

# Year 6 Curriculum Topic Map

## September 2020



THE PARKGATE ACADEMY  

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LABOR OMNIA VINCIT

***Our Ambition: To be the highest performing MAT in the country***  
***Our Mission: To improve the communities we serve for the better***

**Vision:**

*Challenging educational orthodoxies so that every child makes good progress in core subjects;*  
*all teachers are committed to personal improvement and fulfil their responsibilities;*  
*all children receive a broad and balanced curriculum;*  
*all academies strive to be outstanding.*

	<u>Autumn 1</u>							<u>Autumn 2</u>						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Curriculum Drivers/ Enrichment</b>	<p><b>External visitor to visit school to talk to the children about Fairtrade</b></p> <p><b>Aspiration:</b> Fairtrade visitor into school. Discussion around what motivated the visitor to want to work in the sector. Explore the rewards and challenges.</p> <p><b>Cultural diversity:</b> Discuss the range of countries from which we get Fairtrade products and exploring how we are dependent on other countries for food. Explore the UN convention on Human Rights and how fair trade supports communities to have the right to a standard of living adequate for health.</p>							<p><b>Visit to Newstead Abbey linked to Victorian Christmas</b></p> <p><b>Cultural diversity:</b> Consider how developments in transport (Rail and Steam ships) were opening up the world. With products from around the world available more widely for the first time. Consider how transport opened up the country so that people could travel and experience new places (seaside visits became popular for the first time). Discuss the impact of immigration in the field of industry (ICI) and music and explore significant cultural milestones such as the opening of Britain's first Mosque in Liverpool in 1889.</p> <p><b>Aspiration:</b> Examine the qualities of a significant Victorian inventors such as Isambard Kingdom Brunel, John Macadam, Alexander Graham Bell or Kirkpatrick Macmillan. Explore why they were successful, passion positivity, curiosity, resilience and work ethic.</p>						
<b>PE</b>	<p><b>Unit 1 Cognitive Skill – Coordination: Ball Skills</b></p> <ul style="list-style-type: none"> <li>To review, analyse and evaluate my own and others' strengths and weaknesses.</li> <li>To read and react to different situations as they develop.</li> <li>To develop methods to outwit opponents.</li> <li>To recognise and suggest patterns of play which will increase chances of success.</li> <li>To a clear idea of how to develop my own and others' work.</li> <li>To identify specific parts of performance to work on.</li> <li>To understand ways (criteria) to judge performance.</li> <li>To use my awareness of space and others to make good decisions.</li> </ul>							<p><b>Unit 2 Creative Skill – Static Balance: Seated/Floor Work</b></p> <ul style="list-style-type: none"> <li>To effectively disguise what I am about to do next.</li> <li>To use variety and creativity to engage an audience.</li> <li>To respond imaginatively to different situations.</li> <li>To adapt and adjust my skills, movements or tactics so they are different from or in contrast to others.</li> <li>To link actions and develop sequences of movements that express my own ideas.</li> <li>To change tactics, rules or tasks to make activities more fun or more challenging.</li> </ul>						

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<b>Science</b>	<u>Animals including Humans</u>  <u>Learning Journey</u> <ol style="list-style-type: none"> <li>1. Name the composite parts of blood and describe their function</li> <li>2. Identify the different parts of the circulatory system and describe the function of each part</li> <li>3. Describe the structure and function of the heart within the circulatory system</li> <li>4. Describe the structure and function of the respiratory system</li> <li>5. Investigate the effects of different types of exercise on heart rate</li> <li>6. Describe how the respiratory and circulatory systems work together to keep us alive (cardio-vascular system)</li> <li>7. Describe the different elements of a heart healthy lifestyle</li> </ol>							<u>Evolution and Inheritance</u>  <u>Learning Journey</u> <ol style="list-style-type: none"> <li>1. Know that small adaptations over time lead to evolution</li> <li>2. Explore the differences between plants of the same species (investigation)</li> <li>3. Recognise how living things change over time in response to their environments</li> <li>4. Describe the adaptations that have enabled birds to survive when other dinosaurs became extinct</li> <li>5. Recognise that fossils provide information about living things that lived millions of years ago</li> <li>6. Recognise that although living things can produce offspring of the same kind, small differences will be evident</li> <li>7. Explore how humans are continuing to adapt and evolve</li> </ol>						
<b>Art &amp; Design</b>	<p><b>Da Vinci to Lowry</b> (Representing people in art)            Aims:</p> <ul style="list-style-type: none"> <li>• Produce creative work, exploring their ideas and recording their experiences;</li> <li>• Become proficient in drawing, painting, sculpture and other art, craft and design techniques;</li> <li>• Evaluate and analyse creative works using the language of art, craft and design.</li> </ul> <p>Subject content:            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>							<p><b>Victorian Silhouettes</b> (Queen Victoria)            Aims:</p> <ul style="list-style-type: none"> <li>• Produce creative work, exploring their ideas and recording their experiences;</li> <li>• Become proficient in drawing, painting, sculpture and other art, craft and design techniques;</li> <li>• Evaluate and analyse creative works using the language of art, craft and design.</li> </ul> <p>Subject content:            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>						

