

SEASIDE CURRICULUM



SPIRITUALITY
ENVIRONMENT
ARTS
SPORT & WELLBEING
INSPIRATIONAL PEOPLE AND PLACES
DIVERSITY
ENTERPRISE AND TECHNOLOGY

GRACE INTEGRITY ASPIRATION



YEAR 6 CURRICULUM MAP



REFLECTIVE THINKING
EFFECTIVE COMMUNICATION
RESILIENCE
PROBLEM SOLVING
INDEPENDENCE
COLLABORATION
DECISION MAKING
CREATIVITY

POWERFUL LEARNING ATTRIBUTES




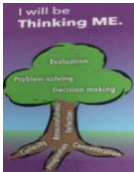

	AUTUMN		SPRING		SUMMER	
	Wonder BOOK STUDY Wonder by R J Palacio	Pig Heart Boy BOOK STUDY Pig Heart Boy by Malorie Blackman	Because There's No PLANet B	The Boy in the Striped Pyjamas BOOK STUDY The Boy in the Striped Pyjamas by John Boyne	Book of Hope	Ancient Greece
Core Value	Grace	Aspiration	Integrity	Integrity	Aspiration	Aspiration
Powerful Learning Attributes	Reflective Thinking Resilience	Independence Decision Making	Effective Communication Problem Solving	Reflective Thinking Creativity	Resilience Independence	Collaboration Effective Communication
Seaside Curriculum	DIVERSITY	ARTS	ENVIRONMENT	INSPIRATIONAL PEOPLE & PLACES	SPORT & WELLBEING	INSPIRATIONAL PEOPLE & PLACES AND ARTS
Global Neighbours	Diversity and Inclusion What is discrimination? How can I celebrate the difference in others?	Justice/ injustice access to healthcare	Climate Change and Climate Justice What is climate justice? How will climate justice become a reality? Poverty and Inequality Why do some people suffer more because of the effects of climate change? How can we bring about climate equality?	Diversity and discrimination (faith and race) Disadvantage		
Brilliant Beginning	Inspirational quotes	Heart science experience	Build a flood defence to protect the land.	Life on a concentration camp (immersive room)	Interviews	Enterprise week
Fantastic Finale	School camp celebration – (immersion experience)	Portrait Gallery in Studio and easels	Banksy Artwork	Historical exhibition for year 5	Electric car race	Leavers' service
Visitors and visits			Geography Fieldwork		Swanage residential – Land and Wave	Priory Service Sports Week
Key texts	The Man Who Walked Between the Towers By Mordicai Gerstein Wonder By R J Palacio	Pig Heart Boy By Malorie Blackman	Poems from a Green and Blue Planet By Sabrina Mahfouz All the Wild Wonders: Poems of our Earth By Wendy Cooling	The Boy in Stripped Pyjamas By John Boyne Rose Blanche By Robert Innocenti and Ian Mcewan The Lion and The Unicorn By Shirley Hughes The Little Ships By Louise Borden and Michael Foreman	Book of Hopes: Words and Pictures to Comfort, Inspire and Entertain Contributions from over 100 children's authors and illustrators Survivors By David Long and Kerry Hyndman	The Adventures of Odysseus By Hugh Lupton

