Year 6 – Content for Learning

Maths, Economics and Enterprise
ss – spine segment

Addition and Subtraction: Composition and Calculation of Numbers up to 10 000 0000 (ss: 1.30) Problems with two unknowns (ss: 1.31)
Multiplication and Division: Multiplication strategies for larger numbers (ss: 2.23) Division: Dividing by two digit divisors (ss: 2.24) Using compensation to calculate (ss: 2.25) Mean average and equal share (ss: 2.26) Scale factors, ratio and proportional reasoning (ss: 2.27) Combining division with addition and subtraction (ss: 2.28) Decimal place-value knowledge, multiplication and division (ss: 2.29) Multiplicative contexts: area and perimeter (2) (ss: 2.30)
Fractions: Multiplying fractions and dividing fractions by a whole number (ss: 3.9) Linking fractions, decimals and percentages (ss: 3.10)•
Measurement Converting a measurement from a larger unit to a smaller unit, Converting a measurement from a smaller unit to a larger unit, Converting from miles to kilometres, Volumes of Cubes and Cuboids•
Geometry: Describe positions and vertices of shapes in all four quadrants , Draw and translate simple shapes in all four quadrants, Draw and reflect simple shapes in all four quadrants, Draw any quadrilateral specified by co-ordinates in all 4 quadrants, predict a missing co-ordinate in any shape
Statistics: Pie charts can be interpreted using knowledge of angles, fractions and percentages.

Communication, Languages and Literacy
Children should have the opportunity to write at least one piece from each of the purposes below

- **Writing to Entertain:**
  Narrative writing including description (character/setting), poetry
- **Writing to Inform:**
  Report, recount, letter, biography, explanation
- **Writing to Persuade:**
  Letter, advert, speech, campaign
- **Writing to discuss:**
  Argument, article, review, essay
- **Reading**
  Content domains (2a, b, c, d, e, f, g, h)
  Word reading including decoding (Phonics - Letters and Sounds)
  Comprehension: retrieval, deduction, inference, prediction, summarising, exploring authorial intent
- **Vocabulary, Grammar, Punctuation, Spelling**
- **Handwriting**
- **Phonics:** following Letters & Sounds
- **Spoken Language:** Speaking, listening & responding, group discussion & drama
- **MFL**

Creative and Expressive Arts

- Drawing and sculpture
- Painting
- Printing and design
- Responding to art
- Explore the work and influence of a chosen musical artist.
- Begin to compose extended pieces of music showing accurate use of the elements of music.
- Recognise and use staff notation.
- Prepare and perform solo and ensemble pieces with an awareness of audience.

- ***Drama found within Spoken Language Curriculum***
- ***Dance found within PE Curriculum***

Historical, Global, Social and Spiritual Understanding

- Use atlases, globes and digital/computer mapping to identify the Tropics, the Arctic and Antarctic Circle and the Greenwich Meridian time zones.
- Compare and contrast the human and physical Geography of North America and GB.
- Understand the relationship between biomes and vegetation belts. Relate this to climate change.
- Develop fieldwork through orienteering and/or geocaching.
- RE – Understanding the Buddhist community.
- Stories of Judaism.
- Comparing the views and life styles of the 'major' religions.
- The Second World War – local history of London; turning point in British history (Battle of Britain); comparisons with different invasions
- Changing face of Britain – overview of history based on Empire, including learning about slavery, Windrush, the Partition
- The life and influence of a famous person or invention – an independent study chosen by the child

Physical wellbeing, health and lifestyles

- Fitness and health – importance, how to improve
- Games – rules and skills – tag rugby, hockey, basketball, cricket, tennis, football, volleyball
- Gymnastics – complex actions, control, coordination, balances, sequences
- Athletics – pace, targets, speed, technique
- Dance
- Outdoor and adventure activities
- Swimming
- Families and people who care for me
- Caring relationships
- Respecting ourselves and others
- Online Relationships and internet safety/harms
- Being Safe
- Physical and mental wellbeing
- Growing and changing

Scientific and Technological Understandings

- Classification – including plants, animals and microorganisms using characteristics to sort and group
- Animals including humans – human circulatory system; diet, exercise, drugs, lifestyle; transportation of nutrients and water in animals
- Light – how we see, travel in straight lines, reflection, shadows
- Evolution and inheritance – changes over time and fossils; environments/adaptation/evolution in plants and animals; offspring/variation
- Electricity – circuits, number and voltage of cells, switches, use recognised symbols in drawings of simple circuits
- Scientific discoveries and a range of scientists
- E-safety: Controlling your online identity
- Choose medium for sharing, playing and collaborating online
- Using advanced tools in word/presentation, combining text, images, sound and video
- Creating films and animations
- Benefits of technology, influence on society
- Structures – shelters
- Textiles –incorporated into shelters
- Mechanical and electrical control: fairground ride
- Cooking and nutrition – two course meal

YEAR 6 MATHS

Subject content	Teaching Points	Inspire link, NCETM steps in learning, and additional resources	National Curriculum Vocabulary	NC Statutory requirements
Number: Place Value **(Spine 1)**	**1.30 Composition and Calculation of Numbers up to 10 000 0000** • Teaching point 1: Patterns seen in other powers of ten can be extended to the unit 1,000,000. • Teaching point 2: Seven-digit numbers can be written, read and ordered by identifying the number of millions, the number of thousands and the number of hundreds, tens and ones. • Teaching point 3: The digits in a number indicate its structure so it can be composed and decomposed. • Teaching point 4: Knowledge of crossing thousands boundaries can be used to work to and across millions boundaries. • Teaching point 5: Sometimes numbers are rounded as approximations to eliminate an unnecessary level of detail; rounded numbers are also used to give an estimate or average. At other times, precise readings are useful. • Teaching point 6: Fluent calculation requires the flexibility to move between mental and written methods according to the specific numbers in a calculation.	NCETM 1.30 Numbers up to 10 000 000 NCETM 1.30 Steps in Learning 1:1 – 1:8 (Slides 3 - 18) NCETM 1.30 Steps in Learning 2:1 – 2:10 (Slides 18 - 25) NCETM 1.30 Steps in Learning 3:1 – 3:6 (Slides 25 - 31) NCETM 1.30 Steps in Learning 4:1 – 4:8 (Slides 32 – 40) NCETM 1.30 Steps in Learning 5:1 – 5:13 (Slides 41 - 58) NCETM 1.30 Steps in Learning 6:1 – 6:12 (Slides 59 – 67) Inspire Year 5A Unit 1 Whole Numbers to 10 million	Digit, number, place, place value stands for, represents exchange, as many as, more, larger, bigger, greater fewer, smaller, less, fewest, smallest, least most, biggest, largest, greatest, equal to compare, order first, second, third … twentieth twenty-first, twenty-second … last, last but one, after next between	Pupils should be taught to: • 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. • perform mental calculations, including with mixed operations and large numbers
Number: Addition & Subtraction **(Spine 1)**	**1.31 Problems with two unknowns** • Teaching point 1: Problems with two unknowns can have one solution or more than one solution (or no solution). A relationship between the two unknowns can be described in different ways, including additively and multiplicatively. • Teaching point 2: Model drawing can be used to expose the structure of problems with two unknowns. • Teaching point 3: A problem with two unknowns has only one solution if the sum of the two unknowns and the difference between them is given ('sum-and-difference problems') or if the sum of the two unknowns and a multiplicative relationship between them is given ('sum-and-multiple problems'). • Teaching point 4: Other problems with two unknowns have only one solution. • Teaching point 5: Some problems with two unknowns can't easily be solved using model drawing but can be solved by a 'trial-and-improvement' approach; these problems may have one solution, several solutions or an infinite number of solutions.	NCETM 1.31 Problems with two unknowns NCETM 1.31 Steps in learning. 1:1 – 1:3 (Slides 3 - 6) NCETM 1.31 Steps in learning. 2:1 – 2:5 (Slides 7 - 16) NCETM 1.31 Steps in learning. 3:1 – 3:6 (Slides 17 - 25) NCETM 1.31 Steps in learning. 4:1 – 4:5 (Slides 26 - 41) NCETM 1.31 Steps in learning. 5:1 – 5:3 (Slides 42 - 44)	Number Numeral Equal to , Equivalent to Most, least Tally Multiple of, Factor of Sequence Continue Predict Relationship Consecutive Halfway Above, below Exchange Integer Formula	Pupils should be taught to: • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy • find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables.
Multiplication and Division	**2.23 Multiplication strategies for larger numbers and long multiplication** • Teaching point 1: When multiplying two numbers that are multiples of 10, 100 or 1,000, multiply the number of tens, hundreds or thousands and then adjust the product using place value. • Teaching point 2: When multiplying two numbers where one number is a multiple of 10, 100 or 1,000, use short multiplication and adjust the product using place value.	NCETM 2.23Multiplication Strategies for Larger Numbers NCETM 2.23 Steps in learning. 1:1 – 1:6 (Slides 3 - 11) NCETM 2.23 Steps in learning. 2:1 – 2.7 (Slides 12 - 17)	Positive Negative Formula Divisibility Square	Pupils should be taught to: • multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication

