

# Shaking all Over

Subject	NC Objective	Skills	Knowledge	Vocabulary
Science	<ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision taking repeat readings when appropriate.</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Using test results to make predictions to set up further comparative and fair tests.</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations.</p>	<p>The circulatory system is made up of the heart, blood vessels and blood.</p> <p>The function of the heart is to pump blood around the body.</p> <p>Blood is carried to the lungs to be oxygenated and then to the heart to be pumped around the body.</p> <p>Arteries carry oxygenated blood away from the heart.</p> <p>Veins carry de-oxygenated blood towards the heart.</p> <p>I know how diet, drugs, exercise and alcohol can affect the way in which the body functions.</p> <p>I know how nutrients and water are transported within animals.</p> <p><b>Assessment</b> Name the main parts of the human circulatory system. How does blood travel around the body? How are nutrients and water transported around animals? Identify ways in which diet, exercise, drugs and lifestyle impact a person's body.</p>	<p>Circulatory system</p> <p>heart</p> <p>blood vessel</p> <p>veins</p> <p>capillaries</p> <p>lungs</p> <p>oxygenated</p> <p>de-oxygenated</p> <p>respiration</p> <p>pulse</p> <p>ventricle</p> <p>aorta</p> <p>atrium</p> <p>arteries</p> <p>oxygen</p> <p>carbon dioxide</p> <p>diet</p> <p>exercise</p> <p>drugs</p> <p>alcohol</p> <p>nicotine</p> <p>tar</p> <p>legal illegal</p> <p>impact</p> <p>prediction</p> <p>equipment</p> <p>measure</p> <p>accurate</p> <p>reliable</p> <p>aim</p> <p>purpose</p> <p>method</p> <p>fair test</p> <p>control variable</p> <p>independent variable</p> <p>dependent variable</p> <p>relationship</p> <p>trend</p> <p>conclusion</p> <p>evaluation</p>

Subject	NC Objective	Skills	Knowledge	Vocabulary	
<b>History</b>	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	<p><b>Chronological understanding</b></p> <p>Uses timelines to place events, periods and cultural movements from around the world. Names date of any significant event studied from past and place it correctly on a timeline.</p> <p><b>Knowledge and understanding</b></p> <p>Chooses reliable sources of factual evidence to describe findings. Describes how some changes affect life today.</p> <p><b>Historical enquiry</b></p> <p>Evaluates the usefulness and accurateness of different sources of evidence.</p> <p><b>Organisation and communication</b></p> <p>Presents information in an organised and clearly structured way. Makes use of different ways of presenting information.</p>	<p>Shakespeare was allegedly born on the 23<sup>rd</sup> Of April 1564 in Stratford-Upon-Avon. He died on April 23<sup>rd</sup> 1616. Shakespeare is known for his impact on English Literature as he was a playwright, a poet and an actor. Elizabethan theatre was a popular past time for both rich and poor citizens. The most renowned theatre 'The Globe' was made for Shakespeare's company The Lord Chamberlain's Men. The Globe Theatre was destroyed by fire on 29 June 1613. Shakespeare's plays continue to be well-read and performed in today's society. Know key events within the life of William Shakespeare. Know some of his plays.</p> <p><b>Assessment</b></p> <p>Who was William Shakespeare? What was life like in the time of William Shakespeare? What was Elizabethan theatre like? What happened to the Globe Theatre? What impact does William Shakespeare still have on the world today?</p>	<p>Tudor Elizabethan Era Period Renaissance Monarch Reign Significant Date Source Timeline Chronological William Shakespeare Anne Hathaway Globe Theatre Wooden O Groundlings Tragedy</p>	<p>Comedy Historical Bard Playwright Sonnet Iambic Pentameter Lord Chamberlains Men Royal Shakespeare Company Literature Lifespan 1564 – 1616 Stratford-Upon-Avon Impact</p>

