

Summer 2025

Y6 The Romans in Britain Learning Sequence

Synopsis: Children learn about the Roman Empire and its impact on Britain at the time and the legacy it left us. Other than History, children acquire and practise skills in Art, making Roman busts, and in Geography, understanding the location and extent of the Empire.

In **English**, children will explore the fiction genre of contemporary stories with a theme. They will also learn about Wordsworth's famous poem, Daffodils and write their own nature-inspired poem.

In **Maths**, children learn statistics, geometry – properties of shape, geometry – position and direction, and problem solving.

In **Science**, children study Life Cycles, Living things – classification.

In **History**, children learn about the Roman Empire and its impact on Britain at the time and the legacy it left us.

In **Art**, children learn about sculpture and drawing.

In **D&T**, children will learn about cams and make a mechanical toy.

In **Computing**, children learn about blogging.

In **Music**, children will use the Charanga music scheme to learn about 'Improvising with confidence' and complete a 'Farewell Tour'.

In **French**, children will use the Kapow scheme to learn about 'Visiting a Town in France'.

In **RE**, children will study Islam and consider 'What does it mean to be a Muslim in British society today?'

In **PE**, children will take part in Strength and Conditioning, Cricket, Athletics and Dodgeball.

In **PSHE**, children take part in Jigsaw lessons on the theme of Relationships and Changing Me.

Length of theme: 11 weeks

English

Poetry – Daffodils by William Wordsworth

Writing Objectives

Language & Vocabulary

Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing.

Become familiar with the language of writing e.g. figurative language,

English Learning Sequence

This unit is based on the poem Daffodils by William Wordsworth. Children will:

- Discuss a poem and practise it reading aloud
- Examine the structure and vocabulary of "Daffodils"

imagery, style and effect.

Use dictionaries (and thesauruses) to check meaning of new words/language.

Select appropriate language and vocabulary to reflect their understanding of audience and purpose.

Plan, Draft, Edit & Evaluate

Note and develop initial ideas drawing on reading.

Select appropriate grammar and punctuation and understand how these can change/enhance meaning.

Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

Use dictionaries to check the spelling and meaning of words.

Proof-read for spelling and punctuation errors.

Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness.

Identify audience and purpose when writing.

Grammar & Punctuation

Use verb tenses consistently and correctly throughout their writing.

Know and understanding the differences between spoken and written language.

Text Structure & Features

Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing.

Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures.

Transcription

Use knowledge of morphology and etymology as a strategy for spelling.

Continue to distinguish between homophones and other words that are often confused.

Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

Use a thesaurus to look for suitable synonyms.

- Explore and examine the significance of William Wordsworth and his Daffodils poem to our locality: the Lake District and Ullswater.
- Discuss how Wordsworth uses language to create vivid descriptions of the daffodils and their impact on the speaker.
- Understand how poets use language (imagery and figurative language) to evoke emotions and create a sense of place
- Discuss and understand the core theme of "Daffodils" being power of nature to inspire joy and happiness, even in moments of solitude or reflection. Students can discuss how the daffodils remind the speaker of his past joy and how they uplift his mood.
- Write their own poems inspired by nature allows them to express their own feelings and interpretations of the beauty around them
- Use descriptive language, imagery and figurative language to capture their own experiences with their chosen natural scenes.

English

Writing Speeches

Writing Objectives

Language & Vocabulary

Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing.

Become familiar with the language of writing e.g. figurative language, imagery, style and effect.

Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points.

Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity.

Use dictionaries (and thesauruses) to check meaning of new words/language.

Select appropriate language and vocabulary to reflect their understanding of audience and purpose.

Plan, Draft, Edit & Evaluate

Note and develop initial ideas drawing on reading.

Select appropriate grammar and punctuation and understand how these can change/enhance meaning.

Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

Use dictionaries to check the spelling and meaning of words.

Précis longer passages.

Proof-read for spelling and punctuation errors.

Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness.

Assess effectiveness of own and others' writing.

Identify audience and purpose when writing.

Grammar & Punctuation

Use verb tenses consistently and correctly throughout their writing.

Use active/passive voice for effect.

Use perfect form to indicate time/cause.

English Learning Sequence

This unit is based on the book 'Talking History' by Joan Haig and Joan Lennon.

Children will:

- Explore the stories behind some famous speeches.
- Read and summarise speeches by: Malala Yousafzai, Barack Obama, Nelson Mandela.
- Read, discuss and compare historic speeches.
- Read, discuss, annotate and compare longer speeches of Greta Thunberg and Malala Yousafzai.
- Memorise and deliver a speech.