	• Teaching point 3: Two two-digit numbers can be multiplied by partitioning one of the factors, calculating partial products and then adding these partial products. This method can be extended to multiplication of three-digit numbers by two-digit numbers. • Teaching point 4: 'Long multiplication' is an algorithm involving multiplication, then addition of partial products, which supports multiplication of two numbers with two or more digits. • Teaching point 5: Multiplication where one of the factors is a composite number can be carried out by multiplying one factor and then the other factor	NCETM 2.23 Steps in learning. 3:1 – 3:2 (Slides 18 - 21) NCETM 2.23 Steps in learning. 4:1 – 4:12 (Slides 22-41) NCETM 2.23 Steps in learning. 5:2 – 5:4 (Slides 42-44)	Prime Factorise Ascending Descending Columns Tenths Hundredths thousandths	• 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 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 solve problems involving addition, subtraction, multiplication and division • identify common factors, common multiples and prime numbers • use their knowledge of the order of operations to carry out calculations involving the four operations • 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
	2.24 Division: dividing by two-digit divisors • Teaching Point 1: Any two or three digit dividend can be divided by a two-digit divisor by skip counting in multiples of the divisor (quotient < 10); these calculations can be recorded using the shot or long division algorithms • Teaching Point 2: Any three or four digit dividend can be divided by a two-digit divisor using the short or long division algorithms • Teaching Point 3: When there is a remainder, the result can be expressed as a whole-number quotient and a whole-number remainder, as whole-number quotient and a proper fraction remainder, or as a decimal-fraction quotient	NCETM 2.24 Division Dividing by 2-digit divisors NCETM 2.24 Steps in learning. 1:1 – 1:7 (Slides 3 - 6) NCETM 2.24 Steps in learning. 2:1 – 2:9 (Slides 7 – 24) NCETM 2.24 Steps in learning. 3:1 – 3:7 (Slides 25 - 36)	Dividend Divisor Quotient	
	2.25 Using compensation to calculate • Teaching Point 1: For multiplication, if there is a multiplicative change to one factor, the product change by the same scale factor • Teaching Point 2: For division, if there is a multiplicative change to the dividend and the divisor remains the same, the quotient changes by the same scale factor • Teaching Point 3: For division if there is a multiplicative increase to the divisor and the dividend remains the same the quotient decreases by the same scale factor. If there is a multiplicative decrease to the divisor and the dividend remains the same the quotient increase by the same scale factor	NCETM 2.25 Using Compensation to Calculate NCETM 2.25 Steps in learning. 1:1 – 1:6 (Slides 3 – 10) NCETM 2.25 Steps in learning. 2:1 – 2:4 (Slides 11 – 18 NCETM 2.25 Steps in learning. 3:1 – 3:4 (Slides 19 - 25)	Multiplication Multiplicative Scale factor Dividend Divisor Quotient Increase	
	2.26 Mean average and equal shares • Teaching point 1: The mean is the size of each part when a quantity is shared equally • Teaching Point 2: The mean is defined as the sum of all the numbers in a set of data divided by number of numbers/values that make up the set of data. • Teaching Point 3: The mean can be used to compare data. • Teaching Point 4: The mean is not always an appropriate representation of a set of data	NCETM 2.26 Mean average and equal shares NCETM 2.26 Steps in learning. 1:1 – 1:4 (Slides 3 – 12) NCETM 2.26 Steps in learning. 2:1 – 2:8 (Slides 13 – 25) NCETM 2.26 Steps in learning. 3:1 – 3:2 (Slides 26 - 27) NCETM 2.26 Steps in learning. 4:1 – 4:2 (Slides 28 - 32) Inspire Unit 5b Unit 9 Mean (average) P82 – 95	Mean Average Data Share equally Divided Representation	Pupils should be taught to: • calculate and interpret the mean as an average • Know how to find the mean of a data set • Know when it is appropriate to find the mean of a data set
	2.27 Scale factors, ratio and proportional reasoning • Teaching point 1: Multiplication and Division can be used to calculate unknown values in correspondence (cardinal value) problems • Teaching point 2: Multiplication and understanding of correspondence can be used to calculate the number of possible combinations of items • Teaching Point 3: Scaling can be used to make and interpret maps • Teaching Point 4: There is a proportional relationship between the dimensions of similar shapes. If the scale factor and dimensions of one of the shapes is known, the dimensions of the similar shapes can be calculated	NCETM 2.27 Scale factors, ratio and proportional reasoning NCETM 2.27 Steps in learning. 1:1 – 1:8 (Slides 3 – 18) NCETM 2.27 Steps in learning. 2:1 – 2:5 (Slides 19 – 22) NCETM 2.27 Steps in learning. 3:1 – 3:6 (Slides 23 - 29) NCETM 2.27 Steps in learning. 4:1 – 4:10 (Slides 30 - 47)	Scale Factors Ratio Proportion Dimensions	Pupils should be taught to: • 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

		Inspire Unit 5a Unit 6 Ratio P242 – 276		• solve problems involving similar shapes where the scale factor is known or can be found • solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
Multiplication and Division	**2.28 Combining division with addition and subtraction** • Teaching point 1: Division can be combined with addition and subtraction. When there are no brackets, division is completed before addition and subtraction. When there are brackets, the calculation within the brackets is completed first. • Teaching Point 2: When adding or subtracting division expressions that have a common divisor, the distributive law can be applied.	NCETM 2.28 Combining Division with addition and subtraction NCETM 2.28 Steps in learning. 1:1 – 1:5 (Slides 3 – 8) NCETM 2.28 Steps in learning. 2:1 – 2:5 (Slides 9 – 14) Inspire Unit 5a Unit 2 Whole Numbers P70 -76	Order of operations Brackets Expressions Common divisor Distributive Law	Pupils should be taught to: • Use the order of operations correctly (Bidmas)
	2.29 Decimal place-value knowledge, multiplication and division • Teaching point 1: To multiply a number by 10/100/1000 move the digits one/two/three places to the left. To divide a number by 10/100/1000 move the digits one/two/three places to the right • Teaching point 2: Measures can be converted from one unit to another using knowledge of multiplication and division by 10/100/1000	NCETM 2.29 Decimal Place Value Knowledge NCETM 2.29 Steps in learning. 1:1 – 1:6 (Slides 3 – 25) NCETM 2.29 Steps in learning. 2:1 – 2:5 (Slides 26 – 29) Inspire Unit 5a Unit 2 Multiplying and Dividing by 10's, 100's and 1000's p54 – 69		Pupils Should be taught to: • 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
	2.30 Multiplicative contexts: area and perimeter 2 • Teaching point 1: The area of a parallelogram can be calculated by multiplying the base by the perpendicular height. All parallelograms with the same base and perpendicular height will have the same area. • Teaching point 2: The area of a triangle can be calculated by multiplying the base by the perpendicular height and then dividing by two. • Teaching point 3: Shapes with the same areas can have different perimeters. Shapes with the same perimeter can have different areas. • Teaching point 4: When a shape has been transformed by a scale factor, the perimeter is also transformed by the same scale factor.	NCETM 2.30 Multiplicative Contexts Area and Perimeter NCETM 2.30 Steps in learning. 1:1 – 1:7 (Slides 3 – 18) NCETM 2.30 Steps in learning. 2:1 – 2:9 (Slides 19 – 41) NCETM 2.30 Steps in learning. 3:1 – 3:5 (Slides 42 – 54) NCETM 2.30 Steps in learning. 4:1 – 4:5 (Slides 55 – 67) Inspire Unit 5a Unit 5 Area of a triangle P219 - 235	Area Perimeter Parallel Opposite Parallelogram Triangle Perpendicular Transform Transformation Reflect Rotate	Pupils Should be taught to: • calculate the area of parallelograms and triangles • 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
Fractions	**3.9 Multiplying fractions and dividing fractions by a whole number** • Teaching point 1: When a fraction is multiplied by a proper fraction, it makes it smaller. To multiply two fractions, multiply the numerators and multiply the denominators.	NCETM 3.9 Multiplying and Dividing Fractions by a Whole Number NCETM 3.9 Steps in learning.		Pupils Should be taught to: • use common factors to simplify fractions; use common multiples to