Subject	NC Objective	Skills	Knowledge	Vocabulary
<b>Geography</b>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>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), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> </ul> </li> </ul>	<p>Plot a route on a map, globe or satellite image, suggesting the fastest route from one place to another and the most effective mode of transport.</p> <p>Use the web and satellite mapping tools to find out and present geographical information about a place.</p> <p>Present findings both graphically and in writing using appropriate vocabulary.</p>	<p>I can locate Stratford and London on a map/ digital mapping.</p> <p>I can identify human and physical characteristics of both Stratford and London, comparing them.</p> <p>I can identify ways in which London has changed from the Elizabethan era to now.</p> <p><b>Assessment</b></p> <p>Using digital mapping, locate Stratford-Upon-Avon and London.</p> <p>Identify both human and physical geography characteristics of London and Stratford.</p> <p>Explain how the geography of London has changed over time, giving reasons why.</p> <p>To produce a scaled map of the UK, position London, Stratford-upon-Avon and Middlesbrough.</p>	<p>Stratford-upon-Avon</p> <p>London</p> <p>Atlas</p> <p>Globe</p> <p>Digital Mapping</p> <p>Locate</p> <p>Town</p> <p>City</p> <p>Region</p> <p>Thames</p> <p>Avon</p> <p>OS Grid reference</p>
<b>Art</b>	<ul style="list-style-type: none"> <li>about great artists, architects and designers in history.</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>	<p>Use the work of artists to replicate ideas or inspire own work.</p> <p>Use sketchbooks to record drawings from observation. Experiment with different tones using graded pencils. Include increased detail within work.</p>	<p>Theo Crosby was the architect behind the reconstruction of the Globe Theatre.</p> <p>Crosby researched for 17 years to ensure his replica was true to the original.</p> <p>A portrait should show an awareness of proportion. The light on a portrait affects the shade.</p> <p>Apply different amounts of pressure on a pencil will cause different shades.</p> <p><b>Assessment</b></p> <p>Who was the architect behind the reconstruction of the Globe?</p> <p>Can the child use a range of sketching techniques to draw a portrait of William Shakespeare?</p>	<p>Architect</p> <p>Theo Crosby</p> <p>Reconstruction</p> <p>Replica</p> <p>Model</p> <p>Design</p> <p>Structure</p> <p>Sketch</p> <p>Shade</p> <p>Light</p> <p>Detail</p> <p>Proportion</p> <p>Spacing</p> <p>Portrait</p>

Subject	NC Objective	Skills	Knowledge	Vocabulary
DT	<p><b>Design</b></p> <p>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.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>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</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul>	<p><b>Plan and communicate ideas</b></p> <p>Communicate their ideas through detailed labelled drawings, annotated sketches, exploded diagrams, Sketch or model alternative ideas. Develop a design specification. Explore develop and communicate aspects of their design proposals by model-ling their ideas in a variety of ways e.g. prototypes and pattern pieces. Plan the order of their work choosing appropriate materials tools and techniques. Consider costs and availability of materials.</p> <p><b>Make (technical knowledge)</b></p> <p>Select appropriate tools, materials, components and techniques. Assemble components to make working models. Use tools safely and accurately. Construct products using permanent joining techniques. Assemble components and make working models. Use tools safely and accurately. Construct products using permanent joining techniques. Make modifications as they go along. Achieve a quality product.</p> <p><b>Evaluate</b></p> <p>Evaluate their products identifying strengths and areas for development and carrying out appropriate tests. Evaluate against their original criteria and suggest ways that their product could be improved.</p>	<p>The Globe Theatre was reconstructed after being destroyed by a fire. Understand the role of a replica building. Identify ways in which they could achieve a multi-story structure.</p> <p>Follow the planning, making and evaluating method of working to create a replica of The Globe Theatre.</p> <p><b>Assessment</b></p> <p>Can the child plan thoroughly with annotated diagrams and alternative ideas? Can the child create their own design specification? Can the child select appropriate materials for their replica? Can the child make modifications as they go? Can the child evaluate their product?</p>	<p>Design Plan Model Criteria/Specification Scale Annotate Material Construct Assemble Replica Interior Exterior Amphitheatre Stories Stage</p>

