

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Victorians		Comparative Study UK, Italy, Mexico		Earth Matters	
Spoken Language	<p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Ask questions to improve understanding of a text</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously This statement will be evidenced from increasingly challenging books</p> <p>Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary This statement will be evidenced from increasingly challenging books</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Summer term Leavers' production: Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>	
SPAG *Spelling Shed scheme of work	<p>Spelling (Spelling Shed)</p> <p>Challenge words</p> <p>Grammar</p> <ul style="list-style-type: none"> Sentence types and punctuation Prefixes and suffixes Commas in lists Commas for fronted adverbials Commas for clarity Root words/contractions Exclamations <p>Revision of 3/4 statutory words</p>	<p>Spelling (Spelling Shed)</p> <p>Challenge words</p> <p>Words with the short vowel sound /i/ spelled y</p> <p>Words with the long vowel sound /i/ spelled with a y.</p> <p>Adding the prefix '-over' to verbs.</p> <p>Convert nouns or verbs into adjectives using suffix '-ful.'</p> <p>Grammar</p> <ul style="list-style-type: none"> standard English types of nouns pronouns for cohesion relative pronouns word classes recap (verbs) semi-colons brackets <p>Revision of 5/6 statutory words</p>	<p>Spelling (Spelling Shed)</p> <p>Words which can be nouns and verbs.</p> <p>Words with an /o/ sound spelled 'ou' or 'ow.'</p> <p>Words with a 'soft c' spelled /ce/.</p> <p>Prefix dis, un, over, im. Each have a particular meaning: dis - reverse; un - not; over - above/more; im - opposite</p> <p>Words with the /f/ sound spelled ph.</p> <p>Words with origins in other countries</p> <p>Grammar</p> <ul style="list-style-type: none"> dashes commas for relative clauses antonym, synonym formal and informal hyphens clauses and phrases active and passive 	<p>Spelling (Spelling Shed)</p> <p>Words with unstressed vowel sounds.</p> <p>Words with endings /shuhl/ after a vowel letter.</p> <p>Words with endings /shuhl/ after a consonant letter.</p> <p>Words with the common letter string 'acc' at the beginning of words.</p> <p>Words ending in '-ably.'</p> <p>Words ending in '-ible'</p> <p>Grammar</p> <ul style="list-style-type: none"> colons tenses subjects and objects speech marks punctuation word classes/verbs conjunctions 	<p>Spelling (Spelling Shed)</p> <p>Adding the suffix '-ibly' to create an adverb.</p> <p>Changing '-ent' to '-ence.'</p> <p>-er, -or, -ar at the end of words.</p> <p>Adverbs synonymous with determination.</p> <p>Grammar revision</p> <ul style="list-style-type: none"> word classes tenses sentence types punctuation 	<p>Spelling (Spelling Shed)</p> <p>Spelling Rules: Adjectives to describe settings</p> <p>Spelling Rules: Vocabulary to describe feelings.</p> <p>Spelling Rules: Adjectives to describe character</p> <p>Grammar vocabulary</p> <p>Maths vocabulary</p> <p>Grammar</p> <ul style="list-style-type: none"> recap of terms structure of play scripts
Reading	<p><i>Street Child</i></p> <p><i>The Highwayman</i></p> <p>recommending books that they have read to their peers, giving</p>	<p><i>A Christmas Carol</i></p> <p><i>Non-fiction: History of the Railways/Transport</i></p> <p>fiction from our literary heritage</p>	<p><i>What the Moon Saw</i></p> <p><i>Pinocchio</i></p> <p>books from other cultures and traditions</p>	<p><i>The Arrival</i></p> <p><i>Kick</i></p> <p><i>Non-fiction: Aztec culture; earthquakes and mountain ranges</i></p>	<p><i>Wonder</i></p> <p><i>Non-fiction: Ecology, Climate change</i></p> <p>reading books that are</p>	<p><i>The Secret Garden</i></p> <p><i>Midsummer Night's Dream</i></p> <p>modern fiction</p>

	<p>reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views</p>	<p>learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning</p>	<p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence justifying inferences with evidence explain and discuss their understanding of what they have read, including through</p>	<p><i>Poetry: comparative study of a 20th century Mexican, Italian and UK poet, e.g. Octavio Paz - Ungharetti - Philip Larkin</i></p> <p>reading books that are structured in different ways and reading for a range of purposes retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p>	<p>structured in different ways and reading for a range of purposes checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>making comparisons within and across books predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning</p>