	• Teaching point 2: When a fraction is divided by a whole number, it makes it smaller. To divide a fraction by a whole number, convert it to an equivalent multiplication. • Teaching point 3: A more efficient method can be used to divide a fraction by a whole number when the whole number is a factor of the numerator.	1:1 – 1:12 (Slides 3 – 19) NCETM 3.9 Steps in learning. 2:1 – 2:9 (Slides 20 – 28) NCETM 3.9 Steps in learning. 3:1 – 3:8 (Slides 29 – 39) Inspire Unit 5a Unit 3 Fractions and Division P122 – 127 (Inspire Unit 5A Unit 3 Adding and subtracting like and unlike fractions)		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 example, 0.375] for a simple fraction
	3.10 Linking Fractions, Decimals and Percentages • Teaching point 1: Some fractions are easily converted to decimals. • Teaching point 2: These fraction–decimal equivalents can be found throughout the number system. • Teaching point 3: Fraction–decimal equivalence can sometimes be used to simplify calculations. • Teaching point 4: 'Percent' means number of parts per hundred. A percentage can be an operator on a quantity, indicating the proportion of a quantity being considered. • Teaching point 5: Percentages have fraction and decimal equivalents. • Teaching point 6: If the value of a whole is known, a percentage of that number or amount can be calculated.	NCETM 3.10 Linking Fractions, Decimals and Percentages NCETM 3.10 Steps in learning. 1:1 – 1:11 (Slides 3 – 28) NCETM 3.10 Steps in learning. 2:1 – 2.7 (Slides 29 – 37) NCETM 3.10 Steps in learning. 3:1 – 3:6 (Slides 38 – 40) NCETM 3.10 Steps in learning. 4:1 – 4:3 (Slides 41 – 49) NCETM 3.10 Steps in learning. 5:1 – 5:11 (Slides 50 – 64) NCETM 3.10 Steps in learning. 6:1 – 6:15 (Slides 65 – 85) Inspire Unit 5a Unit 3 Converting Fractions to Decimals P128 - 132	fraction, proper/improper fraction Decimal Percent Percentage equivalent fraction mixed number numerator, denominator equivalent, reduced to, cancel equal part equal grouping equal sharing sixths, sevenths, eighths, tenths … hundredths, thousandths	Pupils Should be taught to: • 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
Algebra	• Inspire Teaching Point 1: Using letters as numbers – Pupils will be able to recognise and write simple algebraic expressions and evaluate simple algebraic expressions by substitution • Inspire Teaching Point 2: Simplifying Algebraic Expressions – Pupils will be able to simplify algebraic expressions using one variable • Inspire Teaching Point 3: Word Problems – Pupils will be able to interpret, solve and write simple algebraic expressions • Additional Teaching Point 1 – find pairs of numbers that could satisfy an equation with two unknowns	TP 1-3 Inspire Year 6A Unit 1 Algebra ATP – Self-resourced	formula, formulae equation unknown variable Substitute Expression Simplify Linear sequence	Pupils should be taught to: • 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 • enumerate possibilities of combinations of two variables.
Measurement	**Converting Units of Measure**	TP1-2 Inspire Year 5B Unit 8 Measurements p51 – p65	measure measurement size compare unit, standard unit metric unit,	Pupils should be taught to:

	• Inspire Teaching Point 1: Converting a measurement from a larger unit to a smaller unit – pupils will be able to convert measurements of length, mass and volume from a larger unit to a smaller unit: (i) from metres to centimetres (ii) from kilometre to metres (ii) from kilograms to grams (iv) from litres to millilitres • Inspire Teaching Point 2: Converting a measurement from a smaller unit to a larger unit – pupils will be able to convert measurements of length, mass and volume from a smaller unit to a larger unit: (i) from centimetres to metres (ii) from metres to kilometres (ii) from grams to kilograms (iv) from millilitres to litres		imperial unit measuring scale, division guess, estimate enough, Millimetre Centimetre Metre Kilometre Grams Kilograms Millilitres litres	• 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 • 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].
	Converting Units of Measure (2) • Additional Teaching Point 1: Converting between miles and kilometres	ATPs: Self Resourced	Convert Miles Kilometre Comparison ratio	
	Volume of Cubes and Cuboids • Inspire Teaching Point 1: Building solids with unit cubes Pupils will build solids with unit cubes and count the number of unit cubes in a solid • Inspire Teaching Point 2: Drawing cubes and cuboids Pupils will draw a cube/cuboid on isometric/dotty paper and complete partially drawn cube and cuboids on isometric paper • Inspire Teaching Point 3: Building solids with unit cubes Pupils will build solids with unit cubes and count the number of unit cubes in a solid • Inspire Teaching Point 4: Drawing cubes and cuboids Pupils will draw a cube/cuboid on isometric/dotty paper and complete partially drawn cube and cuboids on isometric paper	TP1-4 Inspire Year 5B Unit 14 Volume of cubes and cuboids P257-292	Volume Cube Cuboids Solid Isometric	
Geometry	**Properties of shapes** • Additional teaching point 1: describe positions and vertices of shapes in all four quadrants • Additional teaching point 2: draw and translate simple shapes in all four quadrants • Additional teaching point 3: draw and reflect simple shapes in all four quadrants • Additional teaching point 4: draw any quadrilateral specified by co-ordinates in all four quadrants • Additional teaching point 5: predict a missing co-ordinate in any shape using the properties of shape	ATPs: Self resourced	curved, straight, round hollow, solid, build, construct, draw, sketch, perimeter centre, radius, diameter circumference, concentric, arc net, open, closed surface angle, right-angled congruent intersecting, intersection plane base, square-based symmetry, reflect, reflection axis of symmetry reflective symmetry, pattern, repeating pattern, regular, irregular	Pupils should be taught to: • 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. • Pupils draw and label a pair of axes in all four quadrants with equal scaling. • Pupils draw and label rectangles (including squares), parallelograms and rhombuses, specified by coordinates in the four quadrants, predicting missing coordinates using the properties of shapes. • These might be expressed algebraically for example, translating vertex (a, b) to (a – 2, b + 3); (a, b) and (a + d, b + d) being opposite vertices of a square of side d.

Statistics	**Pie Charts** • Inspire Teaching Point 1: The circle in a Pie Chart represents one whole or 100% • Additional teaching point 2: Pie charts can be interpreted using knowledge of angles, fractions and percentages.	TP1: Inspire Year 6B Unit 9 Understanding Pie Charts ATPs: Self resourced	count, tally, sort, vote survey, questionnaire, data, database graph, block graph, pictogram represent group, set	Pupils should be taught to: • interpret and construct pie charts and line graphs and use these to solve problems • Pupils connect their work on angles, fractions and percentages to the interpretation of pie charts. • Encounter and draw graphs relating two variables, arising from their own enquiry and in other subjects. • They should connect conversion from kilometres to miles in measurement to its graphical representation.

YEAR 6 ENGLISH – Reading

Objectives	National Curriculum Objectives
Content Domains	**Reading - Word Reading** Apply phonic knowledge and skills as the route to decode words; respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes; read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word; read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings; read other words of more than one syllable that contain taught GPCs; read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s); read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words; re-read these books to build up their fluency and confidence in word reading. **Reading - Comprehension** Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently; being encouraged to link what they read or hear read to their own experiences; becoming very familiar with key stories, fairy stories and traditional tales; retelling them and considering their particular characteristics; recognising and joining in with predictable phrases; learning to appreciate rhymes and poems, and to recite some by heart; discussing word meanings, linking new meanings to those already known Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher; checking that the text makes sense to them as they read and correcting inaccurate reading; discussing the significance of the title and events; making inferences on the basis of what is being said and done; predicting what might happen on the basis of what has been read so far Participate in discussion about what is read to them, taking turns and listening to what others say; explain clearly their understanding of what is read to them.
2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 2d make inferences from the text / explain and justify inferences with evidence from the text 2e predict what might happen from details stated and implied 2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2g identify / explain how meaning is enhanced through choice of words and phrases 2h make comparisons within the text	
Word Reading including decoding (Phonics - following Letters and Sounds)	
• Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. • Use combined knowledge of phonemes and word derivations to pronounce words correctly, for example: arachnophobia, audience. • Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. • Read fluently, using punctuation to inform meaning.	
Comprehension: retrieval, deduction, inference, prediction, summarising, exploring authorial intent	
• Read and become familiar with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • Read books that are structured in different ways. • Recognise texts that contain features from more than one text type. • Consider and evaluate how effectively texts are structured and laid out. • Read non-fiction texts to support other curriculum areas. • Read closely to ensure understanding. • Recommend books that they have read to their peers, giving reasons for their choices. • Identify and discuss themes (including social, historical and cultural) in a range of writing and across longer texts • Identify and discuss the conventions of different text types. • Identify key points in an appropriate text. • Learn a range of poetry by heart, for example, narrative verse, sonnet. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Identify and comment on writer's choice of vocabulary, giving examples and explanation. • Identify and explain how writers use grammatical features for effect, for example, the use of short sentences to build tension. • Understand how writers use different structures to create coherence and impact	
Reading Range (including poetry and performance)	
• Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Read books that are structured in different ways and reading for a range of purposes • Make comparisons within and across books • Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Identify and discuss themes and conventions in and across a wide range of writing • learn a wider range of poetry by heart and 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	

YEAR 6 ENGLISH – Writing

Teachers should refer to this curriculum alongside, English Appendices 1 and 2 from Programmes of Study as well as the Reading curriculum and Spoken Language curriculum

<table>
<tr><th colspan="6">Objectives</th><th>National Curriculum Objectives</th></tr>
<tr><td colspan="6">Writing in non-fiction form</td><td rowspan="6">Composition
- Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; noting and developing initial ideas, drawing on reading and research where necessary;
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action; précising longer passages; using a wide range of devices to build cohesion within and across paragraphs; using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- Evaluate and edit by: assessing the effectiveness of their own and others' writing; proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; ensuring the consistent and correct use of tense throughout a piece of writing; ensuring correct subject and verb agreement when using singular and plural; distinguishing between the language of speech and writing and choosing the appropriate register
- Proof-read for spelling and punctuation errors
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Vocabulary, grammar and punctuation (refer to English Appendix 2)
- Develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms; using passive verbs to affect the presentation of information in a sentence; using the perfect form of verbs to mark relationships of time and cause; using expanded noun phrases to convey complicated information concisely; using modal verbs or adverbs to indicate degrees of possibility; using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun; learning the grammar for years 5 and 6 in English Appendix 2
- Indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing; using hyphens to avoid ambiguity; using brackets, dashes or commas to indicate parenthesis; using semi-colons, colons or dashes to mark boundaries between independent clauses; using a colon to introduce a list; punctuating bullet points consistently
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