Subject	NC Objective	Skills	Knowledge	Vocabulary	
<b>Computing</b>	<ul style="list-style-type: none"> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<p>Use technology safely, responsibly and educate others about it.</p> <p>Recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Appreciate how results are selected and ranked and be discerning in evaluating digital content.</p>	<p>I understand what it means to be a digital citizen. I can recognise acceptable and unacceptable behaviour online. I know how to report concerns and the importance of talking to a trusted adult about anything that upsets me. I know results are ranked and can be critical of reputable sources of information on the internet.</p> <p><b>Assessment</b> Can the child discuss the difference between acceptable and unacceptable online behaviour? Can the child identify ways to report any unacceptable online behaviour? Can the child discuss how results are ranked and discuss reputable sources of information?</p>	<p>Online Click-bait Safety self-image Citizen cyber-bullying Digital privacy Resilience ownership Social Media copyright CEOP Acceptable/unacceptable</p>	<p>Report security Block ownership Concern Source Reputable Reliable Sharing Fake News</p>
<b>Music</b>	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> </ul>	<p><b>Performing (singing/playing):</b> Take the lead in performances and provide suggestions to others.</p> <p><b>Improvising and experimenting:</b> Compose a piece of music based on a theme. Describe how music can be used to create expressive effects and convey emotion. Create complex rhythmic patterns, using a variety of instrumentation with an awareness of timbre and duration.</p> <p><b>Listening, developing knowledge and understanding:</b> Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers.</p>	<p>Use Garage Band layering different instruments to compose a piece of music based on a Shakespeare Play.</p> <p><b>Assessment</b> Can the child use Garage Band to create music to accompany a rap? Can the child write lyrics? Can the child perform their music in front of a group?</p>	<p>Compose Theme Rhythm Lyrics Melody Tempo Verse Chorus Track</p>	<p>Loop Mixing Pan Time Signature Metronome Chords Major Minor</p>
<b>French</b>	N/A French is taught alternatively with RE French Autumn 2				

Subject	NC Objective	Skills	Knowledge	Vocabulary
<b>PE</b>	<ul style="list-style-type: none"> <li>To choose, combine and perform skills more fluently and effectively.</li> <li>To understand, choose and apply a range of tactics and strategies for defence and attack.</li> <li>To use these tactics and strategies more consistently in similar games.</li> <li>To understand why exercise is good for their fitness, health and wellbeing.</li> <li>To understand the need to prepare properly for games.</li> <li>To develop their ability to evaluate their own and others work, and to suggest ways to improve.</li> </ul>	<p>Use tactics effectively to plan my approach for attacking and defending in a range of invasion games.</p> <p>Show control and sportsmanship in victory and congratulations in defeat, ensuring reflection is taken on how to improve for next time.</p>	<p>I can combine and perform skills with control, adapting them to meet the needs of the situation.</p> <p>I can perform skills with greater speed.</p> <p>I can choose when to pass or dribble, so that they keep possession and make progress towards the goal.</p> <p>I can use attacking and defending skills appropriately in games.</p> <p>I can choose and use different formations to suit the needs of the game.</p> <p>I know the importance of being fit, and what types of fitness are most important for games.</p> <p>I understand how playing games can contribute to a healthy lifestyle.</p> <p>I can recognise and describe the best points in an individuals and teams performance.</p> <p>I can identify aspects of their own and others performances that need improvement, and suggest how to improve them.</p> <p><b>Assessment</b></p> <p>Can the child combine skills to support their team?</p> <p>Can the child use a range of defence and attacking strategies during games?</p> <p>Does the child understand the importance of a healthy lifestyle?</p> <p>Can the child evaluate their own and the team's performance?</p>	<p>Tag-Rugby</p> <p>Dribble</p> <p>Pass</p> <p>Score</p> <p>Defend</p> <p>Attack</p> <p>Strategy</p> <p>Sportsmanship</p> <p>Discs</p> <p>Bibs</p> <p>Evaluate</p> <p>Feedback</p> <p>Stamina</p> <p>Resilience</p> <p>Formation</p>