<p>Writing</p> <p>To include writing genre as well as L.O.</p> <p>Handwriting throughout:</p> <ul style="list-style-type: none"> Writes legibly, fluently and with increasing speed Chooses standard and style of handwriting appropriate to the task Chooses the writing implement best suited to the task Writing appropriate to audience and purpose Writing uses appropriate form Develops characterisation, setting and atmosphere Dialogue develops character and advances action Selects appropriate grammar and vocab to enhance and clarify meaning Builds cohesion within and across paragraphs Organisational and presentational devices structure writing and guide reader Tense is consistent and correct throughout Subject and verb agreement is accurate Register is matched to the purpose and audience 	<p>Report on Victorian childhood</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Grammar in writing: Continue to distinguish between homophones and other words which are often confused</p>	<p>Explanation text</p> <p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Precis longer passages</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Proof-read for spelling and punctuation errors</p> <p>Grammar in writing: Use expanded noun phrases to convey complicated information concisely</p> <p>Convert nouns or adjectives into verbs using suffixes: e.g. -ate, -ise, -ify</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p>	<p>Narrative</p> <p>Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to grammar and punctuation to enhance effects and clarify meaning</p> <p>Grammar in writing: Use further prefixes and suffixes and understand the guidelines for adding them</p> <p>Use prefixes to generate new verbs, e.g. dis-, de-, mis-, over-, re-</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p>	<p>Poetry</p> <p>Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task</p> <p>Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Grammar in writing: Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun (1)</p> <p>Punctuation of bullet points to list information, How hyphens can be used to avoid ambiguity</p> <p>Use devices to build cohesion, including adverbials of time, place and number (1)</p>	<p>Autobiography [/ SATs prep]</p> <p>Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Grammar in writing: Use passive verbs to affect the presentation of information in a sentence (1)</p> <p>Use the semi-colon, colon and dash to mark the boundary between independent clauses, Use the colon to introduce a list and use of semi-colons within lists,</p>	<p>Formal/Impersonal writing</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Grammar in writing: Use devices to build cohesion, including adverbials of time, place and number (2)</p> <p>Use passive verbs to affect the presentation of information in a sentence (2)</p>

Mathematics	<p>Place Value:</p> <ul style="list-style-type: none"> Numbers to ten million Compare and order any number Round any number Negative numbers <p>Number:</p> <ul style="list-style-type: none"> Add and subtract integers Multiply up to a 4-digit number by a 2-digit number Short division Division using factor Long division Common factors Common multiples Primes to 100 Squares and cubes Order of operations Mental calculations and estimations Reason from known facts 	<p>Fractions:</p> <ul style="list-style-type: none"> Simplify fractions Fractions on a number line Compare and order (denominator) Compare and order (numerator) Add and subtract fractions Add fractions Subtract fractions Mixed addition and subtraction Multiply fractions by integers Multiply fractions by fractions Divide fractions by integers Four rules with fractions Fraction of an amount Fraction of an amount - find the whole <p>Geometry: Position and Direction</p> <ul style="list-style-type: none"> The first quadrant Four quadrants Translations reflections 	<p>Decimals:</p> <ul style="list-style-type: none"> three decimal places multiply by 10, 100 and 1000 divide by 10, 100 and 1000 multiply decimals by integers divide decimals by integers division to solve problems decimals as fractions fractions to decimals <p>Percentages</p> <ul style="list-style-type: none"> fractions to percentages Equivalent FDP Order FDP Percentage of an amount Percentages - missing values <p>Algebra</p> <ul style="list-style-type: none"> Find a rule - one step Find a rule - two steps Forming expressions Substitution