

Continuous and taught in each unit throughout the year.



Science – Working Scientifically

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- 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
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments .

In Modern Foreign Languages, pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing

In Design and Technology pupils should be taught to:

Electrical Systems: Doodlers

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]



Autumn 1- Cycle A
World War II

In Music, pupils should be taught to:

Music and Technology

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression .
- Improvise and compose music for a range of purposes using the inter-related dimensions of music .
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

In PE, pupils should be taught to:

Swimming

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively
- Perform safe self-rescue in different water-based situations

PE

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games
- Develop flexibility, strength, technique, control and balance
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

In Computing, pupils should be taught to:

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

In Religious Education and Worldviews, pupils should be able to:

5.1 Expressions

- Describe some different ways people communicate with their god
- Consider the meaning of different forms of religious worship and how they are expressions of belief
- Identify symbols and artefacts which are important for at least two different faiths
- Explain how artefacts and symbols express the beliefs of faith members
- Recognise different forms of religious and spiritual expression

RE

Christianity, Hinduism and Islam - Holy Books / significant stories

5.2 Faith in action - Explore commitment as demonstrated in the lives and work of significant people of faith

In History, pupils should be taught about:

The Battle of Britain

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

In PSHE, pupils learn:

- That messages given on food can be misleading
- About role models
- About how the media can manipulate images and that these images may not reflect reality

In Science, pupils should be taught to:

Animals (including humans) Y5

- Describe the changes as humans develop to old age



Autumn 2- Cycle A
Magnificent Mountains

In Science, pupils should be taught to:

Animals (including humans) Y6

- 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 bodies function.
- Describe the ways in which nutrients and water are transported within animals, including humans.

In Religious Education and Worldviews, pupils should be able to:

Christmas

- Identify key events in the lives of faith founders and their impact on those around them
- Explain the relevance of different faith founders for their followers today
- Compare the experience of participating in a religious festival or celebration around the world
- Reflect and share how religious celebrations and rituals have an impact on the community

In PSHE, pupils learn:

- About people who have moved to from other places, including the experience of refugees
- About human rights and the UN Convention on the Rights of the Child
- About homelessness

In Music, pupils should be taught to:

Developing ensemble skills

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression .
- Improvise and compose music for a range of purposes using the inter-related dimensions of music .
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

In Geography, pupils should be taught to:

Magnificent Mountains

- 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 characteristics, countries, and major cities.
- Describe and understand key aspects of mountains.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

In Art and Design, pupils should be taught to:

Drawing: I need Space

- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal, paint]
- About great artists, architects and designers in history.

In Computing, pupils should be taught to:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

In PE, pupils should be taught to:

- Develop flexibility, strength, technique, control and balance
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.



Spring 1- Cycle A Amazing Americas

In Science, pupils should be taught to:

Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

In Computing, pupils should be taught to:

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

In Religious Education and Worldviews, pupils should be able to:

5.2 Faith in Action

- Explain the significance of the key teachings of faith founders for faith members
- Describe the teachings of key religious figures, identifying some similarities and differences
- Reflect on the teachings of key religious figures and how these teachings impact on society
- Identify key events in the lives of faith founders and their impact on those around them
- Explain the relevance of different faith founders for their followers today

In Design and Technology, pupils should be taught to:

Mechanical Systems: Make a pop-up book

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

In PE, pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

In Music, pupils should be taught to:

Creative composition

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression .
- Improvise and compose music for a range of purposes using the inter-related dimensions of music .
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

In Geography, pupils should be taught to:

Amazing Americas

- Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- 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. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Describe and understand key aspects of human geography, including: types of land use.

In PSHE, pupils learn:

- About keeping safe online
- How to keep safe when communicating with other people online
- That violence within relationships is not acceptable
- About problems that can occur when someone goes missing from home

In Science, pupils should be taught to:

Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.



Spring 2- Cycle A Early Islamic Civilisation

In Music, pupils should be taught to:

Musical Styles connect us

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression .
- Improvise and compose music for a range of purposes using the inter-related dimensions of music .
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

In Religious Education and Worldviews, pupils should be able to:

Easter

- Identify key events in the lives of faith founders and their impact on those around them
- Explain the relevance of different faith founders for their followers
- Compare the experience of participating in a religious festival or celebration around the world
- Reflect and share how religious celebrations and rituals have an impact on the community

In History, pupils should be taught about:

Early Islamic Civilisation

- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

In Computing, pupils should be taught to:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

In PSHE, pupils learn:

- What mental health is
- About what can affect mental health and some ways of dealing with this
- About some everyday ways to look after mental health
- About the stigma and discrimination that can surround mental health

In Art and Design, pupils should be taught to:

Painting and mixed media: Portraits

- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal, paint]
- About great artists, architects and designers in history.