- Explore formal and informal language structures by re-writing formal phrases.

- Research Martin Luther King biography.
- Explore the 'I have a dream' speech.

- Plan their own content for a speech.
- Write a paragraph plan for their speech.
- Write the first draft of their speech.
- Re-draft and improve their speech.
- Memorise and deliver their speech.

Identify formal/informal structures e.g. question tags, subjunctive form.
 Know and understanding the differences between spoken and written language.

Text Structure & Features

Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing.

Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures.

Transcription

Use knowledge of morphology and etymology as a strategy for spelling.

Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.

Choose the writing implement best suited to the task.

Continue to distinguish between homophones and other words that are often confused.

Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

Use a thesaurus to look for suitable synonyms.

English

Contemporary Stories with a Theme

Writing Objectives

Language & Vocabulary

Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing.

Become familiar with the language of writing eg figurative language, imagery, style and effect.

Develop characters, settings and atmosphere using language and vocabulary from reading/books.

Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points.

Understand the following terminology: modal verb, relative pronoun;

English Learning Sequence

This unit is based on the book 'Framed' by Frank Cotterill-Boyce

Children will:

- Listen to the introduction. Discuss how novel draw us in.
- Read a chapter: evaluate how this works as a novel opening.
- Read an extract and answer formal comprehension questions.
- Discuss dialogue. Explore what characters say and what we can learn.

relative clause; parenthesis, bracket, dash; and cohesion, ambiguity.
Use dictionaries (and thesauruses) to check meaning of new words/language.

Select appropriate language and vocabulary to reflect their understanding of audience and purpose.
Integrate dialogue to advance action and convey character.

Plan, Draft, Edit & Evaluate

Note and develop initial ideas drawing on reading.

Select appropriate grammar and punctuation and understand how these can change/enhance meaning.

Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

Use dictionaries to check the spelling and meaning of words.

Précis longer passages.

Proof-read for spelling and punctuation errors.

Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness.

Assess effectiveness of own and others' writing.

Identify audience and purpose when writing.

Grammar & Punctuation

Use verb tenses consistently and correctly throughout their writing.

Use active/passive voice for effect.

Use perfect form to indicate time/cause.

Identify formal/informal structures eg question tags, subjunctive form.

Know and understanding the differences between spoken and written language.

Text Structure & Features

Summarise and present familiar stories in their own words.

Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing.

In fiction, consider how authors develop character and setting.

Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures.

- Read extract. Evaluate and sort dialogue into own categories. Roleplay a scene.
- Discuss characters. Listen for character clues.
- Read extract. Copy pertinent text. Make inferences using quotes.
- Discuss Dylan's stories. Talk about anecdotes.
- Discuss ideas. Write a short personal story. Rehearse and refine.

- Discuss sayings and misunderstandings: revise co-ordinating and subordinating conjunctions.
- Extend sayings in different ways, exploring the images created.
- Recap main and subordinate clauses joined by conjunctions, compare to using commas and semi-colons.
- Write in role, expressing misunderstandings.

- Explore register and formal and informal vocabulary.
- Read, compare & match descriptions. Create a formal/informal dictionary.
- Revise register and formal and informal vocabulary.
- Explore impact of tags and grammar rules.

- Recap the story so far and share an exciting chapter.
- Explore how 'what if' questions can help to discuss potential stories.
- Use questions to generate story ideas. Make notes for a story.
- Discuss narrative point of view. Recap story arcs.
- Plan satisfying stories with a new narrative point of view.
- Discuss the narrative style (and register) of Framed.
- Recap story features.
- Write the beginning of the story with new narrator.
- Discuss creating impact through sentence structure.
- Revise ways of joining clauses, including colons and semi-colons.
- Complete story, using conjunctions, colons and semi-colons.
- Read and evaluate stories. Identify and make improvements

Transcription

Convert nouns or adjectives into verbs using suffixes eg -ate; -ise; -ify.
 Understand verb prefixes eg dis-, de-, mis-, over- and re-.
 Spell some words with silent letters.
 Use knowledge of morphology and etymology as a strategy for spelling.
 Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
 Choose the writing implement best suited to the task.
 Continue to distinguish between homophones and other words that are often confused.
 Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
 Use a thesaurus to look for suitable synonyms.