English	<p>Word reading:</p> <ul style="list-style-type: none"> • Self-correct when reading aloud. • Read the National Curriculum’s year 5 and 6 spelling list and words containing taught prefixes and suffixes. • With a finger, track sentences when reading at length during whole-class reading lessons. • When reading aloud recognise how the forms of punctuation affect fluency and expression during 1:1, guided and whole-class reading sessions. • When reading, pre-empt expression through the recognition of an author’s writing style or the style of a genre. • When asked, locate specific word types linked to their learning. • When asked, identify specific forms of grammar linked to an author’s writing style. 		<p>Comprehension:</p> <ul style="list-style-type: none"> • Make links between books they have read through identifying similarities in genre, plot, narrative, theme, morals and character traits. • Contrast and compare genres and recognise the features of common genres as well as justifying their own genre preference. • Make calculated predictions based on multiple aspects of evidence within the text. • Independently use an efficient rereading strategy when inferring or summarising a text. • Use a range of re-reading strategies to clarify the meaning of an unfamiliar word or phrase. • Find and copy specific words or phrases. • Participate in a constructive debate by gathering evidence from a text to support and justify their argument whether they personally agree or not. • Explain how a piece of text, a chapter or book has made them feel through discussion or a written outcome. • Evaluate different text types. 					
	<p>Composition</p> <ul style="list-style-type: none"> • Writing is appropriate to audience and purpose • Writing uses appropriate form • Develop characterisation and setting and atmosphere • Dialogue develops character and advances action • Select appropriate grammar and vocabulary to enhance and clarify meaning • Build cohesion within and across paragraphs • Organisational and presentational devices structure writing and guide the reader • Tense is consistent throughout • Subject and verb agreement is accurate • Register is matched to the purpose and audience 		<p>Sentence structure</p> <ul style="list-style-type: none"> • Revise learning from previous years • A range of multi-clause sentence structures • Split main clauses with embedded relative clause • Passive voice (Object, Verb, Subject) • Subjunctive form for formal writing 		<p>Grammar Vocabulary</p> <ul style="list-style-type: none"> • Revise and embed all verb tense forms, including passive and subjunctive 		<p>Punctuation</p> <ul style="list-style-type: none"> • Semi colon • Colon • Bullet points • Hyphens (link with spelling) • Ellipses (cohesive device) 	
	<p>Spelling suffixes (revise ed, ing, est, er); ough ; tial; cial; tion; sion; ssion; ei or ie; hyphenated words; ible; able; plural rules; homophones; double consonants ; red; suffix ly;</p> <p>achieve, amateur, ancient, apparent, available, bargain, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, correspond, environment, existence, explanation, foreign, government, guarantee, harass, hindrance, identity, language, leisure, mischievous, occupy, occur, opportunity, parliament, physical, prejudice, profession, queue, relevant, restaurant, sacrifice, secretary, shoulder, signature, sincerely, soldier, stomach, sufficient, twelfth, variety, vehicle, yacht suffix ful (ly)</p> <p>Handwriting</p> <ul style="list-style-type: none"> • Use a consistent and fluent handwriting style with greater speed throughout their independent writing. • Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters. • Choose the writing implement that is best suited for a task. 							
Maths	<p>Place Value - <i>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit; Round any whole number to a required degree of accuracy; Use negative numbers in context, and calculate intervals across zero; solve number and practical problems that involve all of the above.</i></p> <p>Number - Addition and Subtraction - <i>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why; Solve problems involving addition, subtraction, multiplication and division; Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</i></p> <p>Number - Multiplication and Division - <i>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication; Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context; Divide</i></p>		<p>Decimals, Fractions and Percentages - <i>Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places; Multiply one-digit numbers with up to two decimal places by whole numbers; Use written division methods in cases where the answer has up to two decimal places; Solve problems which require answers to be rounded to specified degrees of accuracy; Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</i></p> <p>Statistics – <i>Interpret and construct pie charts and line graphs and use these to solve problems; Calculate and interpret the mean as an average.</i></p> <p>Ratio - <i>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts; Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison; Solve problems involving similar</i></p>		<p>Measurement - <i>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate; Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places; Convert between miles and kilometres.</i></p> <p>Properties of Shape - <i>Draw 2-D shapes using given dimensions and angles; Recognise, describe and build simple 3-D shapes, including making nets; Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons; Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</i></p> <p>Problem Solving & Investigations</p>			

<p>numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context; Perform mental calculations, including with mixed operations and large numbers; Identify common factors, common multiples and prime number.</p> <p>Fractions - Use common factors to simplify fractions; use common multiples to express fractions in the same denomination; Compare and order fractions, including fractions > 1; Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions; Multiply simple pairs of proper fractions, writing the answer in its simplest form; Divide proper fractions by whole numbers; Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction.</p> <p>Properties of Shape & Position and Direction – Describe positions on the full coordinate grid (all four quadrants); Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p>	<p>shapes where the scale factor is known or can be found; Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p> <p>Measurement - Recognise that shapes with the same areas can have different perimeters and vice versa; Recognise when it is possible to use formulae for area and volume of shapes; Calculate the area of parallelograms and triangles;</p> <p>Algebra - Use simple formulae; Generate and describe linear number sequences; Express missing number problems algebraically; Find pairs of numbers that satisfy an equation with two unknowns.</p> <p>Converting Units - Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].</p>
---	--