In PE, pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games
- Develop flexibility, strength, technique, control and balance
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

In Science, pupils should be taught to:

Living Things & their Habitats Y5

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.

In PE, pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

In Religious Education and Worldviews, pupils should be able to:

5.3 Pilgrimage

- Compare the experience of participating in a religious festival or celebration around the world.
- Reflect and share how religious celebrations and rituals have an impact on the community
- Show understanding of what is sacred for believers in religious places
- Describe the uses of sacred places, symbols and artefacts by believers and the community
- Explain how activities at local places of worship create a sense of community
- Compare key places of pilgrimage and identify why a faith member might go there
- Describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage
- Suggest ideas about the meaning of pilgrimage to a believer and the impact on their life



Summer 1 Cycle A
Ancient Egypt

In Design and Technology, pupils should be taught to:

Cooking and Nutrition: Developing a recipe

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

In Music, pupils should be taught to:

Improvising with confidence

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression .
- Improvise and compose music for a range of purposes using the inter-related dimensions of music .
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

In History, pupils should be taught about:

Ancient Egypt

- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

In Computing, pupils should be taught to:

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

In PSHE, pupils learn:

- About the risks associated with smoking, drugs, including cigarettes, shisha and cannabis
- About different influences on drug use – alcohol, tobacco and nicotine products
- Strategies to resist pressure from others about whether to use drugs- smoking drugs and alcohol.

In Science, pupils should be taught to:

Earth & Space

- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
- Describe the movement of the Moon relative to the Earth.
- Describe the Sun, Earth and Moon as approximately spherical bodies.
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

In Religious Education and Worldviews, pupils should be able to:

5.3 Pilgrimage

- Compare the experience of participating in a religious festival or celebration around the world.
- Reflect and share how religious celebrations and rituals have an impact on the community
- Show understanding of what is sacred for believers in religious places
- Describe the uses of sacred places, symbols and artefacts by believers and the community
- Explain how activities at local places of worship create a sense of community
- Compare key places of pilgrimage and identify why a faith member might go there
- Describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage
- Suggest ideas about the meaning of pilgrimage to a believer and the impact on their life

In PSHE, pupils learn:

- That money can be borrowed but there are risks associated with this
- About enterprise
- What influences people's decisions about careers



Summer 2 Cycle A Contrasting Locality - Egypt

In Music, pupils should be taught to:

Farewell Tour

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression .
- Improvise and compose music for a range of purposes using the inter-related dimensions of music .
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

In Art and Design, pupils should be taught to:

Drawing: Making my voice heard

- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal, paint]
- About great artists, architects and designers in history.

In PE, pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games
- Develop flexibility, strength, technique, control and balance
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

In Computing, pupils should be taught to:

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

In Geography, pupils should be taught to:

Locality study - Egypt

Place 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

Human and physical geography

Describe and understand key aspects of:

- physical geography, including: climate zones, rivers, mountains
- human geography, including: types of settlement and land use,

In Science, pupils should be taught to:

Properties & Changes of Materials Y5

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

In Music, pupils should be taught to:

Melody and harmony in music

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

In PE, pupils should be taught to:

Swimming

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively
- Perform safe self-rescue in different water-based situations



Autumn 1- Cycle B
Marvellous Maps

In Design and Technology, pupils should be taught to:

Textiles: waistcoats

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

In PSHE, pupils learn:

- About the changes that occur in puberty
- To consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact
- What values are important to them in relationships and to appreciate the importance of friendship in intimate relationships
- About human reproduction in the context of the human lifecycle
- How a baby is made and grows
- About roles and responsibilities of parents and carers
- To answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it.

In PE, pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games
- Develop flexibility, strength, technique, control and balance
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

In Geography, pupils should be taught to:

Marvellous Maps

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers),.
- 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)
- 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 their knowledge of the United Kingdom and the wider world.

In Computing, pupils should be taught to:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

In Religious Education and Worldviews, pupils should be able to:

6.1 Justice and Freedom

- Explain what freedom means to people of faith
- Show understanding of the beliefs and feelings of faith members who have experienced injustice
- Explain their hopes and dreams for a just world
- Identify the responses of different religions to ethical questions
- Identify the impact of a religious teaching such as forgiveness on a believer's actions
- Describe the ways in which people of faith have demonstrated forgiveness and reconciliation
- Identify the impact that reconciliation has on community harmony



Autumn 2 - Cycle B
Local History and
Geographical Study

In Science, pupils should be taught to:

Properties & Changes of Materials Y5

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

In Geography, pupils should be taught to:

Local Study

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- 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.