English

Guided Reading sessions

English Objectives
Word Reading

Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est Endings.
 Read other words of more than one syllable.
 Read words with contractions and understand role of apostrophe.
 Read aloud accurately books that are consistent with taught phonic knowledge and re-read to build fluency.
 Continue to apply phonic knowledge to decode most words quickly and accurately when they have been frequently encountered.
 Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes.
 Sound out unfamiliar words accurately, automatically and without undue hesitation.

English Learning Sequence

- Teacher-led guided reading sessions delivered weekly in small groups according to ability.
- A range of texts used for every group including fiction, non-fiction and poetry.
- Children complete independent follow-up tasks after teacher-led guided reading session.

Read words containing common suffixes.

Read common exception words.

Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words.

Read further exception words.

Note unusual correspondence between spelling and sound.

Identify word families based on common root words.

Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words.

Read further exception words.

Note unusual correspondence between spelling and sound and where these occur in the word.

Identify further word families based on common root words.

Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words.

Comprehension

Continue to read/discuss an increasingly wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories.

Read a wide variety of books that are structured in different ways for a range of purposes.

Increase familiarity with wide range of myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures.

Recommend books to peers, explaining their reasoning through explicit explanation developed by close reference to the text.

Identify and discuss themes and conventions in and across a wide range of writing with identification of viewpoint developed through close reference to the text.

Perform poems and playscripts for audience (using appropriate

intonation, tone, volume to convey meaning).

Checking that the book makes sense to them, discuss and explore meanings of words in context.

Ask relevant and pertinent questions to improve understanding of text.

Infer characters' feelings, thoughts and motives and justify using evidence.

Predict what might happen from details stated and implied.

Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Identify how language, structure and presentation contribute to meaning.

Evaluate authors' use of figurative language and consider effect on the reader.

Distinguish between fact and opinion.

Retrieve, record and present information effectively from non-fiction books.

Discuss books and courteously challenge others' opinions, providing reasoned justifications for their views.

Explain their understanding through detailed discussions, formal presentations and debates.

Maths

Statistics, Geometry – properties of shape, Geometry – position and direction, Problem solving.

Maths Objectives

Geometry

Draw 2 -D shapes using given dimensions and angles.

Recognise, describe and build simple 3 -D shapes, including making nets.

Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.

Illustrate and name parts of circles, including radius, diameter and

All year groups follow the Power maths mastery programme.

These curriculum objectives are covered in daily lessons through a small step, progressive approach.

circumference and know that the diameter is twice the radius.
 Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
 Describe positions on the full coordinate grid (all 4 quadrants).
 Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Statistics

Interpret and construct pie charts and line graphs and use these to solve Problems.

Calculate and interpret the mean as an average.

Science

Living things – classification

Science Objectives

Make Observations

Independently decide which observations to make.

Perform Tests

Recognise and control variables where necessary.
 Explain which variables need to be controlled and why.

Ask Questions

Plan different types of scientific enquiry in order to answer questions.
 Use science experiences to explore ideas and raise different types of

Science Learning Sequence

Children will:

- Describe key identification features used to distinguish and identify animals & plants.
- Construct spider and number keys to distinguish and identify animals & plants.
- Classify groups of living things using keys by fine difference (e.g. woodlice, lichens, worms).
- Know there are 5 Kingdoms of living things and know examples.
- Describe classification features of each Kingdom.
- Describe the reasons for classifying living things.
- Know that fungi are important decomposers. Know examples.

<p>question.</p> <p>Gather Data Decide how to record data/results of increasing complexity using diagrams, classification keys, tables, scatter graphs, bar and line graphs. Report and present findings from enquiries, examining causal relationships and reliability of results.</p> <p>Analyse Data Use test results to make predictions to set up further tests (comparative/fair) and explain reasoning. Interpret scientific evidence that has been used to support/refute arguments.</p> <p>Use Equipment Take measurements using a range of scientific equipment with accuracy and precision, taking repeat readings where appropriate.</p> <p>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 micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p>	<ul style="list-style-type: none"> • Understand how bacteria can be useful and can cause disease. • Understand how hygiene is important to prevent the spread of disease. Know how to keep safe. • Investigate what happens to a compost heap/bread/apple over time? What happens to (bread, apple, etc) over time? What happens to (plastic, tin foil, etc) over time? (Observe, describe, photo, draw & measure). • Know basic grouping – flowering/non-flowering plants, vertebrates/invertebrates & micro-organisms. • Describe classification groups, leading to the construction of a binomial name. Know examples. • Know how to write a binomial name. • Sort example living things into broad groups using important features (link to 5 Kingdoms). • Research work of John Ray/Carl Linnaeus. • Research binomial names of common species. • Use random sampling to measure biodiversity (species richness, abundance & evenness) & population size over time. • Use transect lines. • Sample & classify species within a habitat. • Use range of equipment/data loggers over time. • Investigate what is the effect of changing (habitat) on biodiversity? (e.g. plant trees, add feature, etc).
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History

The Romans in Britain – What did the Romans do for us?