<p>Enquiry question: Creation and science, conflicting or complementary?</p> <p>Knowledge: Creation is an important part of the ‘big story’ of the Bible for Christians. There are many scientists through history and today who are Christians. There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts, relating to the purpose and interpretation of the texts. The discoveries of science make Christians reflect even more on the power and majesty of their Creator.</p> <p>Skills: Identify what type of text some Christians say Genesis 1 is, and its purpose. Suggest what Genesis 1 might mean, comparing ideas with ways in which Christians interpret it, showing awareness of different interpretations. Make clear connections between Genesis 1 and the Christian belief about God as Creator. Show understanding of why some Christians find science and faith compatible. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account. Weigh up how well humans are responding to the responsibility of taking care of the Earth, taking into account religious and non-religious viewpoints.</p> <p><i>Inspirational places to explore: The Rondo Chapel</i> <i>Inspirational people to explore: Dr Jennifer Wiseman</i></p>	<p>Enquiry question: Was Jesus the messiah?</p> <p>Knowledge: Christians believe Jesus is God in the flesh. Christians believe that Jesus’ birth, life, death and resurrection were part of a longer plan by God to restore relationship between humans and God. Christians believe that Jesus is the Messiah. Jesus was Jewish by blood. The Old Testament talks about a ‘rescuer’ or ‘anointed one’ – a messiah. Some texts talk about what this ‘messiah’ would be like. Jewish people do not think Jesus is the Messiah. Christians see Jesus as their saviour.</p> <p>Skills: Explain the place of incarnation and Messiah within the big story of the Bible. Identify gospel and prophecy texts, using technical terms. Explain connections between biblical texts, incarnation and messiah using theological terms. Show how Christians put their beliefs about Jesus’ incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. Weigh up how far the idea that Jesus is the Messiah – a saviour from God – is important in the world today and, if it is true, what difference that might make in peoples’ lives.</p>	<p>Enquiry question: What kind of king is Jesus?</p> <p>Knowledge: Jesus told many parables about the Kingdom of God which suggest that the Kingdom of God has already begun through the life, teaching and example of Jesus as well as through the lives of Christians. In the Bible, the Kingdom of God is compared to a feast where all are invited to join in. Not everyone chooses to do so. Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and the world.</p> <p>Skills: Explain connections between biblical texts and the concept of the kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. Relate Christian teachings or beliefs about God’s kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.</p> <p><i>Global neighbours links.</i></p>	<p>Enquiry question: What difference does the resurrection make to Christians?</p> <p>Knowledge: Christians read the ‘big story’ of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans’ relationship with God. The Gospels give account of Jesus’ death and resurrection. Belief in Jesus’ resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. This belief gives Christians hope for life with God, starting now and continuing in new life (heaven).</p> <p>Skills: Outline the timeline of the ‘big story’ of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. Suggest meanings for resurrection accounts, and compare ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. Explain connections between Luke 24 and Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. Show how Christians put their beliefs into practice in different ways. Explain why some people find belief in the Resurrection makes sense and inspires them. Offer and justify own responses as to what difference belief in the Resurrection might make to how people might respond to challenges and problems in the world today.</p>	<p>Enquiry question: What is the best way for a Santhani to show commitment to God?</p> <p>Knowledge: Santhanis are given guidance on how to live their lives through the Vedas (Holy Book). Santhanis have many practices that help them show their commitment to God. They follow the Dharma which is the code for leading your life. For many Santhanis, religion is more a matter of practice than of beliefs. What you do may be considered more important than what you believe. Santhanis believe in a universal God called Brahman who takes on many different forms that some Hindus worship as gods or goddesses in their own rights. Santhanis worship God at the temple and also at home where they have a shrine. Puja is a form of Santhani worship. Santhanis have many artefacts that they use to perform Puja and they also give offerings to God. The River Ganges is an important place for Santhanis. Santhanis go on a pilgrimage there. People wash in the River Ganges to be cleansed. It might be more important to some Santhanis to make this pilgrimage than others.</p> <p>Skills: Show an understanding of why people show commitment in different ways. Describe how different practices enable Santhanis to show their commitment to God. Understand that some of these will be more significant to some Santhanis than others.</p>	<p>Enquiry question: What is the best way for a Sikh to show commitment to God (Waheguru)?</p> <p>Knowledge: Sikhs are committed to God and show their commitment in different ways. Sikhs also pray and worship in the Gurdwara. ‘Sewa’ means helping others. This can mean giving money or giving time. It can be caring for people who are ill, cleaning the Gurdwara or helping to serve the Langar. There were 10 living Gurus, and a holy book called the Guru Granth Sahib. The Guru Granth Sahib is treated with respect. Sikh teaching that everyone is equal. God’s love is for everyone, so no one is better than anyone else. Men and women and people from different backgrounds should always be treated in the same way. Many Sikhs wear the 5 Ks to show their commitment - (kangha - comb, kirpan - sword, kara - bracelet, kachera - shorts, kesh - uncut hair).</p> <p>Skills: Understand how Sikhs show their commitment to God and to evaluate if there is a best way. Understand why people show commitment in different ways Describe how different practices enable Sikhs to show their commitment to God Understand how some practices will be more significant to some Sikhs than others Express own views about the best way a Sikh could show commitment to God</p>
--	---	---	--	---	--