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<b>DT</b>	<p><b>Fairtrade Products</b> (Suggested activities: children design, make and evaluate a Fairtrade product including packaging) Design:</p> <ul style="list-style-type: none"> <li>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;</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p>Make:</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>Evaluate:</p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products;</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul> <p>Nutrition:</p> <ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet.</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques;</li> <li>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>														
												<p><b>Bridges</b> (suggested activities: Iron Bridge in Shropshire designed by Brunel, strength of semi-circle/triangulation, Bailey Bridge – local context) Design:</p> <ul style="list-style-type: none"> <li>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;</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p>Make:</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>Evaluate:</p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products;</li> <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>Technical knowledge:</p> <ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul>			

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<b>History</b>								<p><b><u>The Changing Role of the Monarchy</u></b></p> <p><b><u>Learning Journey</u></b></p> <ol style="list-style-type: none"> <li>1. Define absolute power in the context of the monarchy</li> <li>2. Explain how Magna Carta meant the King no longer had absolute power</li> <li>3. Describe some of the ways the monarch had become less powerful after the coronation of William and Mary</li> <li>4. Compare different views of Victorian Britain using sources</li> <li>5. Explain why many people wanted changes to elections in Victorian Britain</li> <li>6. Explain why a secret ballot was an important step in Victorian Britain becoming a fairer democracy</li> <li>7. Explain the changes to voting that took place in Victorian Britain and beyond</li> </ol>						
<b>RE</b>			<p><b><u>Teachings, wisdom and authority</u></b></p> <p><b><u>Learning Journey</u></b></p> <ol style="list-style-type: none"> <li>1. Describe the importance of the Shema in Judaism</li> <li>2. Identify similarities and differences between the First Surah of the Qur'an and the Shema</li> <li>3. Explain the importance of love for Christians</li> <li>4. Compare the Ten Commandments with the Five Precepts in Buddhism</li> </ol>											
<b>Geography</b>	<p><b><u>Fairtrade</u></b></p> <p><b><u>Learning Journey</u></b></p> <ol style="list-style-type: none"> <li>1. locate countries around the globe that trade with Panama</li> <li>2. describe how shopping decisions in the UK can affect farmers in the Cote D'Ivoire</li> <li>3. identify countries and crops involved in Fair-Trade around the world</li> </ol>													

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<b>Music</b>											<b>World Unite</b> (Music Express – Unit 6.1) <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> <li>• Use and understand staff and other musical notations;</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;</li> <li>• Develop an understanding of the history of music.</li> </ul>			
<b>Computing</b>	<b>Coding</b> <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>													
<b>MFL</b>						<b>In France (Recap Core Units 123 as appropriate)</b> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding;</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help;</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures;</li> <li>• Read carefully and show understanding of words, phrases and simple writing;</li> <li>• Appreciate stories, songs, poems and rhymes in the language.</li> </ul>								