<p>History Objectives</p> <p>Historical Concepts Establish clear narratives within and across periods by using secure chronological understanding Examine different aspects of history e.g. social, cultural, political and religious, in different contexts</p>	<p>History Learning Sequence</p> <p>Children will:</p> <ul style="list-style-type: none"> • Children will learn the legend of the founding of Rome, create a storyboard and retell the story to the class. • Children will learn about what life was like in Britain before the
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Analyse trends, looking at continuity/change and similarity /difference/significance and use them to make connections and draw contrasts

Gain historical perspective by making connections between local, national and international history

Stories & Sources

Construct informed responses that involve thoughtful selection and organisation of relevant historical information

Develop perspective and judgement by weighing evidence and sifting arguments eg propaganda

Explain why contrasting arguments and interpretations of the past exist

Historical Questions

Address and devise a wide range of historically-valid questions about change, cause, impact and significance

Historical Vocabulary

Develop and apply a range of historical vocabulary eg influential, narratives, perspective

Romans came.

- Children will create a timeline for Roman expansion into Britain, learn about the Roman army and make a Roman shield.
- Children will look at the evidence we have for what life was like for Roman soldiers. Learn some Latin commands.
- Class trip to Birdoswald Roman Fort, Hadrian's Wall
- Children will find out what artefacts can tell us about life in Roman Britain and make a clay coil pot.
- Children discuss what a legacy is and explore the different aspects of the Roman legacy. They trace the Latin roots of words we use in English.
- Children compare the Roman names in Latin for the months of the year to the current English equivalents.
- Children learn about Roman numerals. They write dates and amounts using these numbers and begin to understand how the Roman numeral system works.
- Children research a particular aspect of the 'Roman Legacy' and create a set of PowerPoint slides to contribute to a class presentation.

Geography

Part of the History unit of learning: What did the Romans do for us?

Geography Objectives

Locational Knowledge

- Locate world's countries & cities using maps (focus on Europe and N/S America) and explain environmental regions, key physical/human features.
- Name and locate countries, cities and regions of the UK.

Geography Learning Sequence

- Children will use maps to explore the Roman Empire geographically over time.
- Children will identify Rome and Italy on maps of Europe and then identify the areas and countries which became part of the Roman Empire.
- Children look at where the Roman cities in Britain were located and discuss why the Romans chose to build cities there. They discuss why the Romans built good straight roads.
- Children learn how Roman roads were made and where they were built. They place Roman towns and cities on a map of Britain.

Art

Sculpture – Roman Busts

Art Objectives

Media & Materials

Capture artistic process in sketch book.

Significant Artists

Over the course of history, understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation. Communicate ideas and comment on artworks using artistic language.

Vocabulary

Use wide range of artistic vocabulary to evaluate own work and communicate ideas / comment on artworks e.g. atmosphere, symbolise, mastery, evocative

Skills

Master art/design techniques with wide range of materials

Art Learning Sequence

Children will:

- Explain some of the key features of Roman busts.
- Explain why Romans wanted to have all of their 'flaws' on display.
- Relate the development of Roman busts to what we understand about the Roman army.
- Have recorded their observations about facial expressions to revisit over the next session.
- Have improved their understanding of how clay can be used and the different effects that can be created with clay.
- Appreciate that the style and expression of Roman busts reflects the power and position of the Roman army within Roman culture.
- Have used their developing range of techniques to create a relief model of their face based on their learning about Roman sculptures:
 - Squeezing the clay
 - Pulling and pinching the clay with your fingers.
 - Carving details into the clay with tools.
 - Smoothing out the clay with your fingers.

Art

Drawing in the style of an artist – pencil movement and reflection

Art Objectives

Media & Materials

Capture artistic process in sketch book

In drawing, use a wide range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration

Significant Artists

Over the course of history, understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation. Communicate ideas and comment on artworks using artistic language.