Terminology: subject, object, active, passive
synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</td></tr>
<tr><td colspan="6">Plan, draft, write, revise & edit - write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary, direct address in explanations and persuasive writing).</td></tr>
<tr><td colspan="6">Writing narratives</td></tr>
<tr><td colspan="6">Plan, draft, write, revise & edit - narrative writing that describes settings, characters and atmosphere
Integrate dialogue in narratives to convey character and advance the action
Select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</td></tr>
<tr><td>Cohesion</td><td>Verb tenses</td><td>Vocabulary</td><td>Sentence</td><td>Text organisation</td><td>Punctuation</td></tr>
<tr><td>Use a range of devices to build cohesions (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs

Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections</td><td>Use verb tenses consistently

Use the passive to affect the presentation of information in a sentence [e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]</td><td>Refer to vocabulary from Y3, 4 & 5

Use vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing

Know and use words related by meaning - synonyms and antonyms [e.g. big, large, little]</td><td>Know the difference between structures typical of informal speech and use structures appropriate for formal speech and writing [e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</td><td>Experiment with the order of sections and paragraphs to achieve different effects

Use varied structures to shape and organise texts coherently

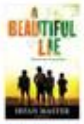
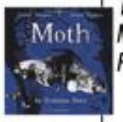
Use paragraphs to achieve pace and emphasis
Use layout devices [e.g. headings, sub-headings, columns, bullets, or tables, to structure text]</td><td>Use the semi-colon, colon and dash to mark the boundary between independent clauses

Use the colon to introduce a list and use of semi-colons within lists

Punctuate bullet points to list information

Use hyphens to avoid ambiguity [e.g. man eating shark versus man-eating shark, or recover versus re-cover]</td></tr>
</table>

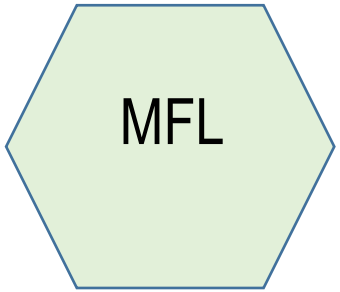
Spelling (see Appendix English 1 from Programmes of Study)	
- Learning to spell words containing each of the 40+ phonemes already taught. - Learning to spell common exception words. - Learning to spell the days of the week. - Name the letters of the alphabet, including in the correct order. - Using letter names to distinguish between alternative spellings of the same - sound - Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs - Use the prefix un– - Use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] - Apply simple spelling rules and guidance, as listed in English Appendix 1 - Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	
Handwriting	
- Sit correctly at a table, holding a pencil comfortably and correctly. - Begin to form lower-case letters in the correct direction, starting and finishing in the right place. - Form capital letters. - Form digits 0-9. - Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	

High quality text suggestions:					
The Arrival by Shaun Tan (Geography, Citizenship, PSHME) 	*No Ballet Shoes in Syria by Catherine Bruton (PSHME, Citizenship, Geography)* 	*What Are We Fighting For? – Poetry (History)* 	*Malala: My Story of Standing Up for Girls' Rights (PSHME, Citizenship)* 	*Wonder by R J Palacio (PSHME)* 	
High Rise Mystery by Sharna Jackson 	*Journey to Joberg by Beverley Naidoo (Geography)* 	*The Harmonica by Tony Johnston (History)* 	*The Element in the Room by Mike Barfield (Science)* 	*A Beautiful Lie by Irfan Master (History)* 	
Letters from the Lighthouse by Emma Carroll (History) 	*The Boy in the Tower by Polly Ho-Yen (Science)* 	*Can We Save the Tiger by Martin Jenkins (Science)* 	*Moth: An Evolution Story by Isabel Thomas (Science)* 	*Trash by Andy Mulligan (Geography, Rights Respecting)* 	

Spoken Language Curriculum, including Drama for Year 1 – Year 6

Objectives						**National Curriculum objectives Years 1-6**
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	Pupils should be taught to: • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication.
Speaking Describe incidents from their own experience in an audible voice	**Speaking** Speak with clarity and use appropriate intonation when reading texts aloud Explain ideas and processes using appropriate and adventurous vocabulary Develop understanding through predicting, imagining and exploring ideas	**Speaking** Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively Develop understanding through speculating, hypothesising, imagining and exploring ideas	**Speaking** Build on vocabulary in order to give detailed explanations Tell stories effectively and convey detailed information coherently for listeners with an increasing command of standard English Respond appropriately to the contributions of others in light of differing viewpoints Develop understanding through speculating, hypothesising, imagining and exploring ideas	**Speaking** Use the techniques of dialogic talk to explore ideas, topics or issues Use and explore different question types and different ways words are used, including in formal and informal contexts Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language	**Speaking** Use the techniques of dialogic talk to explore ideas, topics or issues Use a range of oral techniques to present persuasive arguments and engaging narratives Participate in whole-class debate using the conventions and language of debate, including standard English Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language Continue to develop understanding through speculating, hypothesising, imagining and exploring ideas	
Listening & responding Listen with sustained concentration, building new stores of words in different contexts Listen to and follow instructions accurately	**Listening & responding** Listen to others in class, ask relevant questions and follow instructions Listen to an adult and remember some specific points and identify what they've learned	**Listening & responding** Listen to others in class, ask relevant questions and follow instructions Listen to an adult and remember some specific points and identify what they've learned	**Listening & responding** Listen to a speaker, make notes on the talk and use notes to develop a role-play or improvisation Compare the different contributions of music, words and images in short extracts from TV programmes	**Listening & responding** Identify some aspects of talk which vary between formal and informal occasions Identify different question types and evaluate their impact on the audience Analyse the use of persuasive language	**Listening & responding** Make notes when listening for a sustained period Analyse and evaluate how speakers present points effectively through use of language and gesture Listen for language variation in formal and informal contexts Identify the ways spoken language varies according to differences in the context and purpose of its use	

Group discussion Take turns to speak, listen to other's suggestions and talk about what they are going to do Ask and answer questions, make relevant contributions, offer suggestions and take turns	**Group discussion** Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement	**Group discussion** Use talk to organise roles and action Actively include and respond to all members of the group	**Group discussion** Take different roles in groups and use the language appropriate to them, including roles of leader, reporter, scribe and mentor	**Group discussion** Plan and manage a group task over time using different levels of planning Understand different ways to take the lead and support others in groups Understand the process of decision making	**Group discussion** Understand and use a variety of ways to criticise constructively and respond to criticism Understand different ways to take the lead and support others in groups Understand the process of decision making	
Drama Explore appropriate themes through improvisation and role play	**Drama** Explore appropriate themes through improvisation and role play	**Drama** Explore appropriate themes through improvisation and role play Create roles showing how behaviour can be interpreted from different viewpoints	**Drama** Explore appropriate themes through improvisation and role play Create roles showing how behaviour can be interpreted from different viewpoints	**Drama** Reflect on how working in role helps to explore complex issues Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires	**Drama** Reflect on how working in role helps to explore complex issues Improvise and devise a performance considering how to adapt the performance for a specific audience	



Throughout the Brindishe Federation, children are taught how to speak primarily **SPANISH.** In some year groups, teachers may choose to teach additional languages which suit their current class topic.

EYFS & KS1 will focus mainly on the 1st two objectives through language exploration as part of their daily provision.
By the end of KS2, teaching and learning will have included all of The National Curriculum objectives. Where these are age specific is noted in the year group document below.

Resources

Audio stories in different languages:
https://www.thefablecottage.com/
https://www.thespanishexperiment.com/ **(just in Spanish)**

Radio clips: https://www.bbc.co.uk/programmes/articles/4FDrPw6jzlxpYKq0WsbS8J3/mfl-ks2-spanish-mi-madrid

BBC bitesize resources – video clips, songs, stories and poems: https://www.bbc.co.uk/bitesize/subjects/zxsvr82

Spanish games: http://www.crickweb.co.uk/ks2spanish.html

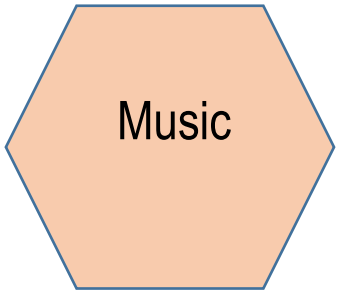
YEAR 6 MFL (Spanish)

Subject content	Objectives	Themes and vocabulary	Country/Influential figure	NC Objectives
Speaking and Listening	• Revise and continue with Y3/4/5 objectives plus: • Use spoken language confidently for a range of audiences • Understand the main points and simple opinions in a spoken story, song or passage • Present information and ideas orally to a range of audiences • Develop accuracy in pronunciation and intonation	morning routine travel transport school subjects, classroom items opinions jobs workplaces money shopping, numbers time	Cuba Buena vista social club and other Cuban music Son music Carlos Acosta – ballet dancer Carmen Herrera – artist Fidel Castro Che Guevara	• present ideas and information orally to a range of audiences • understand basic grammar appropriate to the language being studied, including: feminine, masculine 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 • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places things and actions orally and in writing • read carefully and show understanding of words, phrases and simple writing • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrase. • appreciate stories, songs, poems and rhymes in the language
Reading and Writing	• Revise and continue with Y3/4/5 objectives plus: • Write phrases from memory and adapt these to create new sentences • Read and understand the main points and some detail from a short written passage • Read short authentic texts for enjoyment • Apply knowledge of rules when building sentences – e.g. the adjective comes after the noun			
Intercultural understanding	• Recognise and understand similarities and differences between people and places associated with, for example, different faith traditions and cultural heritages in the wider and global community – e.g. how festivals such as Christmas are celebrated differently around the world, structure of a school day.			
Knowledge about language	• Revise and continue with Y3/4/5 objectives plus: • Use knowledge of sentence structure and basic grammar when reading or creating a sentence in a new language			