Formulae Forming equations Solve simple one-step equations Solve two-step equations Find pairs of values Enumerate possibilities 	<p>Converting units</p> <ul style="list-style-type: none"> Metric measures Convert metric measures Calculate with metric measures Miles and kilometres Imperial measures <p>Perimeter, area and volume</p> <ul style="list-style-type: none"> Shapes - same area Area and perimeter Area of a triangle Area of a parallelogram Volume - counting cubes Volume of a cuboid <p>Ratio</p> <ul style="list-style-type: none"> Using ratio language Ratio and fractions Introducing the ratio symbol Using scale factors Calculating scale factors Ratio and proportion problems 	<p>Shape</p> <ul style="list-style-type: none"> Measure with a protractor Introduce angles Calculate angles Vertically opposite angles Angles in a triangle Angles in a triangle - special cases - missing angles Angles in special quadrilaterals Angles in regular polygons Draw shapes accurately Draw nets of 3d shapes <p>Problem solving</p> <p>Statistics</p> <ul style="list-style-type: none"> Read and interpret line graphs Draw line graphs Use line graphs to solve problems Circles Read and interpret pie charts Pie charts with percentages Draw pie charts The mean 	<p>Investigations</p> <p>Using White Rose projects</p>
Science	<p>Evolution and inheritance</p> <ul style="list-style-type: none"> Living things have changed over time Living things produce offspring which vary and are not identical to their parents Animals and plants are adapted to suit their environment and that adaption may lead to evolution <p>- Record data and results using scientific diagrams and labels, classification keys, table and bar and line graphs</p> <p>- Report and present findings from enquiries: conclusions, causal relationships and explanation of results</p>	<p>Electricity</p> <ul style="list-style-type: none"> Associate the brightness of a lamp/volume of a buzzer to the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function Use recognised symbols when representing a simple circuit in a diagram <p>- Record data and results using scientific diagrams and labels, classification keys, table and bar and line graphs</p> <p>- Use test results to make predictions and set up further comparative and fair tests</p> <p>- Report and present findings from enquiries: conclusions, causal relationships and explanation of results</p> <p>-</p>	<p>Light</p> <ul style="list-style-type: none"> 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/reflect light Explain that we see things because light travels from light sources 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 <p>- Record data and results using scientific diagrams and labels, classification keys, table and bar and line graphs</p> <p>- Use test results to make predictions and set up further comparative and fair tests</p> <p>- Report and present findings from enquiries: conclusions, causal relationships and explanation of results</p> <p>Scientist and Inventors unit explored when appropriate</p> <ul style="list-style-type: none"> Stephen Hawking Libbie Hyman Marie Maynard Daly Alexander Fleming Mary Leakey Daniel Hale Williams Steve Jobs 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics Give reasons for classifying plants and animals based on specific characteristics <p>- Record data and results using scientific diagrams and labels, classification keys, table and bar and line graphs</p>	<p>Animals, including humans</p> <ul style="list-style-type: none"> Identify and name parts of the human circulatory system and describe functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function Describe the ways in which water and nutrients are transported within animals, including humans <p>- Report and present findings from enquiries: conclusions, causal relationships and explanation of results</p> <p>-</p>	

History	<p>Victorians Identify and describe changes within and between different periods in history. Use and understand abstract terms such as empire, civilisation, parliament and peasantry. Create historically valid questions about cause and significance Discuss the impact and causes of historical changes in Britain. Examine periods in world history; identifying contrasts with and influences on British society at the time</p>		<p>Mexico/Italy Analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Examine artefacts and explain what they show us about that time in history (history of cooking/recipes)</p>			