In PSHE, pupils learn:

(See Autumn 1 PSHE objectives)

In Music, pupils should be taught to:

Sing and play in different styles

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression .
- Improvise and compose music for a range of purposes using the inter-related dimensions of music .
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

In PE, pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Develop flexibility, strength, technique, control and balance
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

In History, pupils should be taught about:

Local History - Hull

- A local history study

In Art and Design, pupils should be taught to:

Sculpture and 3D: Interactive Installation

- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal, paint]
- About great artists, architects and designers in history.

In Computing, pupils should be taught to:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

In Religious Education and Worldviews, pupils should be able to:

Christmas

- Identify key events in the lives of faith founders and their impact on those around them
- Explain the relevance of different faith founders for their followers today
- Compare the experience of participating in a religious festival or celebration around the world
- Reflect and share how religious celebrations and rituals have an impact on the community

In Science pupils should be taught to:

Living Things & their Habitats Y6

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics.

In Computing, pupils should be taught to:

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

In History, pupils should be taught about:

Victorians

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.



Spring 1- Cycle B
Victorians

In Design and Technology, pupils should be taught to:

Structure: playgrounds

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures

In PSHE, pupils learn:

- About the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs
- About assessing the level of risk in different situations involving drug use
- About ways to manage risk in situations involving drug use

In Music, pupils should be taught to:

Composing and chords

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression .
- Improvise and compose music for a range of purposes using the inter-related dimensions of music .
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

In PE, pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games
- Develop flexibility, strength, technique, control and balance
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

In Religious Education and Worldviews, pupils should be able to:

6.2 Living a Faith

- Suggest how the milestones of life give a sense of identity and belonging for faith members
- Compare the experience of participating in a religious festival or celebration around the world
- Reflect and share how religious celebrations and rituals have an impact on the community

In Science, pupils should be taught to:

Light Y6

- Recognise that light appears to travel in straight lines.
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- Explain that we see things because light travels from 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.

In PSHE, pupils learn:

- About stereotyping, including gender stereotyping
- About prejudice and discrimination and how this can make people feel

In Geography, pupils should be taught to:

Rivers

- 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, including rivers and the water cycle.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.



Spring 2 - Cycle B Rivers

In Music, pupils should be taught to:

Enjoying musical styles

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

In Art and Design, pupils should be taught to:

Craft and Design: photo opportunity

- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal, paint]
- About great artists, architects and designers in history.

In PE, pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Develop flexibility, strength, technique, control and balance
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

In Computing, pupils should be taught to:

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

In Religious Education and Worldviews, pupils should be able to:

Easter

- Identify key events in the lives of faith founders and their impact on those around them
- Explain the relevance of different faith founders for their followers
- Compare the experience of participating in a religious festival or celebration around the world
- Reflect and share how religious celebrations and rituals have an impact on the community



Summer 1- Cycle B
Ancient Greece

In Science, pupils should be taught to:

Electricity Y6

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- 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.
- Use recognised symbols when representing a simple circuit in a diagram.

In Music, pupils should be taught to:

Freedom to improvise

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression .
- Improvise and compose music for a range of purposes using the inter-related dimensions of music .
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

In History, pupils should be taught about:

Ancient Greece

- A study of Greek life and achievements and their influence on the western world.

In Design and Technology, pupils should be taught to:

Digital World: Navigating the world

Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- Apply their understanding of computing to program, monitor and control their products.

In PSHE, pupils learn:

- About a wide range of emotions and feelings and how these are experienced in the body
- About times of change and how this can make us feel
- About the feelings associated with loss, grief and bereavement

In PE, pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

In Computing, pupils should be taught to:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

In Religious Education and Worldviews, pupils should be able to:

6.3 Hopes and Visions

- Identify what makes some questions ultimate
- Offer answers to an ultimate question from different faith perspectives
- Explain how people of different faiths describe what god is like
- Identify what different sacred writings say about the attributes of god

In Science, pupils should be taught to:

Evolution & Inheritance Y6

- 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 off- spring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

In Geography, pupils should be taught to:

Trading and Economic Activity

- 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 human geography, such as: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

In PSHE, pupils learn:

- About feelings of being out and about in the local area with increasing independence
- About recognizing and responding to peer pressure
- About the consequences of anti-social behaviour (including gangs and gang related behaviour)



Summer 2- Cycle B Trading and Economic Activity

In Music, pupils should be taught to:

Battle of the Bands

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression .
- Improvise and compose music for a range of purposes using the inter-related dimen- sions of music .
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

In Religious Education and Worldviews, pupils should be able to:

6.3 Hopes and Visions

- Identify what makes some questions ultimate
- Offer answers to an ultimate question from different faith perspectives
- Explain how people of different faiths describe what god is like
- Identify what different sacred writings say about the attributes of god

In Art and Design, pupils should be taught to:

Sculpture and 3D: Making memories

- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing and paint- ing with a range of materials [for example, pencil, charcoal, paint]
- About great artists, architects and designers in history.

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