show understanding of why many Christians find science and faith go together. **Make Connections** Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with scientific account, giving good reasons for their views.	statements that reflect these beliefs. Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from. Give examples of reasons why people do or do not believe in God. **Understand the Impact** Make clear connections between what people believe about God and the impact of this belief on how they live. Give evidence and examples to show how Christians sometimes disagree about God is like (some differences in interpreting Genesis) **Make Connections** Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging. Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not. Make connections between belief and behaviour in their own lives, in light of their learning.	Give meaning for the story of man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. **Understand the Impact** Make clear connections between Hindu beliefs and dharma, karma, samsara and moksha and ways in which Hindus live. Connect the four Hindu aims of life and the four stages of life with beliefs about Dharma, karma, moksha et. Give evidence and examples to show how Hindus put their beliefs into practice in different ways. **Make Connections** Make connections between Hindu beliefs studied (karma, dharma) and explain how and why they are important to Hindus. Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.	Explain what Christians mean when they say that Jesus' death was a sacrifice. **Understanding the Impact** Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion / Lord's Supper. Show how Christian put their belief into practice in different ways. **Make Connections** Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. Articulate their own responses to the idea of sacrifice, recognising different points of view.	Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. **Understanding the Impact** Make clear connections between beliefs in the kingdom of God and how Christians put their beliefs into practice. Show how Christians put their beliefs into practice in different ways. **Make Connections** Relate the Christian 'Kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today. Articulate their own responses to the idea of the importance of love and service in the world today.	how to respond to good and hard times Identify beliefs about life after death in at least two religious' traditions, comparing and explaining similarities and differences. **Understanding the Impact** Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) Give examples of ways in which beliefs about resurrection/judgement/ heaven/karma/ reincarnation make a difference to how someone lives. **Make Connections** Interpret a range of artistic expressions of afterlife, offering and explaining different way of understanding these. Offer a reasoned response to the unit question, with evidence and example, expressing insight of their own.
SMSC *(Jigsaw)*	**Being Me in My World** Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	**Celebrating Difference** Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	**Dreams and Goals** Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	**Healthy Me** Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	**Relationships** Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	**Changing Me** Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Primary Languages *(Language Angels)*	**A L'école (At School) Phonétique 4 (Phonics 4) qu gne ç en an**  In this unit the children will learn how to: Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school. Say why they like/ dislike certain school subjects. Tell the time (on the hour) in French. Say what time they study certain subjects at school.	**Manger et Bouger (Healthy Lifestyle) qu gne ç en an**  In this unit the children will learn how to: Name and recognise 10 foods and drinks that are considered good for your health. Name and recognise 10 foods and drinks that are considered bad for your health. Say what activities they do to keep in shape during the week. Say in general what they do to keep a healthy lifestyle. Learn to make a healthy recipe in French.	**La Seconde Guerre Mondiale (The Second World War) qu gne ç en an**  In this unit the children will learn how to: Group/order unknown vocabulary to help decode text in French. Improve their listening and reading skills. Name the countries and languages involved in WW2. Say what the differences were in city and country life during the war. Learn to integrate all their new and previous language writing a letter home as an evacuee living in the countryside.	**Le Weekend (The Weekend) qu gne ç en an**  In this unit, the children will: Ask what the time is in French. Tell the time accurately in French. Learn how to say what they do at the weekend in French. Learn to integrate connectives into their work. Present an account of what they do and at what time at the weekend.	**Les Vikings (Vikings) qu gne ç en an**  In this unit pupils will learn how to: Name the key periods in Ancient Britain, chronologically in French. Describe themselves physically by pretending to be a member of a fictitious Viking family. Use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement. Use two irregular high frequency verbs 'être' (to be) and 'avoir' (to have) more fluently. Describe their typical daily routine as either/both a Viking man and/or Viking woman using 1st person singular (I…), with an opportunity to move to third person singular. Recognise and start to understand commonly used reflexive verbs and pronouns.	**Moi dans Le Monde (Me in the World) qu gne ç en an**  In this unit the children will learn: About the many countries in the Francophone world. About different festivals (religious and non-religious) around the world. That we are different and yet all the same. That we can all help to protect our planet. How to use "à" (when talking about living IN a city) and "en/au/aux" (when talking about living IN a country).