Geography	<p>Revisit map skills from Y5 where there are gaps e.g. grid references, compass points, contour lines, latitude and longitude, time zones</p>		<p>Make a scale drawing using scales based around the power of 10</p>	<p>Locate the world's continents/countries including North and South America identifying key human and physical characteristics, countries and major cities. Understand similarities and differences in the human and physical differences with a region of the UK, the region of a European country and a region</p>	<p>Understand how human and physical features in places in the UK have changed over time. Describe and understand climate zones, biomes, vegetation belts and the water cycle</p>	<p>Describe and understand economic activity and the distribution of natural resources including energy, food, minerals and water.</p>
D&T		<p>Victorians Possible ideas: Punch and Judy puppet Create a circuit to make a light up game NC Design</p> <ul style="list-style-type: none"> • 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 <p>Make</p> <ul style="list-style-type: none"> • 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 <p>Evaluate</p> <ul style="list-style-type: none"> • 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 	<p>Comparative Study - UK and other Possible ideas: Cooking/baking something from the UK and from Italy/Mexico - research, plan, make, compare, evaluate NC Design</p> <ul style="list-style-type: none"> • 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 <p>Make</p> <ul style="list-style-type: none"> • 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 			<p>Earth Matters Combine with Art to create a project - design and make their own product using recycled materials. NC Design</p> <ul style="list-style-type: none"> • 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 <p>Make</p> <ul style="list-style-type: none"> • 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 <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and

		<p>work</p> <ul style="list-style-type: none"> understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> 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] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] <p>apply their understanding of computing to program, monitor and control their products</p>	<p>functional properties and aesthetic qualities</p> <p>Evaluate</p> <ul style="list-style-type: none"> 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 <p>Technical knowledge</p> <ul style="list-style-type: none"> 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] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] <p>apply their understanding of computing to program, monitor and control their products</p> <p>NC</p> <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> 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 			<p>products against their own design criteria and consider the views of others to improve their work</p> <ul style="list-style-type: none"> understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> 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] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] <p>apply their understanding of computing to program, monitor and control their products</p>
<p>Art & Design</p>	<p>Victorians</p> <p>Possible ideas to explore:</p> <p>Fine art - William Holman Hunt</p> <p>Art Nouveau</p> <p>NC</p> <p>Pupils should be taught to develop</p>			<p>Comparative Study - UK and other</p> <p>Explore Art in the country that is being compared.</p> <p>NC</p> <p>Pupils should be taught to develop their techniques,</p>	<p>Earth Matters</p> <p>Create a sculpture from recycled materials - children to come up with their own piece of art and recycled material - show process and stages in sketch book.</p>	

	<p>their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p>about great artists, architects and designers in history.</p>			<p>including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p>about great artists, architects and designers in history.</p>	<p>NC</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 	