					<p>Express why Santhanis might choose different ways to show commitment to God. Consider what 'commitment' means. Evaluate how important it is to show commitment. Consider why Santhanis treat their gods/goddesses in such a special way. Consider what it means to be cleansed.</p> <p><i>Inspirational places to explore: The River Ganges</i></p>	
PSHE	<p>Me and My Relationships We learn about relationships and how circumstances can make us think or change our behaviour.</p> <ul style="list-style-type: none"> • They need to collaborate to complete a task. • They can negotiate and compromise to achieve a goal. • They needed to use respect and assertion within friendships. • There are consequences to how you react to someone. • People behave differently when put under pressure. Online Safety Link • They can understand assertive behaviour. Antibullying link • They have a right to choose whether they marry someone and understand commitment in a relationship. • Inappropriate touch is illegal. 	<p>Valuing Difference We learn about ourselves, how similar we all are and how to be accepting of difference.</p> <ul style="list-style-type: none"> • They can empathise and recognise patterns of behaviour in groups. Antibullying Link • There are strategies they can use to deal with bullying. Anti-Bullying Link • There is verbal and non-verbal respect. • That we live in a diverse society and we need to respect differences. • That you have different relationships with people. • They can challenge gender stereotypes. 	<p>Keeping Safe We learn about the law and how to keep safe with drugs, alcohol and smoking. We also learn how to assess risks in situations in life and online.</p> <ul style="list-style-type: none"> • Online posts can be spread. Online Safety Link • There are strategies they can use to stay safe online and how to be respectful. Online Safety Link • How to keep information private online and that sexual images are illegal. Online Safety Link • An addiction is a type of behaviour that helps with an emotional need. • Drugs have a medical and non-medical use. Science and PE link. • There is a law associated with drugs. • There are risks with drinking alcohol. • Emotional needs impact a person's behaviour and how they can be met. • Independence and responsibility go together. 	<p>Rights and Respect We learn about the role we all have in keeping the community safe for the future.</p> <ul style="list-style-type: none"> • That facts are different to opinions. • Social media has a legal age for a reason. Online Safety Link • That they can save money and gain interest. • That you pay TAX and VAT as a proportion of your earnings. • They understand what environmentally sustainable means. • That communities have a mission statement to make a change locally, nationally or internationally. • They can design, run and evaluate a project to make change in their community. • That we live in a democracy and what that means. • That rules are made for a reason. • That they are part of a community locally and nationally and can help their wellbeing. PE Link 	<p>Being My Best We learn how to protect our wellbeing and how to be informed about taking risks.</p> <ul style="list-style-type: none"> • They can set aspirational goals. • That issues that are in the media can greatly affect their wellbeing. • They can consider the outcomes when taking a risk. • Risks can be reduced and how. • RED CROSS (Emergency Action lesson 2) Learn when to get adult help. Know how to call 999. Find out what happens when they call 999 and what information they need to give. Keep calm and help a person who needs first aid; and not worry – the 999 operator will help them. • There are five steps they can use to help their wellbeing. 	<p>Growing and Changing We learn about how are bodies become adults, how to stay positive with changes and how babies are made.</p> <ul style="list-style-type: none"> • That the internet can help or hinder your wellbeing. • They can understand and explain the difference between sex, gender identity, gender expression, sexual orientation and how this can be depicted online. Online Safety Link • They can use certain behaviours to keep safe online. Online Safety Link • They can use positive ways to deal with change for themselves and others. • They can expect changes with puberty and how to report if they feel there or others safety is at risk. Science Link • Sex can make a baby and how the sperm fertilises an egg. Science Link • HIV affects the immune system and how to protect against getting it. Science link