Subject	NC Objective	Skills	Knowledge	Vocabulary
<b>PSHE</b>	<b>Being me in my World</b> My Year Ahead Being a Global Citizen The Learning Charter Consequences Owning our Learning Charter		<p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them.</p> <p>I know that there are universal rights for all children but for many children these rights are not met.</p> <p>I understand that my actions affect other people locally and globally.</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.</p> <p>I understand how an individual's behaviour can impact on a group.</p> <p>I understand how democracy and having a voice benefits the school community.</p> <p><b>Assessment</b>            Can the child verbalise their fears and worries?            Does the child have an understanding of rights?            Does the child show an awareness of consequences?</p>	Goal Future Worries Rights Unicef Local Global Choice Behaviour Reward Punishment Responsibilities Democracy Council Parliament
<b>RE</b>	Life as a Journey in the Hinduism Faith <ul style="list-style-type: none"> <li>Why do you think life is often described as a journey?</li> <li>Why do Hindu's describe life as a journey?</li> <li>What are the 4 main rites of passage?</li> <li>Why do Hindu's celebrate Jatakarma?</li> <li>What is the Sacred Thread ceremony?</li> <li>How do Hindu's celebrate marriage?</li> <li>What happens to Hindu's when they die?</li> <li>What are dreams and thoughts about growing, your life journey?</li> </ul>	<ul style="list-style-type: none"> <li>use religious and philosophical terminology and concepts to explain religions, beliefs and value systems</li> <li>explain some of the challenges offered by the variety of religions and beliefs in the contemporary world</li> <li>explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</li> </ul>	<p>I can identify the milestones in a Hindu's life.</p> <p>I understand why life is described as a journey.</p> <p>I can discuss the main celebrations in the Hindu faith.</p> <p>I understand the importance of the after-life for a Hindu.</p> <p><b>Assessment</b>            Can the child demonstrate knowledge of how the Hindu faith sees life as a journey?</p>	Life Journey Rites of passage Jatakarma (Child birth) Upanayana (Sacred thread ceremony) Brahmacharya. Marriage Symbols Afterlife Reincarnation Karma Creation Ahimsa Brahma Vishnu Shiva Charity



Year 6

Autumn1 Shaking all Over  
Autumn 2 Food Glorious Food



# Food Glorious Food

Subject	NC Objective	Skills	Knowledge	Vocabulary
Science	<ul style="list-style-type: none"> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>	<p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations.</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p>	<p>I understand how a fossil is formed. I understand how a fossil can give us information about the past. I know that living things produce offspring of the same kind. I can identify how offspring have inherited different features. I can identify ways in which animals and plants are adapted to their environments. I can explain how adaptation may lead to evolution.</p> <p><b>Assessment</b> Why are fossils so important? How are we different? How are we the same? How are living things adapted to their environment? How do living things change?</p>	<p>Fossil, extinction, variation, inheritance, feature, offspring adaptation (various), species, natural selection, evolution</p>