Music *(Charanga)*		**Happy** (Happy by Pharrell Williams – Pop)  Lesson 1: Listen & appraise 'Happy' before learning to sing the song Lesson 2: Listen & appraise 'Top Of The World' by The Carpenters before learning to sing and play 'Happy' Lesson 3: Listen & appraise 'Don't Worry Be Happy' by Bobby McFerrin before singing, playing and improvising parts in 'Happy' Lesson 4: Listen & appraise 'Walking On Sunshine' by Katrina and The Waves before singing 'Happy' and performing compositions from throughout the song Lesson 5: Listen & appraise 'When You're Smiling' by Frank Sinatra before practising for a performance of 'Happy' Lesson 6: Listen & appraise 'Love Will Save The Day' by Brendan Reilly		**You've Got A Friend** (You've Got A Friend by Carole King – Singer/Songwriter)  Lesson 1: Listen & appraise 'You've Got A Friend' before learning to sing the song Lesson 2: Listen & appraise 'The Loco-Motion' by Little Eva before learning to sing and play 'You've Got A Friend' Lesson 3: Listen & appraise 'One Find Day' by The Chiffons before singing, playing and improvising parts in 'You've Got A Friend' Lesson 4: Listen & appraise 'Up On The Roof' by The Drifters before singing 'You've Got A Friend' and performing compositions from throughout the song Lesson 5: Listen & appraise 'Will You Still Love Me Tomorrow' by Carole King before practising for a performance of 'You've Got A Friend'		**Music and Me** (Inspirational women in music)  Lesson 1: Watch introductory video and listen and appraise 'Heroes & Villains' by Eska, create your own beats/lyrics/melodies in groups before performing compositions Lesson 2: Listen & appraise 'Something Helpful' by Anna Meredith and find out about Anna Meredith as an artist. Get back into groups and continue to create compositions before performing them to the class Lesson 3: Listen & appraise 'V-A-C Moscow' by Shiva Feshareki and find out about Shiva Feshareki as an artist. Get back into groups and continue to create compositions before performing them to the class Lesson 4: Listen & appraise 'Shades of Blue' by Eska and find out about Eska as an artist. Get back into groups and

		before delivering end-of-unit performance		Lesson 6: Listen & appraise '(You Make Me Feel Like) A Natural Woman' by Carole King before delivering end-of-unit performance		continue to create compositions before performing them to the class Lesson 5: Listen & appraise 'The Middle Middle' by Afrodeutsche and find out about Afrodeutsche as an artist. Get back into groups and continue to practice compositions ahead of next week Lesson 6: Listen & appraise a song of your choice from any of the following artists: Billie Holiday, Ella Fitzgerald, Vera Lynn, Judy Garland, Sarah Vaughan, Nina Simone, Patsy Cline, Etta James, Tina Turner, Dusty Springfield, Dionne Warwick, Barbara Streisand, Aretha Franklin, Joan Baez, Carole King, Diana Ross, Janis Joplin, Debbie Harry, Joni Mitchell, Patti Smith, Dolly Parton, Stevie Nicks, Annie Lennox, Madonna, Kate Bush, Tracy Chapman, Whitney Houston, Bjork, PJ Harvey, The Spice Girls, Mary J. Blige, Shakira, M.I.A., Ms Dynamite, Beyonce, Amy Winehouse, Janelle Monae, Lady Gaga, Adele, Taylor Swift, Dua Lipa, Lil Simz and Jorja Smith. Watch the 'Advice from the Artists' video before delivering end-of-unit performance
Geography	**Local Fieldwork**  Make more detailed fieldwork		**Energy & Sustainability**  Energy and Sustainability Use maps, atlases, globes		**Globalisation**  Know and describe where a variety of places are in relation to physical and human features. **(Locational knowledge)**	