Music	<p>Elements of music: pitch, rhythm, tempo, duration, timbre, texture</p> <p>Music Hall songs</p> <p>Song composition (including writing lyrics or setting lyrics) on Victorian or Street Child theme</p>	<p>British composers of the 19th century/Victorian period, e.g. Elgar</p> <p>UKS2 Christmas Production practice https://www.spiderwebmusicals.co.uk/product/ks2-musicals/a-pudding-for-the-chimney-sweep/</p>	<p>Classical composers: Mozart, Haydn, Rossini</p> <p>Romantic composers: Chopin, Brahms, Paganini, Puccini, Verdi</p> <p>Keyboard and saxophone hire 2022</p>	<p>North and South American folk music</p> <p>Copland Appalachian Spring - Rodeo</p> <p>Dvorak - New World Symphony</p>	<p>BBC Ten Pieces: Hans Zimmer - Earth</p> <p>20th Century music/Modernism: Stravinsky <i>The Rite of Spring</i> and <i>Firebird</i></p> <p>Bernstein Mambo from West Side Story [Shakespeare link <i>Romeo and Juliet</i>]</p>	<p>Summer production for Leavers' Assembly</p> <p>Midsummer Night's Dream https://www.spiderwebmusicals.co.uk/product/ks2-musicals/midsummer-nights-dream/</p>
	<p>KS2 Aural and Theoretical Knowledge</p> <p>Rhythm: 4/4, bars and bar lines (strong and weak beats) Crochets, quaver pairs, minims, semibreves and rests</p> <p>Melody: First five notes of a major scale on a clef</p> <p>Harmony: Single or multiple sounds (instruments / voices / parts)</p> <p>Form: Simple structure (e.g. introduction, verse and chorus)</p> <p>Expression: Contrasting dynamics (forte / piano) and articulation (staccato /</p>	<p>KS2 Composing (including improvising)</p> <p>Melody Improvise an ostinato/riff (e.g. for an accompaniment) Improvise a melodic phrase (up to 5 pitches) within a structure</p> <p>Harmony Explore layering of rhythmic and / or melodic phrases</p> <p>Expression Indicate tempo</p> <p>KS2 Evaluation</p> <p>Concepts How musical concepts are used to reflect different intentions</p> <p>Context How music reflects different cultural contexts</p>	<p>KS2 Cultural Development</p> <p>Traditional Traditional music from other parts of the world</p> <p>Classical Music from Western classical tradition ⇒ Music from baroque, classical, romantic and modern periods</p> <p>Popular Popular music ⇒ Music from a fusion of styles</p>	<p>Children who have music lessons from peripatetic teachers at Music for Bedford Borough - or privately</p> <p>KS2 Playing an Instrument</p> <p>Technique (Not classroom percussion instrument) Dynamic contrasts Articulation contrasts Phrasing ⇒ Freedom of movement which facilitates technical improvement ⇒ Cresc and dim</p> <p>Range Range about an octave (or 6 chords) Rhythmic playing with at</p>	<p>KS2 Cultural Development</p> <p>Traditional Music from national and other heritages represented in the school</p> <p>Classical Music from Western classical tradition ⇒ Music from baroque, classical, romantic and modern periods</p> <p>Popular Popular music ⇒ Music from a fusion of styles</p>	<p>KS2 Singing</p> <p>Technique: Open mouth, relaxed jaw and clear pronunciation Dynamic range ⇒ Even tone across the dynamic range with clear open vowels</p> <p>Range: Range of an octave with leaps ⇒ Range beyond an octave</p> <p>KS2 Performing with others</p> <p>Ensemble Simple additional part with others (e.g. round, ostinato accompaniment) ⇒ Simple additional part(s) on own (e.g. round, ostinato, bass or chord accompaniment)</p>

	<p>legato)</p> <p>⇒ Variation of dynamics (cresc and dim) and articulation (slurs, accents)</p>	<p>How venue and occasion influence performance and composition</p> <p>Improvements</p> <p>Suggest improvements for own and others work</p> <p>KS2 Singing</p> <p>Technique:</p> <p>Basic posture with relaxed shoulders</p> <p>Dynamic contrasts</p> <p>Breathing to show phrases</p> <p>Range:</p> <p>Range of an octave, mostly by step Using notation</p> <p>KS2 Performing with others</p> <p>Ensemble</p> <p>Simple additional part with others (e.g. round, ostinato accompaniment)</p>		<p>least three note lengths</p> <p>⇒ Range beyond an octave</p> <p>⇒ Range beyond an octave in more than one key (or limited melodic range and more than 6 chords)</p> <p>⇒ Rhythmic playing with changes in tempo</p> <p>Ensemble</p> <p>⇒ Simple additional part(s) on own (e.g. round, ostinato, bass or chord accompaniment)</p>		
<p>French</p> <p>Primary Languages Network</p>	<p>Asking the time</p> <p>Giving o'clocks</p> <p>Understanding simple digital time</p> <p>Asking and answering days and times of simple daily routine</p> <p>Numbers 0-60</p> <p>Describing simple daily routine</p>	<p>Rooms</p> <p>Describing a house and a room</p> <p>Asking "Is there + house language.</p> <p>Responding with "Here is ..? Asking: Have you +rooms Responding positively or negatively</p> <p>Christmas: at the table transactional language</p>	<p>You can => to play + sports</p> <p>Asking how to play a sport</p> <p>Simple explanation of a sport (equipment /sports terrain/team or individual sport)</p> <p>Opinions. / Likes and dislikes</p>	<p>Asking and answering preferences/feelings and characteristics</p> <p>Fair ground rides</p> <p>Opinions</p> <p>Likes and dislikes</p>	<p>Transactional language to order a meal</p> <p>You can eat + foods</p> <p>Buying snacks and drinks (Instructions to make a snack)</p>	<p>Revisiting basic transactional language-questions and answers</p>