	Spring 1						Spring 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Curriculum Drivers/ Enrichment</b>	<p><b>Local visit to sketch a War Memorial (linked to WW1)</b></p> <p><b>Cultural Diversity:</b> Consider the contribution of people of different nationalities in support of Britain in World War 1. Examine the contributions of women to the war effort and the changes this brought to the work place and ultimately the extension of the franchise in 1918. Discuss how people with different beliefs approached the war for example Quakers who were committed to peace but served as medics or supported communities.</p> <p><b>Aspiration:</b> Consider how people have coped with severe adversity in the past and how the arts have helped people make sense of difficult experiences. In particular art, poetry and music inspired by the WW1 and produced by people affected.</p>						<p><b>Visit to the Holocaust Centre, Laxton</b></p> <p><b>Cultural Diversity:</b> consider the inclusive values of modern Britain and how tolerance and understanding are essential in ensuring that all people are valued regardless background, ethnicity, religion etc. Continue with the theme of women in war and investigate the roles undertaken on the home front by women in WW2. Examine how different elements of society worked together for the war effort Consider how the blitz forced people together in air raid shelters (e.g. London Underground. Share stories that illustrate people coming together regardless of background etc.)</p> <p><b>Aspiration:</b> Consider the resilience of emergency workers in the blitz consider the character shown. Examine the contribution of the women of Bletchley (e.g. Mavis Batey) discuss the skills and dispositions that contributed to their success.</p>					
<b>PE</b>	<p><b>Unit 3 Social</b></p> <p><b>Skill – Dynamic Balance/Counter Balance</b></p> <ul style="list-style-type: none"> <li>To involve others and motivate those around me to perform better.</li> <li>To negotiate and collaborate appropriately.</li> <li>To give and receive sensitive feedback to improve myself and others.</li> <li>To cooperate well with others and give helpful feedback.</li> <li>To help organise roles and responsibilities and I can guide a small group through a task.</li> </ul>						<p><b>Unit 4 Physical</b></p> <p><b>Skill – Dynamic Balance to Agility/Static Balance</b></p> <ul style="list-style-type: none"> <li>To effectively transfer skills and movements across a range of activities and sports.</li> <li>To perform a variety of skills consistently and effectively in challenging or competitive situations.</li> <li>To use combinations of skills confidently in sport specific contexts.</li> <li>To perform a range of skills fluently and accurately in practice situations.</li> <li>To perform a variety of movements and skills with good body tension.</li> <li>To link actions together so that they flow.</li> </ul>					
<b>Science</b>	<p><b>Light</b></p> <p><b>Learning Journey</b></p> <ol style="list-style-type: none"> <li>Demonstrate that light travels in straight lines</li> <li>Explore how shadows can be changed to raise questions that can be investigated</li> <li>Plan and carry out an investigation based on questions raised</li> <li>Identify light sources, reflected light and the impact of shadows in the context of the phases of the moon</li> <li>Investigate how a prism changes a ray of light</li> <li>Describe how light from the sun enabled astronauts to take the photograph 'Earthrise'</li> </ol>						<p><b>Electricity</b></p> <p><b>Learning Journey</b></p> <ol style="list-style-type: none"> <li>Use recognised symbols when representing a simple circuit diagram</li> <li>Explore resistance and raise questions that can be investigated</li> <li>Carry out an investigation into resistance</li> <li>Apply knowledge of circuits to construct a quiz-board using bulbs and buzzers</li> <li>Describe some of the dangers of electricity</li> <li>Be aware of significant developments in the understanding and use of electricity</li> </ol>					

	Spring 1						Spring 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
<b>DT</b>							<p><b>War Time Fruit Cake</b></p> <p>Nutrition:</p> <ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet;</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques;</li> <li>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	<p><b>Electronic Quiz Board</b></p> <p>Design:</p> <ul style="list-style-type: none"> <li>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;</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p>Make:</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>Evaluate:</p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products;</li> <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>Technical knowledge:</p> <ul style="list-style-type: none"> <li>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</li> </ul>					
<b>Art</b>							<p><b>Art inspired by wartime poetry</b> (moving from sketching to using chalks or another media, looking at Wilfred Owen; blackout poetry; visual art on the trenches)</p> <p>Aims:</p> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences;</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques;</li> <li>Evaluate and analyse creative works using the language of art, craft and design.</li> </ul> <p>Subject content:</p> <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> </ul>						