	sketches/diagrams. **(Geographical skills and fieldwork)** Draw accurate maps with more complex keys. **(Geographical skills and fieldwork)** Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features. **(Geographical skills and fieldwork)** Use four figure grid references. **(Geographical skills and fieldwork)** Make plans and maps using symbols and keys. **(Geographical skills and fieldwork)** Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. **(Geographical skills and fieldwork)** Use maps, charts etc. to support decision making about the location of places e.g. new bypass. **(Geographical skills and fieldwork)**		and digital/computer mapping to locate countries and describe features studied. **(Geographical skills and fieldwork)** 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. **(Human and physical geography)** Know about the wider context of places e.g. county, region and country. **(Locational knowledge)** Know and describe where a variety of places are in relation to physical and human features. **(Locational knowledge)** Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. **(Geographical skills and fieldwork)** Locate the world's countries, using maps to		Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent. **(Locational knowledge)** Know about the wider context of places e.g. county, region and country. **(Locational knowledge)** 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. **(Human and physical geography)** Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc. **(Geographical skills and fieldwork)**

	Plan the steps and strategies for an enquiry. **(Geographical skills and fieldwork)** Explore features on OS maps using 6 figure grid references. **(Geographical skills and fieldwork)** Use the eight points of a compass, four and six - figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world. **(Geographical skills and fieldwork)** Measure straight line distances using the appropriate scale. **(Geographical skills and fieldwork)**		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. **(Locational knowledge)** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. **(Place knowledge)**			
History		**Plymouth & the Blitz** **Pupils should be taught about a local history study.** The children will use all of their knowledge gained in previous year groups to consider how Britain has changed over the past 100 years. **(Chronological understanding)**		**Benin Kingdom** **Pupils should be taught about a non- European society that provides contrasts with British history – one study chosen from Benin (West Africa) c. AD 900-1300.** Use dates to order and place events on a timeline. **(Chronological understanding)**		

		This will include ordering dates, artefacts, photographs and recounts. The children will consider how war has affected the Britain we know today. **(Chronological understanding)** This will include studying World War Two. **(Chronological understanding)** Key dates, people and events from World War Two. **(Chronological understanding)** Researching beliefs and behaviours of people and recognising that not all people share the same ideas. **(Depth of historical knowledge)** Compare accounts of events from different sources (British soldiers / Nazi soldiers, Britain/ Germany). **(Historical interpretations)** Offer some reasons for different versions of events. Which sources are most accurate? Why? **(Historical interpretations)**		Compare sources of information available for the study of different times in the past. **(Historical enquiry)** Understand that the type of information available depends on the period of time studied. **(Historical interpretations)** Present findings and communicate knowledge and understanding in different ways. **(Organisation & communication)** Provide an account of a historical event based on more than one source. **(Organisation & communication)** Give some reasons for some important historical events. **(Understanding of events, people & changes)**		

		Link sources and work out how conclusions were made. Use a range of sources for evidence (books, ICT, pictures, artefacts) **(Historical interpretation)** Why did World War Two happen? Was Hitler evil? What was the impact of the war on modern day Britain? **(Historical enquiry)** How as Plymouth changes over the past 100 years? What can we notice about buildings from this time period? **(Historical enquiry)** Encourage children to ask questions about artefacts, photographs and sources of information. **(Historical enquiry)** Children will be required to use appropriate terminology, match dates to people and events and record knowledge in a variety of ways including: written form, verbally, computer generated and presentations to the class. **(Organisation & communication)** The children will be expected to produce an extended piece of writing				

		to explain key aspects of a time period drawing on knowledge from previous year groups. **(Organisation & communication)**				
Art		**Skill: Drawing** **Curriculum Link: History - WW2**  **Artist**: Henry Moore Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including **drawing**, painting and **sculpture** with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history. Explore Henry Moore's shelter drawings and use appropriate vocabulary to describe their work. Learn how to draw in perspective and apply this to their drawings.		**Skill: Sculpture** **Curriculum Link:** History- Benin Kingdom  **Artist:** Tony Phillips Romuald Hazoume Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history. Further explore the history behind the Benin Bronzes. Learn about the artists Tony Phillips and		**Skill**: Painting **Curriculum Link**: Geography - Globalisation  **Artist**: Yinka Shonibare Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history. Explore and discuss the artwork of artist Yinka Shonibare. Experiment with creating patterns that represent our individual culture.