YEAR 6 ART

Subject content	Objectives	Vocabulary	Themes and Suggested Artists	NC Objectives
Design, Evaluate and Develop	• Use sketchbooks to plan, record, develop, annotate & critically review ideas and artwork. • Develop visual literacy by examining the way feelings and emotions, are communicated by the artist. • Develop language to describe, modify and evaluate work on-going • Talk about processes involved in own work. • Select and record first hand observations as well as from secondary sources. • Develop observational work i.e. examine proportion, shape and space from direct experience. • To select visual information about a chosen topic and research independently. • Find inspiration, compare ideas, methods and approaches in their own work and that of others and express opinions. • Use the appropriate language of art and design to express a preference and include in discussion/explanation • Be exposed to and develop an understanding of the importance of a diverse range of art, artists, craft makers and designers from around the world. • Understand the cultural, social and historical development of art forms • To experience art in situ by visiting galleries and museums to link with a particular theme, skill or movement. • Begin to develop a knowledge of major schools of art and their proponents • Begin to assess their own artwork against given criteria	Evaluate, observe, properties, self-assess, annotate, adapt, starting point, sources, role and purpose, critically analyse, compare ideas, compare methods, symbolic, subtle, vibrant, representation, contrast, reflect, develop further.	World War 2 Britain since 1945 – decades Pop Art Surrealism Street Art	• To 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. • To create sketchbooks to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques with a range of materials. • To find out about great artists, architects and designers in history.
Media and techniques				
Drawing	• Use a variety of tools and wet/dry media: pencil (all grades), aquarelle, pastel, charcoal, etc. to explore and make lines, shapes and marks on different surfaces e.g. different grades and colours of paper, acetate, chalk on playground floor, etc. Identify artists who have worked in a similar way and effects created. • Explore and draw shapes from observation and from different perspectives; invent new shapes. • Investigate tone by drawing light/dark lines, patterns and shapes. • Investigate texture by describing, naming, rubbing (frottage). • Produce increasingly accurate drawings of people taking into account proportion and contours. • Understand the concept of perspective and begin to incorporate into own drawings.	**Contour:** outline bounding the shape or form **Proportion:** relationship in terms of size, dimension or one thing to another. **Perspective** : foreground, mid-ground and background.	M.C. Escher Salvador Dali Roy Lichtenstein Amedeo Modigliani – portraits	
Painting	• Use a variety of paints: watercolour, ink, poster, oil, acrylics (water and oil based), fabric, aquarelle - selecting media for appropriate/desired effect. • Use and/or make a variety of tools: “found materials” and paintbrushes of different types and sizes to make lines, shapes and marks on different surfaces e.g. different grades and colours of paper, canvas, fabric etc. • Know how to preserve tools e.g. cleaning and storing of paintbrushes using water, detergent or white spirit **(under supervision).**		Faith Ringgold Salvador Dali Gustave Klimt Edvard Munch Rene Magritte Takashi Murakami Hokkusai	

	• Understand and use the techniques to produce: hue, tint, tone, shade and mood. • Explore the use of texture in colours. • Use colour notes precisely e.g. swatches/shade cards • Combine visual qualities and techniques to show movement • Examine spatial relationships in compositions and modify, where necessary, over a period of time.			
Printing	• Explore the effect of changing and combining colours using printing inks. • Combine prints – different tiles or work collaboratively with others. • Understand negative/positive spaces/reversals in screen printing • Use equipment and learn stencil-making techniques to produce repeated images – stencilling and/or screen-printing. • Know and understand the principles of etching in printing. • Explore printing techniques used by various artists and the resultant final effect.	**Stencil:** application of paint/ink through surface with holes. **Bleeding**: colour goes beyond stencil **Squeegee:** equipment used to press colour through the screen **Etching**: cut or carve into a surface.	Dan Mather Andy Warhol M. C. Escher Joan Miro Yayoy Kusama Banksy (stencilling)	
3D	• Explore line, shape and pattern in 3D • Use more than one clay slab to create a relief sculpture e.g. a box, as a plinth for a figure. • Score the clay surface to prepare for joining two or more pieces. Bring a greater level of finesse to delicacy of pieces. • Handle tools appropriately and join using slip. Make own slip. • Use wire to make an armature as a basic structure for sculpture. Ensure balance by using ballast for taller sculptures. • Cut and use Mod roc or paper machė to cover armature. Experiment using a range of media to create authentic/ interesting finishes e.g. metallic crayon	**Plinth** – flat platform for sculpture. **Ballast** – weight to stop sculpture from toppling over. **Slip**: clay diluted with water to act as “glue”. **Mod roc**: plaster impregnated bandage	Pablo Picasso Henry Moore Andy Goldsworthy Antoni Gaudi Ferdinand Botero Salvador Dali	
Mixed Media (including collage)	• Analyse and describe textures in source materials and through observation, scale of different object including overlapping shapes. • Translate drawn composition into collage using tone and colour notes appropriately • Use combination of known techniques to produce collage e.g. natural vegetable dyes, make felt, batik, silk painting. • Discriminate more appropriately in use of materials and techniques.	**mordant**: fixes dye **batik**: wax resist dying technique **gutta**: paste for outlining shapes in silk painting.	Paul Klee Bridget Riley	



The Key Musical Elements

The musical elements are the building blocks of music. The skills and objectives outlined below seek to develop children's awareness of and sensitivity to each of these elements. The musical elements are interrelated and children's understanding of these concepts will deepen over time. Each element is present in most musical activity, but some lessons may focus on a single element.

Pulse: Can you feel the heartbeat?

Rhythm: Can you hear repeated patterns?

Pitch: Is the sound high or low?

Dynamics: Is the sound loud or soft?

Tempo: Is the sound fast or slow?

Timbre: How does the sound feel in your ears?

Structure: What can you hear first, next and after that?

Texture: How many sounds can you hear?

The vocabulary words for each year group are not exhaustive and are designed to build on previous years' learning. You may like to ensure your children are confident using words from the preceding year when discussing and appraising the music they hear and play.

YEAR 6 MUSIC

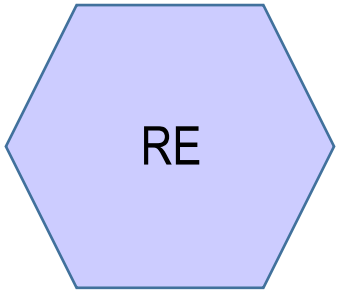
Subject content	Objectives	Vocabulary	Key Musical Elements	NC Objectives
Listening and Responding	• Listen to and discuss a broad and diverse range of musical styles and traditions and place the music in its historical context • Accurately identify musical style indicators for a range of styles, e.g. rock, jazz, 20th Century • Explore the work and influence of a chosen musical artist e.g. Carole King • Understand and discuss the musical elements when appraising and evaluating a piece of music, with increasing focus on **timbre**, **structure** and **texture.** Use formal musical terms to describe **dynamics** and **tempo**. • Discuss families of instruments, e.g. brass, woodwind, strings, and distinguish the main instrument heard in a piece • Respond imaginatively to music in a variety of ways, e.g. movement, dance, mime, poetry, writing, art • Reproduce simple and more detailed rhythmic and melodic sequences based on familiar songs and rhythms	Brass Woodwind Strings Percussion Ensemble Ostinato (repeated pattern) Unison (all together) Canon / round (one after another) Harmony (two or more melodies together) Octave (higher or lower versions of the same note) Time signature Bar	Pulse Rhythm Pitch Dynamics Tempo Timbre Structure Texture	Pupils should be taught to: • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.
Improvising and Composing	• Recall, answer and invent melodic and rhythmic patterns, using voices, body percussion and instruments • Deepen understanding of what musical improvisation means. Continue to improvise and perform confidently in solo and ensemble contexts; use quality not quantity of notes! • Explore and use a range of rhythms and melodies (vocal, body percussion, tuned/untuned instruments, digital) to build musical pieces with a clear purpose, e.g. creating a sad piece to accompany a wartime piece of writing • Select appropriate instruments and how to play them to show control of **timbre** • Begin to compose extended pieces with clear musical sections (**structure**) • Develop an increased awareness of **texture** when combining sounds for an ensemble piece, e.g. singing and percussion; percussion and melody • Confidently recognise and use staff notation to read and play rhythms and melodies • Recognise the shape (contour) of a melody written using staff notation			
Performing and Sharing	• Understand the importance of warming up the voice using a range of sounds that the singing voice and the speaking voice can make • Record compositions using graphic scores or staff notation, so that they can be used to repeat and perform music-making • Prepare and perform musical pieces with confidence and accuracy for an audience, e.g. small groups performing in class or wider school opportunities like assemblies and shows • Use their singing voices confidently and expressively as an ensemble, showing good musical awareness and control, and considering the needs of their audience • Perform, as part of an ensemble, songs that may include simple canons/rounds, rhythmic ostinatos (a repeated pattern) or harmony parts • Describe and evaluate their own music-making and performance, showing respect for each other's musical ideas and efforts			