	<b>Spring 1</b>						<b>Spring 2</b>					
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<b>History</b>	<p><b><u>World War One</u></b></p> <p><b><u>Learning Journey</u></b></p> <ol style="list-style-type: none"> <li>1. Explain some of the causes of World War One</li> <li>2. Describe different responses to the start of the war</li> <li>3. Explain why many people rushed to volunteer to fight in the war</li> <li>4. Describe how the experience of war changed the way people saw it</li> <li>5. Explain why the War of 1914-1918 is known as a World War</li> <li>6. Describe some of the consequences of World War 1</li> </ol>						<p><b><u>World War Two</u></b></p> <p><b><u>Learning Journey</u></b></p> <ol style="list-style-type: none"> <li>1. Explain some of the causes of World War 2</li> <li>2. Explain what the holocaust was and describe some of the events that led up to it</li> <li>3. Explain how propaganda was used in World War 2 to support the war effort</li> <li>4. Describe what happened to evacuees using sources to explore the different experiences</li> <li>5. Recount key turning points in the war</li> <li>6. Describe the end of the war in Europe and explain why people may have felt different emotions at the time.</li> </ol>					
<b>Geography</b>												
<b>RE</b>												

	Spring 1						Spring 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Computing</b>	<b>Spreadsheets</b> <ul style="list-style-type: none"> <li>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.</li> </ul>											
<b>Music</b>							<b>Journeys</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> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;</li> <li>Develop an understanding of the history of music.</li> </ul>					
<b>MFL</b>							<b>Family</b> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding;</li> <li>Explore the patterns and sounds of guage through songs and rhymes and link the spelling, sound and meaning of words</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures;</li> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;</li> <li>Present ideas and information orally to a range of audiences;</li> <li>Read carefully and show understanding of words, phrases and simple writing;</li> <li>Appreciate stories, songs, poems and rhymes in the language.</li> </ul>					

	<u>Summer 1</u>					<u>Summer 2</u>						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Curriculum Drivers/ Enrichment</b>	<p><b>Visit to a local park following SAT's week</b></p> <p><b>Aspiration:</b> Consider how Van Gogh worked for years honing and perfecting his art and showed resilience and belief often in the face of indifference of disapproval. Consider how other successful people have needed to overcome adversity. Discuss strategies and support for developing resilience.</p> <p><b>Cultural Diversity:</b> Explore what Jewish people, Humanists, Hindus and Christians teach about how we can all live together for the wellbeing of each other? Consider how the major belief systems of the world have explored this and look at similarities in a range of belief systems. Examine statements such as "there is more that unites us than divides us."</p>					<p><b>Residential visit:</b></p> <p><b>Aspiration:</b> During the transition period enable pupils to explore their aspirations. Pupils to summarise their successes at Primary School and explore how the skills and dispositions they have learned will support them on the next stage of their education. Consider strategies to support well-being when things are challenging. Teach the five ways to well-being promoted by the charity Mind.</p> <p><b>Visit to Nottingham Trent University (or other suitable University)</b></p> <p><b>Aspiration:</b> What courses are available? How do you qualify for and apply for University? What is life as an undergraduate like?</p> <p><b>Cultural Diversity:</b></p> <p>Continue to explore beliefs in action. How do the different belief systems including humanism support the development of resilience.</p>						
<b>PE</b>	<p><b>Unit 5 Health and Fitness</b> <b>Skill – Static Balance/Coordinating</b></p> <ul style="list-style-type: none"> <li>To explain how individuals, need different types and levels of fitness to be more effective in their activity/role/event.</li> <li>To plan and follow my own basic fitness programme.</li> <li>To self-select and perform appropriate warm-up and cool down activities.</li> <li>To identify possible dangers when planning an activity.</li> <li>To describe the basic fitness components.</li> <li>To explain how often and how long I should exercise to be healthy.</li> <li>To record and monitor how hard I am working.</li> </ul>					<p><b>Unit 6 Personal</b> <b>Skill – Coordination/Agility</b></p> <ul style="list-style-type: none"> <li>To create my own learning plan and revise that plan when necessary.</li> <li>To accept critical feedback and make changes.</li> <li>To see all new challenges as opportunities to learn and develop.</li> <li>To recognise my strengths and weaknesses and can set myself appropriate targets.</li> <li>To persevere with a task and improve my performance through regular practice.</li> <li>To cope well and react positively when things become difficult.</li> </ul>						
	<u>Summer 1</u>					<u>Summer 2</u>						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Science</b>	<u>Living Things and Habitats</u>					<u>Growing Up</u>						
	<u>Learning Journey</u>					<u>Learning Journey</u>						