Trickbox	Mirror Mirror Big Voice Stand As If Super Stretch	Stand Tall Magic Circle Super States Different Sum	Breathing Colour Sunny Side Signal Change Calm Thumb	Floating Cloud Big 'No' Break Through 1,2,3 Magic	Win-Win Light Bulb Ask How Marvellous Me	Free Flow Big 'Yes' Brilliant Beliefs Great Goals
My Personal Best	Social me: Encouragement & Co-operation 		Thinking me: Resourcefulness, Curiosity & Problem Solving 		Healthy me: Self-Discipline & Courage 	
PE	Indoor: Parkour Gymnastics <ul style="list-style-type: none"> Make choices about how to travel around a series of individual and linked obstacles using a variety of parkour movements. Choose and execute actions, shapes and travel movements from memory Contrast and vary speed and direction within a parkour course 	Indoor: Dance Theme: Professional Dance Work 'Park' by Jasmin Vardimon developing skills in the three strands of dance: creating, performing and appreciating.	Indoor: Gymnastics <ul style="list-style-type: none"> Make choices about various elements within a sequence such as: symmetrical, asymmetrical, canon, phrasing, linked actions etc to enhance performance Use the relationship between themselves and others, and the apparatus (near and far away, on or off) to contrast or enhance performance 	Indoor: dance Theme: Narrative Dance based on 'The Boy in The Striped Pyjamas' developing skills in the three strands of dance: creating, performing and appreciating.	Indoor: Parkour Gymnastics <ul style="list-style-type: none"> Make up, practice and refine sequences alone and with others for an informal performance. Make choices about how to travel in a more complex manner around a series of individual and linked obstacles using a variety of parkour movements. Choose and execute actions, shapes and travel movements from memory. Contrast and vary speed and direction within a parkour course. 	Indoor: Gymnastics <ul style="list-style-type: none"> Make choices about various elements within a sequence such as: symmetrical, asymmetrical, canon, phrasing, linked actions etc to enhance performance . Use the relationship between themselves and others, and the apparatus (near and far away, on or off) to contrast or enhance performance.
	Outdoor Games: Invasion: Netball, Football, Handball, Basketball, Lacros & Hockey <ul style="list-style-type: none"> Demonstrate how to keep possession and use other players to make progress towards a goal Understand and use positional play; make choices to use other players for the greatest gain for the team Apply skills and techniques appropriate to a range of team games 		Outdoor Games: Athletics <ul style="list-style-type: none"> Demonstrate a variety of more complex jumps, combining the run and the jump (eg: long, triple) Run effectively, achieving personal bests, in a range of distances Throw accurately and consistently, using the correct technique, in a range of event 	Outdoor Games: Net & Wall: Tennis, Volleyball, Cricket x 4W & Diamond x1W & Matt Rounder's x 1W <ul style="list-style-type: none"> Work collaboratively with others to use space to outwit opponent(s) Hit the object with purpose, varying the speed, height and direction Show an ability to perform a variety of sending methods (eg: backhand, spike, overhead.) 	Outdoor games - Striking and fielding- Rounders, Cricket Core Task, Rounder's x 3W & Tennis x 2W, Tennis x 2W & Volleyball x4W <ul style="list-style-type: none"> Demonstrate a variety of more complex jumps, combining the run and the jump (eg: long, triple) Run effectively, achieving personal bests, in a range of distances Throw accurately and consistently, using the correct technique, in a range of events 	
Science	Evolution and inheritance <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago; recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents; identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	Animals including humans <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood; describe the ways in which nutrients and water are transported within animals, including humans. 	Living things and their habitats <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals; give reasons for classifying plants and animals based on specific characteristics. 	Forces <ul style="list-style-type: none"> recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	Properties and changes of materials <ul style="list-style-type: none"> know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution; use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating; demonstrate that dissolving and mixing are reversible changes; explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	
Computing	Year 6 E-Safety (continuing in Spring and Summer Terms) Self-Image and Identity	Autumn Enterprise – Scone Advertisement. Link to with D&T.	Game-On Scratch Game – Climate Change Theme			Summer Enterprise – Leavers' Party Advertising Spreadsheet Budgeting Publicising Google Logo