YEAR 6 HISTORY

Subject content	Objectives	Vocabulary	Theme/period/ influential figure/ possible visits.	NC Objectives
World War II	• Identify WW2 on a timeline and compare this to prior history learning. • Local history study (London). • How did WW2 impact London (look at significant sites) and make comparisons of before/during/after/now? • How was Hither Green affected during WW2? • Look at different sources that tells us about life in Britain and London during WW2. • Significant turning point in British history – WW2 including Battle of Britain. • Read the transcript of Neville Chamberlain's speech – what information can you gather about why he declared war? • Describe how Britain was able to stand firm against the Nazi bombing campaign. • What were the causes and consequences of World War II on Britain? • Give clear reasons why there may be different accounts of history. • How were the Nazis able to invade so many countries in such a short amount of time? • Were all German people members of the Nazi party? • What was life like for all groups of people living in Germany under the rule of the Nazi party? • Locate each of the countries that Nazi Germany invaded – why was the UK so tricky to invade? • Look at different sources that describe the same event (Pearl Harbour, D-Day). How does each source differ? • What was the effect of events such as Pearl Harbour, D-Day landings and the atom bomb on WWII? • Compare the invasions you have learnt about (Roman, Viking, and Nazi). What is similar? What is different?	Evacuation, rationing, air raid, Blitz, campaign, defend, evacuate, industrial, invade, allies, axis, allegiance, Nazi, Jew, occupation, military, Luftwaffe, Concentration Camp, Hitler, Royal Air Force, Home Guard, Home Front, VE Day, D-Day, Normandy landings, Treaty of Versailles, Hiroshima, Holocaust	- BM/BG/BL : Role of the school during war and how it has changed over time. -Houses in Hither Green -Greenwich (WW2 walk) -HMS Belfast -Chislehurst Caves -Imperial War Museum Indian Army, greatest ally King's African Rifles Alan Turing Codes developed by Navajos	• Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources.
The Changing Face of Britain	**A project-based theme** Children to learn about how all the time periods that they have learnt about come together and how the values and beliefs that they have learnt about impact on life in a broader context. • Learn about the history of borders and the creations of states and empires. • Discuss and debate about the 'whitewashing' history. Examine the idea of privilege. • Learning about The British Empire, Civil Rights, BLM and the Windrush generation. • Discuss how portrayals of different ethnic groups, races, genders, sexualities, religious groups in media etc. shapes and impacts our own biases. Own project: • Choose two significant times/places/people in history to compare and how Britain or the wider world has been influenced and shaped by them. • Demonstrate their understanding of methods of historical enquiry and discern how and why contrasting arguments and interpretations of the past have been constructed demonstrate how Britain or the wider world has been influenced and shaped by them. • Create own structured account of their research including written narratives and analyses.	Chronological, coherent, comparison, contrast, influence, analyse, civilisation, expansion, dissolution, empire, society, parliament, peasantry.	Any aspect of History curriculum they have learnt through Y1-6. Comparison of significant people or significant events/time periods.	<u>Ongoing Skills</u> • Ask perceptive questions and think critically. • Weigh evidence and sift arguments. • Develop perspective and judgement. • Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts. • Understand the methods of historical enquiry.

YEAR 6 GEOGRAPHY

Subject content	Objectives	Vocabulary	Theme/ period/ influential figure	NC Objectives
Locational Knowledge	• Identify the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Tropics of Cancer/Capricorn, Arctic/Antarctic circle, time zones, Greenwich Meridian, latitude, longitude		Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and North America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
Place Knowledge	• Understand geographical similarities and differences through the study of human and physical geography of North America contrasted with the United Kingdom.	Economic migration, asylum seeker, refugee, immigrant		**Ongoing processes/skills** • Formulate enquiry questions; using geographical vocabulary; fieldwork to collect, record and present data; make comparisons between human and physical characteristics; use and draw thematic maps; map and compass symbols
Human and Physical geography	• Understanding the importance of, and the relationship between biomes and vegetation belts. • Explain and demonstrate how they work and impact the physical world. • Understand the relationship between supply/demand with vegetation belts and climate change. • Analyse human impact on the environment and how this relates to climate change and sustainability. • Develop solutions that support sustainability. E.G Fairtrade.	Biomes, vegetation belts, equator, precipitation, weather, supply and demand, crop rotation, slash and burn farming, farming, agriculture	Autumn Peltier	
Geographical skills	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Understand standard map symbols and locate features on a map. • Use the 8 and 16 points of a compass, 6-figure grid references, map symbols and ordnance maps. • Develop field work skills through orienteering and/or geocaching.	Ordnance map, orienteering, geocaching,		



Brindishe Schools follow the Lewisham Agreed Syllabus for Religious Education.

Key Stage 1 Breadth of study - During the two years of Key Stage 1, pupils in Lewisham schools should be taught the knowledge, skills and understanding through the following areas of study:

Religions and beliefs and compulsory units

a) Christianity for Key Stage 1. Set out as four half - termly units
b) Two other principal religions from the content provided for Buddhism, Hinduism, Islam, Judaism and Sikhism, one of which should be a religious community with a significant local presence in and around the school –schools must select the first two units of each of the two faiths they choose = 4 half termly units in all.
c) A secular world view, where pupils introduce this from their own experience as appropriate; and
d) The Natural World statutory unit (year 1 term 1)

Plus three of the four following Key Stage 1 Optional Units:

- Belonging / Who am I?
- Right and Wrong
- Sharing Food
- Weddings

Key Stage 2 Breadth of study - During this key stage, pupils in Lewisham schools should be taught the knowledge, skills and understanding through the following areas of study:

a) Christianity for Key Stage 2; this is set out as 5 half term units
b) five other principal religions – Buddhism, Hinduism, Islam, Judaism and Sikhism. Schools should teach the remaining two units from those faiths introduced in KS1 and all four units from the other 3 faiths that have not yet been studied, totalling 16 half termly units
c) a secular world view, where appropriate

Plus the following statutory units:

- The Journey of life and death
- Peace (to be taught in year 3)
- Understanding faith and belief in Lewisham

The units for every faith in Key Stages 1 and 2 have been developed in partnership between Faith and Belief communities, teachers and RE professionals to be taught in the order that they are numbered so that learning is scaffolded to develop knowledge, understanding and concepts. In Key Stage 1 the first unit to teach is The Natural World Unit.

Teachers should refer to the Lewisham Agreed Syllabus for further planning.

https://lewisham.gov.uk/myservices/education/schools/religious-education-in-schools/religious-education-syllabus-for-schools-in-the-borough

YEAR 6 RE

Subject content	Lewisham Agreed Syllabus Objectives	Key Questions	Theme/influential figures/visits/celebrations
Buddhism 3 - Following the Buddah's teaching	The Buddha is the perfect example of what people can become. • The Noble Eightfold Path. • Symbols, e.g. the wheel and lotus. The Dharma (Buddhist teachings). • Story that illustrates Buddhist values – The Monkey King. All Buddhists try to learn and practice the Dharma. This is the teaching and practice that leads to awakening.	How do Buddhists try to follow the teachings of the Buddha? How do the teachings and example of the Buddha help Buddhists to grow towards enlightenment?	**Visit/Visitor** **Celebrations**
Judaism 3 – Abraham	**Belief in One God** • Abram/Abraham. • Abraham and one God. • Abraham and Isaac – obedience to God. **Torah** • Jewish Sacred Text - Where stories about the Jews' relationship with God are found including the story of Abraham. Written as a scroll in Hebrew. • Treated with respect. • Yad.	Why is Abraham important to Jews? How does the Torah help Jewish people to understand what being Jewish means?	**Visit/Visitor** **Celebrations**
Buddhism 4 - The Buddhism community worldwide	The Sangha. • People who follow the Dharma. Some live as monks and nuns. Others meditate and practice Buddhism in ordinary lives. • The five precepts. **Building and Places in the Wider World:** Places of pilgrimage and their significance, e.g. Lumbini – birth place of Buddha. Bodhgaya – place of enlightenment. Deer park at Sarnath – first teachings of Buddha. Kushinagar – where he passed away.	Which places have special meaning to Buddhists? How do Buddhists try to live a good life?	**Visit/Visitor** **Celebrations** Vaisakha Puja Vesak/Wesak (Festival remembering the life, enlightenment and teaching of the Buddha.)
The Journey of Life and Death Unit	**Christianity -** Ways in which human experiences associated with death, loss and bereavement are understood in Christianity. **Hinduism -** Ways in which human experiences associated with death, loss, hope and meaning of life are understood in Hinduism. Know how the Hindu community respond to bereavement and helps support the person who is bereaved. The concept of rebirth **Sikhism -** The ways in which human experiences associated with death, loss, hope, and meaning in life are understood in Sikhism.	**Christianity -** What do Christians believe happens after death? What do Christians believe the purpose of life to be? How do Christians support people during times of loss? **Hinduism -** How do Hindus deal with bereavement? What do Hindus believe about death and the afterlife? What are the rituals after one's death? **Sikhism -** What do Sikhs believe happens after death? How do Sikhs support people during times of loss?	**Visit/Visitor** Share own experiences. **Celebrations** Funerals Wakes (Celebrations of life)
	Judaism - The ways in which human experiences associated with death, loss, hope, and meaning in life are understood in Judaism. **Islam -** The ways in which human experiences associated with death, loss, hope, and meaning in life are understood in Islam. **Buddhism -** The ways in which human experiences associated with death, loss, hope, and meaning in life are understood in Buddhism.	**Judaism -** What do Jews believe happens after death? How do Jews support people during times of loss? **Islam -** What do Muslims believe happens after death? How do Muslims support people during times of loss?	