		Apply their knowledge of creating shade and tone when drawing. Master their ability to draw the human form Apply what they have learnt as inspiration for their own drawings. Explain and justify preferences towards different styles and artists.		Romuald Hazoume and their link to the Benin Bronzes. Use etching into clay to make Benin Bronze tile influenced by Tony Phillips. Use found materials to make a sculpture inspired by Romuald Hazoume. Explain and justify preferences towards different styles and artists.		Learn about wax relief applying this to paper and fabric. Apply the skills learnt to produce a piece of wax relief art that represents their culture. Explain and justify preferences towards different styles and artists, including discussions about the artwork of their peers.
Design Technology			**Term 3 & 4** **Skill: Programming** **Focus: Framed Structures & Computer Aided Design (CAD)** **Link: Plymouth & The Blitz (Term 2)** **Product: 3D Anderson Shelter** **Designing** Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. **Making** Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used.			**Skill: Cooking and Nutrition** **Focus: Celebrating Culture & Seasonality** **Link: Young Enterprise** **Product: Great British Menu** **Designing** Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.

			Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. Create their prototypes on TinkerCAD. **Evaluating** Investigate and evaluate a range of existing frame structures. Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. Research key events and individuals relevant to frame structures. **Technical knowledge and understanding** Understand how to strengthen, stiffen and reinforce 3-D frameworks. **Skill: Electrical Systems** **Focus: More complex switches** **Link: Science** **Designing** Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. **Making** Order the main stages of making. Select from and use tools and equipment to cut, shape, join and finish with some accuracy. Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. **Evaluating** Investigate and analyse a range of existing battery-powered products. Evaluate their ideas and products against their own design criteria and identify the strengths and areas for		Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. **Making** Write a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose. **Evaluating** Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. Understand how key chefs have influenced eating habits to promote varied and healthy diets. **Technical knowledge and understanding**

			improvement in their work. **Technical knowledge and understanding** Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers.			Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products.
Computing *IT, Digital Literacy and Computer Science.*	**Online Safety** Explain consequences of spending too much time online or on a game. **Programming** Create times tables' game and then use this to plan and create a Mayan quiz game. **Multimedia** Create and collect sound and image files for game. **Technology in our lives** Labelled diagram of web resources used. Scratch community sharing game.	**New Term/Unit 1 – please do not use.** **Computing systems and networks – communication and collaboration** Lesson 1 - Internet addresses Lesson 2 – Data packets Lesson 3 – Working together Lesson 4 – Shared working Lesson 5 – How we communicate Lesson 6 – Communicating responsibly	**Creating media – Web page creation** Lesson 1 – What makes a good website? Lesson 2 – How would you lay out your webpage? Lesson 3 – Copyright or copyWRONG? Lesson 4 – How does it look? Lesson 5 – Follow the breadcrumbs Lesson 6 – Think before you link		**Programming – Variables in games** Lesson 1 – Introducing variables Lesson 2 - Variables in programming Lesson 3 – Improving a game Lesson 4 – Designing a game Lesson 5 – Design to code Lesson 6 – Improving and sharing	**Data and information – Spreadsheets** Lesson 1 – What is a spreadsheet? Lesson 2 – Modifying spreadsheets Lesson 3 – What's the formula? Lesson 4 – Calculate and duplicate Lesson 5 – Event planning Lesson 6 – Presenting data
PE	**Basketball** **Lesson 1:** To develop protective dribbling against an opponent. **Lesson 2:** To be able to move into a space to support a teammate. **Lesson 3:** To be able to choose when to pass and when to dribble.	**Hockey** **Lesson 1:** To develop dribbling to beat a defender. **Lesson 2:** To develop sending the ball using a push pass. **Lesson 3:** To develop receiving the ball with control. **Lesson 4:** To be able to move into space to support a teammate.	**Dance** **Lesson 1:** *Stamp, Clap* To copy and repeat a set dance phrase showing confidence in movements. **Lesson 2:** *Stamp, Clap* To work with others to explore and develop the dance idea. **Lesson 3:** *Stamp, Clap* To use changes in dynamics in response to the stimulus.	**Volleyball** **Lesson 1:** To develop the fast catch volley. **Lesson 2:** To be able to volley the ball using a set shot. **Lesson 3:** To develop the dig and understand when to use it.	**Athletics** **Lesson 1:** To work collaboratively with a partner to set a steady pace. **Lesson 2:** To develop your own and others sprinting technique. **Lesson 3:** To develop power, control and technique for the triple jump.	**Rounders** **Lesson 1:** To develop the bowling action and understand the role of the bowler. **Lesson 2:** To develop batting technique. **Lesson 3:** To make decisions about where and when to send the ball to stump a batter out.