Art Learning Sequence

Children will:

- Discuss what movement means in art and look examples.
- Practice drawing lines of action to show movement in pairs.
- Discuss how reflections are seen in everyday life.
- Explore how to draw reflections from a mirror or a water surface.
- Practice drawing reflections using mirrors in small groups.
- Discuss what they learned about movement and reflection.

<p>Vocabulary Use wide range of artistic vocabulary to evaluate own work and communicate ideas / comment on artworks e.g. atmosphere, symbolise, mastery, evocative</p> <p>Skills Master art/design techniques with wide range of materials</p>	<ul style="list-style-type: none"> • Look at a specific artist known for their movement and reflections (e.g., Edgar Degas). • Replicate a small section of an artist’s work focusing on movement and reflection. • Create a drawing using the artist’s style, incorporating movement and reflection. • Explain their art and inspiration and the techniques they used using artistic vocabulary.
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D&T

Complex structures – CAMS mechanical systems

<p>D&T Objectives</p> <p>Design Confidently take calculated risks to become innovative, resourceful and enterprising. Communicate, generate and develop ideas, drawing on other disciplines e.g. science, maths, computing.</p> <p>Technical Knowledge Construct more complex structures by applying range of strategies in order to solve real/relevant problems Making connections to real & relevant problems, apply understanding of wider range of mechanical systems (gears, pulleys, cams, levers and linkages)</p>	<p>D&T Learning Sequence</p> <p>Children will:</p> <ul style="list-style-type: none"> • identify how cams create movement • identify how cams work in an automata (mechanical toy) • explain the difference between soft and hard woods. • develop ideas through cross-section diagrams • saw, join and drill wood • make an accurate box frame • integrate a cam mechanism into an automaton • test and adapt mechanisms
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Computing

Purple Mash Computing Scheme of work unit 6.4 Blogging

<p>Computing Objectives</p> <p>Digital Literacy Express own ideas by selecting, using and combining a variety of software on a range of digital devices and create programs.</p>	<p>Computing Learning Sequence</p> <p>Children will:</p> <ul style="list-style-type: none"> • Understand how a blog can be used as an informative text.
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<p>Information Technology Use the opportunities computer networks offer for communication and collaboration.</p> <p>E-Safety Confidently, competently and responsibly use information and communication technology.</p>	<ul style="list-style-type: none"> • Understand the key features of a blog. • Work collaboratively to plan a blog. • Create a blog or blog post with a specific purpose. • Understand that the way in which information is presented has an impact upon the audience. • Post comments and blog posts to an existing class blog. • Understand the approval process that their posts go through and demonstrate an awareness of the issues surrounding inappropriate posts and cyberbullying. • Assess the effectiveness and impact of a blog. • Understand that content included in their blog carefully considers the end user.
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Music

Charanga – Improvising with confidence

<p>Music Objectives</p> <p>Performing Play (including ensembles) melody following staff notation written on one stave. Accompany melodies using block chords / bass line. Further understand differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. Read and play confidently from rhythm notation cards / rhythmic scores.</p> <p>Composing Create music that includes repetition and contrast, using chord changes. Extend improvised melodies beyond 8 beats over a fixed groove. Plan and compose an 8- or 16-beat melodic phrase.</p> <p>Listening Listen with attention to detail to combination of high-quality recorded and live music.</p>	<p>Music Learning Sequence</p> <p>A six-week unit of work sequenced with high musical expectations that give all children the opportunity to learn about, enjoy and explore music.</p> <p>This unit sets out sequences of learning around a song in key musical areas which, over time, all contribute towards the steadily increasing development of musicianship:</p> <ul style="list-style-type: none"> • Musicianship (Understanding music and/or Improvise together) • Listening and Responding • Learn to Sing the Song • Play your instruments with the song • Composing and improvising • Perform the song • End of Unit Quiz
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Appreciate and understand music from range of origins, traditions, historical periods and social contexts.

Evaluate and discuss music using increasing complex language.

Singing

Sing broad range of songs (including syncopated rhythms) as part of a choir.

Continue to sing 3- and 4-part rounds / partner songs.

Continue to perform range of songs as choir to range of audiences.

Music

Charanga – Farewell Tour

Music Objectives

Performing

Play (including ensembles) melody following staff notation written on one stave.

Accompany melodies using block chords / bass line.

Further understand differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.

Read and play confidently from rhythm notation cards / rhythmic scores.

Composing

Create music that includes repetition and contrast, using chord changes.