	All things change Beliefs about death and rebirth.		**Buddhism -** What do Buddhists believe happens after death? What do Buddhists believe the purpose of life to be? How do Buddhists support people during times of loss?	
Judaism 4 - Prayer and worship of God	**The Shema -** Said twice daily. Preparing for prayer: Phylacteries, Tallit, Kippah. The Shema in the Mezuzah – signifying a Jewish home. **Synagogue** • Ark. • Ner Tamid. • Torah portion read in services. • Role of the Rabbi. • Minyan. • Family celebrations. Bar /Bat Mitzvah.		How does the Shema tell Jews to keep their religion alive? How does the role of a Jew change after their Bar/Bat Mitzvah? Why are the home and synagogue equally important in a Jewish person's life?	**Visit/Visitor** Rabbi **Celebrations** Bar/Bat Mitzvah
Understanding faith and beliefs in Lewisham	**Christianity** • What can we discover about this faith in our class and school? • What can we discover about this faith in the local community and Lewisham borough? • How have Christian faith communities in Lewisham changed over the past 50 years? • What are the reasons for changes in these communities? • How do faith groups work in partnership with each other and the local community? • How has life in Lewisham been enriched by the diversity of the faiths and beliefs that make up the borough?	**Judaism** • What can we discover about this faith in our class and school? • What can we discover about this faith in the local community and Lewisham borough? • How has the Jewish faith in Lewisham changed over the past 50 years? What are the reasons for changes? • How do faith groups work in partnership with each other and the local community? How has life in Lewisham been enriched by the diversity of the faiths and beliefs that make up the borough?	•	**Visit/Visitor** From the local community. Local religious leaders. **Celebrations**

YEAR 6 PE

Subject content	Objectives	Vocabulary	Health and Wellbeing	NC Objectives
Invasion Games	• Keeps possession of balls during games situations. • Consistently uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Apply knowledge of skills for attacking and defending and can control the game. .	(refer to vocab from previous years to ensure appropriate progression) Technique, territory, possession.	**Social me:** Can I compare and comment on skills? Can I use this knowledge to support the creation of new games? **Healthy me:** Can I explain with some clarity, how the body reacts during different types of exercise and how this helps develop better performance, fitness and health (mentally, socially? **Thinking me:** Can I recall some strategies/tactical approaches and link this knowledge to another sport?	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
Gymnastics	• Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. • Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. • Adapts sequences to include a partner or a small group. • Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. • Draw on what they know about strategy, tactics and composition when performing and evaluating. • Analyse and comment on skills and techniques and how these are applied in their own and others' work. • Uses more complex gym vocabulary to describe how to improve and refine performances. • Develops strength, technique and flexibility throughout performances.	star, pike, tuck, dish, straddle, stretch, curl Rolls - forward, backward, log, teddy-bear		

Dance	• Use expression to demonstrate theme and narrative in a dance sequence ensuring dances flow and movements are linked considering pattern and formation i.e. diamond, circle, squares, line. • Use all the space provided to maximum potential e.g. using various levels, ways of travelling and motifs. • Perform movements with a growing awareness of technique i.e. pointed toes/flex feet to create a fluent sequence with the required style in relation to the stimulus. • Continue to show a change of pace and timing in their movements paying particular focus to choreographic devices i.e. cannon, repetition, unison, counterbalancing, lifting and supporting partner. • Modifies parts of a sequence as a result of self and peer evaluation using more complex dance vocabulary to compare and improve work. • Incorporate moments to watch/analyse professional dance performances either in theatre or through media. •	Levels Expressions Freeze Direction Performance Speed Sequence/phrases	**Social me:** Can I lead other members of the group? **Emotional me:** Am I aware of my own strengths and weaknesses?	Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Athletics	• Can effectively sustain the appropriate running pace for running event. • Using control and power, can perform various jumps and improve technique and distance. • Can choose the correct technique to effectively perform all throws, including overarm, underarm, javelin, discus and shot put, with accuracy and distance. • Beginning to record peers performances, and evaluate these.	Hop, Jog, Land/Landing, Jump, Overarm Pathway (direction of travel), Sequence, Skip, Sprint, Standing Jump, Take Off, Underarm Long Jump, Long Distance Running, Pull Throw, Baton Exchange, Field event, Flight, Fling Throw, Hurdling, Lead leg, Push Throw, Shot Put, Standing Long Jump, Track event, Trail leg, Crouch Start, Standing Vertical Jump, Changeover zone, Heave throw, Stride pattern, Pacing		

Year 6 PSHME

Subject content	Objectives	Vocabulary	DfE Statutory Guidance
Families and people who care for me	• Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing • Know the characteristics of a healthy family life and how families should support and spend time with each other in times of difficulty, transition, pain and loss. • Be aware that relationships may develop/change over time and continue to develop an understanding and appreciation of different family groupings	communities, volunteers, voluntary, pressure groups	• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • how important friendships are in making us feel happy and secure, and how people choose and make friends • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • what a stereotype is, and how stereotypes can be unfair, negative or destructive • that the same principles apply to online relationships as to face-to- face relationships, including the importance of respect for others online including when we are anonymous • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. • why social media, some computer games and online gaming, for example, are age restricted. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
Caring friendships	• Recognise what constitutes a positive, healthy relationship. • Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. • Recognise when and why someone might try to 'befriend' someone and gain their trust, in order to control or influence them.	Control, un/healthy, empathy, recognising others', abuse, prejudice, trust trolling, dares, pressure, managing pressure, befriend, influences,	
Respecting ourselves and others (including Citizenship and Managing Money)	• Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child • Know that differences and similarities between people arise from a number of factors, including family structures, culture, ethnicity, race, religion, age, gender, gender identity, sexual orientation, and ability (see 'protected characteristics' in the Equality Act 2010). • Know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media • Discuss the signs, effects and strategies for dealing with racism, sexism, religious intolerance, xenophobia, homophobia, biphobia and transphobia. • Recognise that we all have a role to play in confronting and ending all forms of discrimination. Recognise and challenge stereotypes. • Be aware that everyone has different opportunities/starting points in life and how this can have a positive or negative impact (privilege, discrimination) • Recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves • Explore and critique how the media present information • Critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others • Research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people • Know why and how rules and laws that protect them and others are made and enforced; know why different rules are needed in different situations and how to take part in making and changing rules • Learn about the role money plays in their own and others' lives, including how to manage money and about being a critical consumer • Develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) • Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world	rights, duties, home, school, environment, people, places, values, customs, people, difference, diversity, identity, family structures, culture, ethnicity, race, religion, age, gender, gender identity, sexual orientation, ability, racism, sexism, religious intolerance, xenophobia, homophobia, biphobia transphobia, privilege, acceptable, unacceptable, critique, mislead, misrepresent, resolving difference, points of view, anti-social behaviour, aggression, bullying, trolling, discrimination, stereotypes, discussion, debate, money, spending, saving, budgeting, money, interest, loan, tax, debt, resources, sustainability, economics, choices, environment, enterprise, enterprise skills, entrepreneurs	

	• Know what is meant by enterprise and begin to develop enterprise skills		• how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • the importance of self-respect and how this links to their own happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • the facts and science relating to allergies, immunisation and vaccination • the risks associated with an inactive lifestyle (including obesity). • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about menstrual wellbeing including the key facts about the menstrual cycle. • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
Online relationships and internet safety and harms	• Know examples of online issues, which may make someone feel worried, sad, uncomfortable or frightened. • Explain some of the pressures faced when using social media and how this may negatively impact someone's online identity. • Be critical of online images and recognise the many ways images can be manipulated to change opinion or for commercial gain. Know this can include online 'influencers' posing as genuine. • Describe the ways to create a positive reputation and see how this is the same online. • Understand the risks involved with instant communication such as live streaming. Know that rash and impulsive communication can cause problems. • Know there are sites and apps, which may promote well-being and fitness, and know the potential problems with these (body image, dieting and eating disorders, promoting a product or agenda). • Know why most social media, computer games and online games have age restrictions and how to check what these are.	information, forwarding, age-restriction, safety, online, personal information, passwords, images, media (different types), acceptable, unacceptable, influencer, manipulation, commercial, identity, well-being, streaming, reputation.	
Being safe (including health and prevention and basic First Aid)	• Develop strategies for keeping physically, mentally and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety) • Recognise what a crime is and how committing a crime can affect lives. • Discuss which situations are anti-social, legal, illegal or unacceptable. • Know what is meant my arson and why it might be carried out. • Recognise what a weapon is, why some people may carry them and what the consequences are. Discuss what should be done if they know that someone has a gun or knife (or other weapon). • Pre-empt what risky situations may arise when home alone or walking home alone and consider ways of keeping safe. • Know that carrying a mobile phone can help you feel safe but it can also make me unsafe. Discuss the risks of carrying a mobile phone.	actions, behaviour, consequences, mobile phones, responsibility, safe use, advice, support, asking for help, safety, roads, cycle, rail, water, fire, strangers, danger, risk, safety, emergency aid, help, safety, rules	
Physical and mental wellbeing (including mental health, healthy eating, drugs, alcohol and tobacco)	• Know that we have a right to be physically and mentally healthy and a responsibility to keep healthy • Know the importance of respecting and caring for themselves and how this links to their own happiness and mental health. • Learn how to recognise the early signs of physical illness, such as excessive weight, sudden weight loss, unexplained changes to the body, constant fatigue, weakness, shortness of breath, pain etc. • Learn a range of ways to look after their mental health and where to get help if they are concerned about their own or someone else's mental health. • Know that bullying, including online bullying, can have a negative and long lasting impact on someone's mental health. • Know the difference between mental health and mental illness. Know that some people suffer from mental illness and that they will need the right support as soon as possible to try and manage or treat their condition. • Know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; • Know that some drugs are restricted and some are illegal to own, use and give to others, including the consequences of using, possession and selling • Learn about 'change', particularly transition between primary and secondary school.	conflicting emotions, feelings, managing feelings, balanced lifestyles, choices, health, wellbeing, drugs, alcohol, tobacco, medicines, caffeine, stimulant, energy drinks, substance, illegal, processing, selling, habit, change, transition	
Our changing	• Know that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others	privacy, sharing, personal boundaries, confidentiality, secrets, surprises, personal	