History				<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – World War II</p> <ul style="list-style-type: none"> • Dunkirk • Children – British and German • WW2 in Bournemouth • Kindertransport • Commonwealth - Windrush 		<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <ul style="list-style-type: none"> • Athens and Sparta • Artefacts and Archaeological sites • Daily life • Alexander the Great • Ancient Olympic Games • How Governed
Geography	<p>Who are our World Heritage sites for?</p> <ul style="list-style-type: none"> • Location • Coastline – its changing shape • Coastal Management • Tourism • Advantages and disadvantages of WHS status. 		<p>What is Climate change and how does it affect us?</p> <ul style="list-style-type: none"> • Change • Sustainability • Making resilient plans to slow down climate change • Identify, describe, compare change in weather patterns/temperatures • Make judgements based on evidence 		<p>Do big Earthquakes cause the most damage?</p> <ul style="list-style-type: none"> • Physical geography • Christchurch, New Zealand, case study. • Earthquakes – tectonics, how they are measured and where they occur. • Tsunami 	
DT		<p>Cooking & Nutrition Design, make and evaluate a savoury scone for Y6 children to eat at a Christmas party.</p>			<p>Mechanical Systems & Electrical Systems Design, make and evaluate an electric car, which can be controlled from a computer, to race during their Fantastic Finale.</p>	
Art & Design	<p>Art History-Gina Marshall</p> <ul style="list-style-type: none"> • To know about great artists in history • Create sketch books to record their observations and use them to review and revisit ideas <p>Expression-printing</p> <ul style="list-style-type: none"> • Pupils should be taught to develop their techniques, including their control and their use of materials with creativity and experimentation 	<p>Art History-Rebecca Louise Law, Susanna Bauer, Bobbie Burgers</p> <ul style="list-style-type: none"> • To know about great artists in history • Create sketch books to record their observations and use them to review and revisit ideas <p>Expression-Sculpture</p> <ul style="list-style-type: none"> • Pupils should be taught to develop their techniques, including their control and their use of materials with creativity and experimentation 	<p>Expression-painting</p> <ul style="list-style-type: none"> • Create work inspired by Banksy that give important message about the environment • Consider simple shape/colour for purpose 	<p>Skill – drawing</p> <ul style="list-style-type: none"> • To improve their mastery of art and design techniques including drawing <p>Art History</p> <ul style="list-style-type: none"> • To know about great artists and architects in history • To understand the historical and cultural developments of their art forms <p>Expression-painting-Frida Kahlo</p> <ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas 	<p>Skill-drawing</p> <ul style="list-style-type: none"> • To improve their mastery of art and design techniques including drawing <p>Art History-Seonna Hong</p> <ul style="list-style-type: none"> • Evaluate and analyse creative works using the language of arts, crafts and design • Create sketch books to record their observations and use them to review and revisit ideas <p>Expression-drawing and painting</p> <ul style="list-style-type: none"> • To have the knowledge and skills to experiment, invent and create their own works of art. 	
Music	<p>Complete Arts Award "I'll be there" (The Music of Michael Jackson)</p>	<p>Classroom Jazz 2 Bacharach Anorak and Meet the Blues Improvisation and composition</p>	<p>Ten Pieces Britten Storm and Purcell Rondeau</p>	<p>Ipad Composition Stage 2</p>	<p>Samba Funk Samba Maracatu</p>	<p>Leavers' Celebration Compose own lyrics to a well known song Play and perform in solo and ensemble contexts, using their voices and playing musical instruments</p>
French	<p>Quel temps fait-il?</p> <ul style="list-style-type: none"> • Read, translate and write sentences about the weather. • Listen to French weather forecast. • Reinforcement of 'hobbies' topic. • Explore French geography, regions and landscapes. 	<p>Qu'aimes-tu manger?</p> <ul style="list-style-type: none"> • Read, translate and write sentences about food and drink habits and traditions. • Reinforcement of opinion phrases. • Say and write the verb 'to eat' and 'to drink' in the first, second and third persons. 	<p>On regarde un film?</p> <ul style="list-style-type: none"> • Read, translate and write sentences about TV and film types. • Say and write the verb 'to prefer' in the first person. 	<p>J'adore le Français!</p> <ul style="list-style-type: none"> • Read, translate and write sentences about school subjects. • Reinforcement of opinion and preference phrases, and of the verb 'to have' in the first person. • Explore a typical French school day. • Reinforcement of time topic. 	<p>Vive La Révolution!</p> <ul style="list-style-type: none"> • Explore a French celebration: 'La Fête Nationale', its history and traditions. 	<p>On fête ça!</p> <ul style="list-style-type: none"> • End of year revision • End of year 'Celebration of Learning'.