<p>Computing</p> <p><i>Follow PM scheme of work with some additional e-safety units</i></p>	<p>Coding</p> <p>+ PM online safety</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Online safety</p> <p>Spreadsheets</p> <p>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</p>	<p>Text Adventures</p> <p>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</p>	<p>Blogging</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Networks</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p>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</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>Quizzing</p> <p>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</p> <p>Binary</p>
<p>R.E</p> <p><i>Taken from the Agreed Syllabus for RE</i></p>	<p>U2.7: What helps Hindu people as they try to be good?</p> <p>Hindus</p> <p>identify and explain Hindu beliefs, e.g.</p>	<p>U2.8: How is faith expressed in Islam? Muslims.</p> <p>identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Prophet Muhammad* as the</p>	<p>U2.9: Justice and poverty: why does faith make a difference?</p> <p>Christians, Muslims, non-religious people</p>	<p>U2.10: What will make our community a more respectful place?</p> <p>Religious and non-religious ideas</p>	<p>U2.11: Why do some people believe in God and some people not?</p> <p>Christians, Muslims, non-religious people</p>	<p>U2.12: How does faith enable resilience?</p> <p>Christians, Muslims and/or Jews and/or Hindus, nonreligious people</p>

	<p>dharma, karma, samsara and moksha, using technical terms accurately</p> <p>□ give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha and dharma</p> <p>make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live</p> <p>□ connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.</p> <p>□ give evidence and examples to show how Hindus put their beliefs into practice in different ways</p> <p>make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus</p> <p>□ reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view</p>	<p><i>Messenger, the Qur'an as the message</i></p> <p>□ Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow the example of Muhammad)</p> <p>make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)</p> <p>□ give evidence and examples to show how Muslims put their beliefs into practice in different ways</p> <p>make connections between Muslim beliefs studied and Muslim ways of living in Britain/Bedfordshire today</p> <p>□ consider and weigh up the value of, e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today, and articulate responses on how far they are valuable to people who are not Muslims</p> <p>□ reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views</p>	<p>explain beliefs and teachings about justice from Christian and Muslim texts</p> <p>□ compare their ideas about justice and fairness with those studied in Islam and Christianity</p> <p>make clear connections between belief about justice from sacred texts and the actions of a modern religiously based charity</p> <p>□ describe clearly examples of the impact of charitable work in the world today</p> <p>□ explain some differences between the two charities</p> <p>raise questions about charity, justice and the impact of religion and beliefs, suggesting answers</p> <p>□ explain the importance of the idea that God loves justice and is just to Muslims and Christians</p> <p>□ express their own ideas about justice</p>	<p>explain beliefs about the value of religious and cultural diversity in their local town/community</p> <p>□ describe examples of texts which explain why honouring all humans is important in, for example, both Christianity and Islam</p> <p>□ compare their ideas about respect for all with those studied</p> <p>make clear connections between belief in the 'Golden Rule' and the needs of a mixed community</p> <p>□ give examples of the impact of interfaith work in their community</p> <p>raise questions about how we can be a more tolerant and respectful community, suggesting answers</p> <p>□ explain the importance of tolerance, respect and liberty for all in making a community that is harmonious</p> <p>□ give good reasons for their views about harmony in our communities</p>	<p>define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs</p> <p>□ identify and explain what religious and nonreligious people believe about God, saying where they get their ideas from</p> <p>□ give examples of reasons why people do or do not believe in God</p> <p>make clear connections between what people believe about God and the impact of this belief on how they live</p> <p>□ give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</p> <p>□ consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</p> <p>□ make connections between belief and behaviour in their own lives, in the light of their learning</p>	<p>describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</p> <p>□ identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences</p> <p>make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</p> <p>□ give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives</p> <p>interpret a range of artistic expressions of the afterlife, offering and explaining different ways of understanding these</p> <p>□ offer a reasoned response to the unit question, with evidence and examples, expressing insights of their own</p>
PE	<p>Gym (shape and balance) He/she can lead others in a stretching routine to prepare for gymnastics. He/she can hold different positions when balancing and use different shapes to express a given theme/mood.</p> <p>Netball He/she can choose the most appropriate throw to use within a game. He/she can select the most appropriate person to pass to within a game and the most appropriate style of pass to ensure accuracy.</p>	<p>Dance He/she can perform longer routines from memory adding expression and extension to his/her movements.</p> <p>Swimming (Flitwick) He/she can swim a complete length of the pool, on his/her front and back without stopping. He/she can use the correct arm and leg movements to swim breaststroke. He/she can tread water for at least 2 minutes. He/she can put his/her head in the water when using different strokes. He/she can swim a distance of 25m without stopping and using a consistent stroke. He/she can swim using a range of strokes accurately, e.g. front crawl, backstroke and breaststroke, He/she can perform different self rescue actions. e.g. Using a buoyancy aid, treading water etc.</p>	<p>Hockey/Football He/she can dribble a ball in different directions and avoid obstacles. e.g. With his/her feet or a hockey stick</p> <p>Badminton He/she can find space to move into within a game.</p>	<p>Dance (improv.) He/she can choreograph short routines to portray a particular mood or style.</p> <p>Tag Rugby He/she can help other members of his/her team to find space within a team game.</p>	<p>Athletics He/she can change his/her body shape to decrease air resistance when running. He/she can use his/her toe and heel to spin and throw a discus and shot put. He/she can jump: one foot to same foot to two feet (triple jump)</p> <p>Cricket He/she can use a range of attacking and defending skills when playing a team game.</p>	<p>Gym (movement) He/she can create sequences that have changes of speed and level. He/she can select the most appropriate ways to travel from one balance to another.</p> <p>Baseball He/she can hit a ball into space to help increase his/her score within a game. (MLB CPD resources)</p> <p>Residential - OAA</p>

		He/she can synchronise his/her breathing with his/her stroke.				
PSHE 1decision scheme	Keeping/staying safe Cycle safety (review) Peer pressure (review) Water safety (new content) Keeping/staying healthy Healthy living (review) Smoking (review) Alcohol (new content)	First Aid St. John's Ambulance resources used for this module: Calling for help and head injuries Bites and stings Asthma Bleeding Choking Basic life support	Growing and changing Appropriate touch (review) Puberty (review) Conception (new content) Being Responsible Coming home on time (review) Looking out for others (review)	Being Responsible Stealing (new content) Feelings and emotions Jealousy (review) Anger (review) Worry (new content)	Computer Safety Online bullying (review) Image sharing (review) Making friends online (new content) The Working World Chores at home (review) Enterprise (review) In-App purchases (new content)	A World Without Judgement Breaking down barriers (review) Inclusion and acceptance (review) British Values (new content_)
Opportunities for Visits/other	Museum				Residential /OAA trip	
Visitors/Ideas	Drama workshop		Use of DT equipment at Academy for cooking Themed food days Bikeability		Money sense First Aid	
Significant Events	Swimming lessons Aut 2		SATS Sum 1		End of year production Leavers'	