	<ol style="list-style-type: none"> <li>1. Classify animals into broad groups (reptile, amphibian, bird, mammal, fish)</li> <li>2. Research different families of mammals</li> <li>3. Define different groups of invertebrates: arthropods (insects, crustacea, arachnids, millipedes)</li> <li>4. and annelids (worms and segmented creatures) and molluscs (slugs and snails)</li> <li>5. Sort invertebrates in the local environment into broad groups: arthropods (insects, crustacean, arachnids, millipedes) and annelids (worms and segmented creatures) and molluscs (slugs and snails)</li> <li>6. Name different types of micro-organism and describe some of the impacts they can have (bacteria and viruses as types of germs that can help and hurt us)</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe changes to the body that occur during puberty</li> <li>2. Describe the development of a baby from conception to birth</li> <li>3. Learn about the ways in which puberty can affect us emotionally</li> <li>4. Understand the influences around us that affect body image</li> <li>5. Describe different ways of maintaining good health and hygiene.</li> <li>6. know the facts about legal and illegal harmful substances and associated risks including smoking, alcohol use and drug taking.</li> </ol>
<b>Art</b>	<p><b><u>The Life of Van Gogh</u></b> Aims:</p> <ul style="list-style-type: none"> <li>• Produce creative work, exploring their ideas and recording their experiences</li> <li>• Become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>• Evaluate and analyse creative works using the language of art, craft and design</li> <li>• Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p>Subject content:</p> <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>• Learn about great artists, architects and designers in history.</li> </ul>	

	<b><u>Summer 1</u></b>					<b><u>Summer 2</u></b>						
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b>DT</b>						<b><u>The Summer Fair</u></b> (Suggested activities: motors, fairground rides e.g. Ferris wheels) Design:						

		<ul style="list-style-type: none"> <li>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;</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p>Make:</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>Evaluate:</p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products;</li> <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>Technical knowledge:</p> <ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures;</li> <li>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages];</li> <li>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors];</li> <li>Apply their understanding of computing to program, monitor and control their products.</li> </ul>										
<b>History</b>												
<b>RE</b>	<p><b><u>Beliefs in action in the world</u></b></p> <p><b><u>Learning Journey</u></b></p> <ol style="list-style-type: none"> <li>1. Explain how a set of beliefs can help people get along together</li> <li>2. Explore how a set of beliefs might affect how people treat animals and the environment</li> <li>3. Recount important elements of Jewish Worship and belief</li> <li>4. Describe the position of Jewish people in Europe before World War 2</li> <li>5. Explore how the laws brought in by the Nazis affected Jewish people</li> </ol>											
	<b><u>Summer 1</u></b>					<b><u>Summer 2</u></b>						
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b>Geography</b>						<p><b><u>The Coastline</u></b></p> <p><b><u>Learning Journey</u></b></p>						

						<ol style="list-style-type: none"> <li>1. Identify villages on the East Coast of England at risk from coastal erosion</li> <li>2. Describe how "spits" of land are formed and the processes that continue to shape them</li> <li>3. Describe how different features of the cliffs on the Flamborough Coast formed</li> <li>4. Identify areas of the North Somerset Coast using digital mapping</li> <li>5. Describe the course of the Severn Bore and explain why it happens</li> <li>6. Investigate a coastal location</li> </ol>						
<b>Computing</b>	<p><b>Text Adventures</b></p> <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 logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs;</li> <li>• 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;</li> <li>• 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.</li> </ul>											
<b>Music</b>						<p><b>Moving on</b> (with the option of a leavers' performance)</p> <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>						
	<b>Summer 1</b>					<b>Summer 2</b>						
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b>MFL</b>						<p><b>The Future</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding;</li> </ul>						

		<ul style="list-style-type: none"> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help;</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures;</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;</li> <li>• Present ideas and information orally to a range of audiences;</li> <li>• Read carefully and show understanding of words, phrases and simple writing;</li> <li>• Appreciate stories, songs, poems and rhymes in the language;</li> <li>• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>	
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