Subject	NC Objective	Skills	Knowledge	Vocabulary
History	<ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>A local history study</li> </ul>	<p><b>Chronological understanding</b></p> <p>Uses timelines to place events, periods and cultural movements from around the world. Describes main changes in a period in history. Names date of any significant event studied from past and place it correctly on a timeline.</p> <p><b>Knowledge and understanding</b></p> <p>Chooses reliable sources of factual evidence to describe findings. Describes how some changes affect life today.</p> <p><b>Historical enquiry</b></p> <p>Evaluates the usefulness and accurateness of different sources of evidence.</p> <p><b>Organisation and communication</b></p> <p>Presents information in an organised and clearly structured way. Makes use of different ways of presenting information.</p>	<p>The Victorian period key dates 1837 – 1901 To understand George Stephenson (local engineer) role in the importance of developing the steam train To know that the first journey by steam train was from Stockton to Darlington How did the railways change life in Britain? To understand and use the term industrial revolution To understand the life of a child in Victorian Britain To understand how Dr Bernardo changed the lives of working children To understand what life was like during the Victorian era How did Britain change during the Victorian era?</p> <p><b>Assessment</b></p> <p>I can question and evaluate the usefulness and accuracy of different sources of evidence and select the most appropriate for a particular task.</p> <p>I can describe the main changes in a period of history using chronological and subject specific terminology.</p>	<p>Victorian Queen Victoria Reign Industrial Revolution Steam engine Rocket George Stephenson Darlington Stockton Era Mines Pit Workhouse Gruel Factory/ Factory Act Children's Act Beamish Tram</p>

Subject	NC Objective	Skills	Knowledge	Vocabulary
Geography	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>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), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>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</li> </ul>	<p>Plot a route on a map, globe or satellite image, suggesting the fastest route from one place to another and the most effective mode of transport.</p> <p>Use the web and satellite mapping tools to find out and present geographical information about a place.</p> <p>Present findings both graphically and in writing using appropriate vocabulary.</p>	<p>I can locate Darlington and Stockton and know their counties</p> <p>I know how to create an appropriate scale for a map</p> <p>I understand the history and development of the railway system for trade and tourism</p> <p>I understand the benefits of using different transports</p> <p>I can use digital mapping to plot routes.</p> <p><b>Assessment</b> Produce accurate scaled maps.</p> <p>Plot a route on a map, globe or satellite image, suggesting the fastest route from one place to another and the most effective mode of transport.</p>	<p>Transport</p> <p>Steam Engine</p> <p>Rail</p> <p>Trade</p> <p>Tourism</p> <p>Viaduct</p> <p>Bridges</p> <p>Scale</p> <p>Digital Mapping</p> <p>County</p> <p>Town</p> <p>Route</p>

Subject	NC Objective	Skills	Knowledge	Vocabulary
Art	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history</li> </ul>	<p>Include increased detail within work.</p> <p>Use the work of artists to replicate ideas or inspire own work.</p>	<p>I can identify William Morris work by understanding his signature style</p> <p>I can imitate his style using accurate repetitions of natural flora.</p> <p>I can use tracing paper to create accurate reproductions.</p> <p><b>Assessment</b></p>	<p>William Morris</p> <p>Artist</p> <p>Repetition</p> <p>Flora</p> <p>Pattern</p> <p>Sketching</p> <p>Design</p> <p>Symmetry</p> <p>Nature</p>
DT	<ul style="list-style-type: none"> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>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</li> </ul>	<p>Develop a design specification.</p> <p>Pin, sew and stitch material together to create a product.</p> <p>Achieve a quality product.</p> <p>Evaluate against their original criteria and suggest ways that their product could be improved.</p>	<p>How to draw a design specification</p> <p>Research on Victorian styles of Christmas decoration</p> <p>How to complete a running stitch with accuracy</p> <p><b>Assessment</b></p>	<p>Design</p> <p>Specification</p> <p>Running Stitch</p> <p>Blanket Stitch</p> <p>Needle</p> <p>Threading</p> <p>Material</p> <p>Accuracy</p> <p>Template</p> <p>Product</p> <p>Evaluate</p>