bodies and intimate relationships	• Learn how to take care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact. • Judge what kind of physical contact is acceptable or unacceptable and how to respond (including hurting, touching private areas, forcing).Know the right to say 'no' and what is meant by 'consent' • Know how bodies will, and emotions may, change as they approach and move through puberty (including menstruation, wet dreams and masturbation). • Know about menstrual well-being, including key facts about the menstrual cycle, possible symptoms and simple measures to ease symptoms. • Know how sexually transmitted infections are passed, including HIV. • Understand that actions, such as grooming or female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers • Be aware that adults can realise and choose their own sexuality and have the right to be free to do so. • Be aware that everyone is assigned a gender identity at birth which may later feel not right for them • Recognise the difference between, and the terms associated with gender, gender identity and sexual orientation.	safety, physical contact, touch, acceptable, unacceptable, consent, human reproduction, babies, sexual intercourse, pregnancy, contraception, parents/carers, IVF, gender, gender identity, sexual orientation, puberty, menstruation, wet dreams, masturbation, physical and emotional changes, FGM	

YEAR 6 SCIENCE **(Please note all objectives in bold are statutory and must be taught.)**

Content	Objectives	Vocabulary	Scientists	Working Scientifically
Living things and their habitats	• **Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.** • **Give reasons for classifying plants and animals based on specific characteristics.**	Vertebrates, fish, amphibians, birds, mammals, invertebrates, insects, spiders, snails, worms, flowering and non-flowering	Carl Linnaeus	**During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:** • **planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary** • **taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate** • **recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs** • **using test results to make predictions to set up further comparative and fair tests** • **reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations** • **identifying scientific evidence that has been used to support or refute ideas or arguments.**
	• Classify plants into flowering, mosses, ferns, conifers. • Create a branching key to help classify living things without support. • Research unusual animals. • Research the difference between fungus, bacteria and virus.			
Animals , including humans	• **Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.** • **Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.** • **Describe the ways in which nutrients and water are transported within animals, including humans.**	Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs and lifestyle	Gerty Curi, Fabrici, Barnard	
	• Observe pulse rates before, during and after exercise. • Generate pattern seeking questions such as 'do older people have lower pulse rates?' • Research the human circulatory system.			
Evolution and inheritance	• **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**.	Offspring, sexual reproduction, vary, characteristics, suited, adapted, environment, inherited, species, fossils	Charles Darwin, Rosalind Franklin	
	• Classify a species of animal or plant to show variation in a species. • Use different equipment to pick up available food to look for patterns in the suitability of bird beaks. • Research how animals are adapted to different habitats.			
Light	• **Recognise that light appears to travel in straight lines.** • **Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.** • **Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.** • **Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.**	As for year 3 (Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous) plus straight lines, light rays.	Alhazen, Aristotle	**Working scientifically vocabulary** See previous years. true value, anomaly, error, reliable
	• Investigate the shape of shadows and link this to light travelling in straight lines.			
Electricity	• **Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.** • **Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.** • **Use recognised symbols when representing a simple circuit in a diagram.**	Circuit, complete circuit, circuit diagram, circuit symbol, cell, battery, bulb, buzzer, motor, switch, voltage	Benjamin Franklin, Nikola Tesla	
	• Investigate the effect of adding more bulbs/cells/buzzers/motors to a circuit.			

DT Year 6 (Teachers should plan at least two of these each year, plus cooking and nutrition. Please note, the highlighted area in each year group must be covered. The approaches included are suggestions only and teachers are free to choose how they implement the objectives.)

Subject content	Objectives – technical knowledge	Vocabulary	Books/resources/ scientists/ technologists	Objectives - Process
Structures Shelters	• **Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.** •Ask children to investigate a range of shelters that are constructed in different ways. •Find out about different performance textiles used for tents and outdoor equipment. •Investigate how to strengthen structures and how to reinforce a simple square framework. •Test a variety of textiles for water resistance and strength. •Design, make and evaluate a model of a shelter for a specific purpose. • Brainstorm ideas, recording designs on paper. •Make shelter, evaluating as it progresses and thinking of alternatives if the first attempt fails. •Use simple tests to evaluate the function and strength of the shelter.	• **designing** eg modelling, scale model, fair test • **making** eg rolling, strengthening, reinforcing • **knowledge and understanding** eg triangulation, diagonal, stable, strength, framework, material, tube, rigid, section, water resistance, tie, strut, beam, bracket, stay, member, horizontal, vertical, gusset – forces eg tension, compression, bending, twisting	Shelter – Celine Claire	**Design:** • **use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups** • **generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design** **Make:** • **select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately** • **select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities** **Evaluate:** • **investigate and analyse a range of existing products** • **evaluate their ideas and products against their own design criteria and consider the views of others to improve their work** • **understand how key events and individuals in design and technology have helped shape the world** **Skills:** **focused practical tasks**
Mechanisms Fairgrounds	• **Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]** • **Apply their understanding of computing to program, monitor and control their products.** •Research rides that have rotating parts. •Look at mechanisms in which a belt and pulley is used. •Investigate different ways of making a framework to hold the model. •Find out how a model can be controlled by a computer. •Children to design and make a model of a fairground ride which has a rotating part. •Evaluate product according to their own criteria for success.	• **designing** eg model, mock-up, select, modify, improvements, design proposal, criteria • **making** eg framework, construct, temporary joins, permanent joins • **knowledge and understanding** eg rotation, spindle, axle, drive belt, pulley, electric motor, speed, framework, horizontal, vertical, electric circuit, switch, gearing up or down, computer control, mechanism	Frederick Savage Enoch Farrar	
Textiles	**This aspect does not need to be covered this year although some elements may be used during the shelters topic.**			
Cooking and nutrition Making a two course meal	• **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.** •Research different combinations of meal to ensure they cover all the main food groups. •Survey others to decide on what meal would be popular. •Look at recipes and further develop their knowledge of seasonality. •Learn about different aspects of food safety. •Children use the skills that they have developed in cooking and nutrition to plan, cook and evaluate a two course meal.	• **designing** eg evaluating, investigation, preferences, profile, specification, criteria, fair test, costing • **making** eg ingredients, quantities, shaping, mixing, topping, baking, cooking method, grilling, boiling, frying, glazing • **knowledge and understanding** eg savoury, – names of tools and equipment – sensory characteristics eg texture, doughy, crisp, chewy, crunchy, stretchy, elastic – food safety eg hygiene, bacteria, mould, decay, food poisoning	Menus and recipe books	

YEAR 6 COMPUTING

Subject content	Digital Citizenship and Online Safety	Vocabulary	Theme/period/ influential figure	NC KS2 Objectives
Online safety	• Research your own digital footprint • Understand how to control your own online identity • Understand that people manipulate their own online persona to give an unrealistically positive impression of their life • Understand dangers of extremist and illegal content; Understand intellectual property so as to avoid plagiarism/ piracy; • Understand what constitutes adult content and know what is appropriate for you to access at different ages • Understand what 'trolling' is and the implications of it	Copyright Plagiarism Creative commons Trolling Contact lists Component Network	Dame Stephanie 'Steve' Shirley (refugee woman brought to UK on the Kindertransport, who founded her own software company and was the first female president of the Chartered British Computing Society)	• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • 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 • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Ongoing processes/skills • Work collaboratively to share, develop and refine ideas
Digital Citizenship	• Understand the terms 'copyright' and 'plagiarism' and be able to find Creative Commons (i.e. copyright-free) material for their own use • Understand that use of the internet in some countries/ areas may be controlled, restricted or non-existent, and that the quality of internet connection can vary by area or country • Know and understand the history of computing, and how it has shaped our world			
Digital Literacy	• Understand how to use contact lists/ address books efficiently			
Digital Devices	• Understand the units of measurement for digital information (e.g. bits/ bytes/ megabytes/ gigabytes etc) • Understand the main functions of the different components in a computer • Understand the difference between physical, wireless and mobile networks			
Programming	[Continue to explore and refine the skills taught in Year 5] <u>Core concepts</u> • Understand the difference between uses of 'If…then…' and 'If…then…; else…' selection statements • Understand the use of 'Repeat until' iteration statements • Understand how variables control and use data in programs; <u>Using and applying</u> • Design programs to meet specific criteria and solve problems, using a range of iteration and selection statements plus use of variables to achieve their aims • Design and evaluate programs based on audience/ purpose/ effectiveness • Create different programs to meet the same criteria/ end goal			

	• Recognise pros and cons of different algorithms, and identifying the most efficient method for solving a problem • Continue focus on debugging • Use programming tools such as Scratch/ Espresso Coding			• Be able to discuss effectiveness of work, their choices and how they could improve it