	Lesson 4: To be able to track an opponent and use defensive techniques to win the ball. **Lesson 5:** To be able to perform a set shot and a jump shot. **Lesson 6:** To be able to apply the rules and tactics you have learnt to play in a basketball tournament. **Fitness** **Lesson 1:** To develop an awareness of what your body is capable of. **Lesson 2:** To develop speed and stamina. **Lesson 3:** To develop strength using my own body weight. **Lesson 4:** To develop co-ordination through skipping. **Lesson 5:** To perform actions that develop agility. **Lesson 6:** To develop control whilst balancing.	**Lesson 5:** To develop using an open stick (block) tackle and jab tackle to gain possession of the ball. **Lesson 6:** To apply the rules and skills you have learnt to play in a hockey tournament. **Football** **Lesson 1:** To be able to dribble the ball under pressure. **Lesson 2:** To pass the ball accurately to a target to help to maintain possession. **Lesson 3:** To use different turns to keep the ball away from defenders. **Lesson 4:** To develop defending skills to gain possession. **Lesson 5:** To develop goalkeeping skills to stop the opposition from scoring. **Lesson 6:** To be able to apply the rules and tactics you have learnt to play in a football tournament.	**Lesson 4:** *Bhangra* To demonstrate a sense of rhythm and energy when performing bhangra style motifs. **Lesson 5:** *Bhangra* To perform a bhangra dance, showing an awareness of timing, formations and direction. **Lesson 6:** *Bhangra* To select, order, structure and perform movements in a bhangra style, showing various group formations. **Lesson 7:** *Waiting for...* To develop a dance phrase using actions, dynamics, space and relationships. **Lesson 8:** *Waiting for...* To copy and create actions with consideration to story using a prop to enhance the idea. **Lesson 9:** *Waiting for...* To use choreographing devices to improve how the performance looks. **Lesson 10:** *70s Disco* To copy and repeat a phrase of movement in the 1970s disco theme. **Lesson 11:** *70s Disco* To devise a freeze frame montage in the 1970s theme. **Lesson 12:** *70s Disco* To use feedback to develop and refine a 1970s dance performance.	**Lesson 4:** To keep a continuous rally going over the net. **Lesson 5:** To develop the underarm serve and learn the rules of serving. **Lesson 6:** To apply the rules, skills and tactics learnt to play in a volleyball tournament.	**Lesson 4:** To develop power, control and technique when throwing for distance. **Lesson 5:** To develop throwing with force and accuracy for longer distances. **Lesson 6:** To work collaboratively in a team to develop the officiating skills of measuring, timing and recording. **OAA** **Lesson 1:** To build communication and trust whilst showing an awareness of safety. **Lesson 2:** To work as a team to solve problems, sharing ideas and collaborating with one another. **Lesson 3:** To develop tactical planning and problem solving. **Lesson 4:** To share ideas and work as a team to solve problems. **Lesson 5:** To develop navigational skills and map reading. **Lesson 6:** To use a key to identify objects and locations.	**Lesson 4:** To develop a variety of fielding techniques and when to use them in a game. **Lesson 5:** To develop long and short barriers in fielding and understand when to use them. **Lesson 6:** To apply the rules and skills you have learnt to play in a rounders tournament.