Subject	NC Objective	Skills	Knowledge	Vocabulary
Computing	<ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>	To program own game, choosing objects and events, using formula in your code.	<p>To create a maze game using scratch (Mine theme)</p> <p>To use and understand the terms algorithm and debug.</p> <p>I can explain and program using variables to add different functionality to the game.</p> <p>I am able to test and debug my algorithms using logical reasoning and correct errors in algorithms and programmes.</p> <p>I can recognise when I need a variable to achieve a required output.</p> <p><b>Assessment</b></p> <p>Able to communicate safely online – knowing how to keep information private and their digital responsibility to others.</p> <p>Able to create a simple program using ‘Scratch’ or similar program which includes variables.</p>	Scratch Programming Algorithm Debug Coding Errors Detect Recognise Block Input Output Variable Repetition Formula
Music	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>	Take the lead in performances and provide suggestions to others.	<p>To know seasonal repertoire in 2 part harmonies.</p> <p>To have an understanding of how to perform in front of the public.</p> <p><b>Assessment</b></p> <p>I can take the lead in performances and provide suggestions to others.</p> <p>I can compose a piece of music based on a theme.</p>	Harmony Season Carol Perform Audience Dynamics Tempo Time Signature Pitch Ensemble Unison Choir

Subject	NC Objective	Skills	Knowledge	Vocabulary
French	<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>present ideas and information orally to a range of audiences</li> <li>describe people, places, things and actions orally* and in writing</li> </ul>	<p>Interpret simple dialogue, understanding what has been said.</p> <p>Listen to speech, noting down key information.</p> <p>Describe people, places, objects and actions orally, then apply to writing.</p> <p>Perform and present information individually to an audience.</p>	<p>To know the words for everyday items in French.</p> <p><b>Assessment</b></p> <p>Know how to justify own opinions in conversation, using in conversation and writing.</p> <p>Know words for everyday items (eg. classroom objects, clothes), using in conversation and writing.</p>	
PE	<ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul>	<p>Refine my dances with style and artistic intention, choosing my own steps to match the mood of the music.</p> <p>Link and adapt actions together into a well-timed sequence which is very controlled. I can perform a vault consistently and attempt a threw vault.</p>	<p>To know the names of a variety of gymnastics moves.</p> <p>To know how to execute movements safely.</p> <p>To know a variety of ways to sequences movements in an elegant manner.</p> <p>To show an understanding of the attributes of performance in front of an audience.</p> <p><b>Assessment</b></p> <p>Compose and perform difficult gymnastics combinations fluently and with control, refining sequences as part of a group.</p>	<p>Front roll</p> <p>Back roll</p> <p>Teddy bear roll</p> <p>Symmetrical/asymmetrical</p> <p>Canon</p> <p>Unison</p> <p>Apparatus</p> <p>Unison</p> <p>Flexibility</p> <p>Co-ordination</p> <p>Routine</p>

Subject	NC Objective	Skills	Knowledge	Vocabulary
PSHE	Celebrating Difference  Am I normal? Understanding Disability Power Struggles Why Bully? Celebrating Difference		I understand there are different perceptions about what normal means. I understand how having a disability could affect someone's life. I can explain some of the ways in which one person or a group can have power over another. I know some of the reasons why people use bullying behaviours. I can give examples of people with disabilities who lead amazing lives. I can explain ways in which difference can be a source of conflict and a cause for celebration.  <b>Assessment</b>  To explain ways in which difference can be a source of conflict or be a cause for celebration.	Difference Unique Normal Disability Power Friendship Bullying Difference Celebrate
RE	<b>Theme:</b> Christmas <b>Concept:</b> Incarnation <b>Key Question:</b> Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? <b>Religion:</b> Christianity	Beliefs, teachings and sources  Meaning, purpose and truth  We are learning to evaluate different Christmas traditions and celebrations in the light of their reference and relevance to Christian beliefs in Jesus.	I know different Christmas traditions. I can understand how some Christmas traditions help Christians understand who Jesus was and why he was born.  <b>Assessment</b>  I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.	Christmas Tradition Celebration Church Advent Nativity Purpose Crib



Year 6

Autumn1 Shaking all Over  
Autumn 2 Food Glorious Food