Extend improvised melodies beyond 8 beats over a fixed groove.

Plan and compose an 8- or 16-beat melodic phrase.

Listening

Listen with attention to detail to combination of high-quality recorded and live music.

Appreciate and understand music from range of origins, traditions,

Music Learning Sequence

A six-week unit of work sequenced with high musical expectations that give all children the opportunity to learn about, enjoy and explore music.

This unit sets out sequences of learning around a song in key musical areas which, over time, all contribute towards the steadily increasing development of musicianship:

- Musicianship (Understanding music and/or Improvise together)
- Listening and Responding
- Learn to Sing the Song
- Play your instruments with the song
- Composing and improvising
- Perform the song
- End of Unit Quiz

<p>historical periods and social contexts. Evaluate and discuss music using increasing complex language.</p> <p>Singing Sing broad range of songs (including syncopated rhythms) as part of a choir. Continue to sing 3- and 4-part rounds / partner songs. Continue to perform range of songs as choir to range of audiences.</p>	
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PE

Strength and Conditioning

<p>PE Objectives</p> <p>Communication Communicate, collaborate and compete with each other in order to inspire self and others to succeed and excel. Evaluate and recognise own and others' success and identify strategies for improvement.</p> <p>Participation Play competitive games showing good communication and collaboration to demonstrate their sense of sportsmanship. Apply range of principles suitable for attacking and defending.</p> <p>Competence Use a broad range of skills in isolation and in combination to become physically confident. Master flexibility, strength, technique, control and balance.</p>	<p>PE Learning Sequence</p> <p>Children will:</p> <ul style="list-style-type: none"> • Name and understand the muscles used in strength training. • Take part in exercises that develop upper body strength. • Take part in exercises that develop stamina and cardio. • Take part in exercises that develop leg and lower body strength. • Plan their own workout to maintain strength and stamina at home.
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PE

Cricket

<p>PE Objectives</p> <p>Communication</p>	<p>PE Learning Sequence</p> <p>Children will:</p>
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<p>Communicate, collaborate and compete with each other in order to inspire self and others to succeed and excel. Evaluate and recognise own and others' success and identify strategies for improvement.</p> <p>Participation Play competitive games showing good communication and collaboration to demonstrate their sense of sportsmanship. Apply range of principles suitable for attacking and defending.</p> <p>Competence Use a broad range of skills in isolation and in combination to become physically confident.</p> <p>Performance Perform dances and gymnastic routines on own and with others using a range of movement patterns. Evaluate and compare performances with previous ones. Demonstrate improvement to achieve personal best.</p>	<ul style="list-style-type: none"> • Hit a bowled ball out into the field, working on improving force and controlling the direction of the hit. • Practice bowling the ball, with a focus on intentionally varying the speed and style of the ball. • Practice performing a range of manoeuvres to enable them to get into position to make a catch when fielding (e.g. running in, diving, catching with one hand, etc.). • Accurately throw a ball overarm and underarm to reach a designated target. • Develop their own tactics and strategies to positively impact gameplay.
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PE

Athletics

<p>PE Objectives</p> <p>Communication Communicate, collaborate and compete with each other in order to inspire self and others to succeed and excel. Evaluate and recognise own and others' success and identify strategies for improvement.</p> <p>Participation Play competitive games showing good communication and collaboration to demonstrate their sense of sportsmanship. Apply range of principles suitable for attacking and defending.</p> <p>Competence Use a broad range of skills in isolation and in combination to become physically confident.</p>	<p>PE Learning Sequence</p> <p>Children will:</p> <ul style="list-style-type: none"> • Demonstrate an improvement in reaction speed through repetition. • Execute the underarm throw with accuracy and success in isolation and sometimes in a game situation. • Understand what an effective springing technique involves and work hard to improve theirs. • Work well with team members to pass and receive the baton using the learned technique. • Demonstrate some endurance and stamina to be able to run for longer distances.
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<p>Performance Perform dances and gymnastic routines on own and with others using a range of movement patterns. Evaluate and compare performances with previous ones. Demonstrate improvement to achieve personal best.</p>	<ul style="list-style-type: none"> • Run at an appropriate pace to suit the activity, including speeding up at the end. • Mostly use their preferred leg to lead with over the obstacles and maintain a consistent stride pattern. • Demonstrate increasing coordination, speed and rhythm when hurdling. • Demonstrate an effective technique for the three different jumps and gain good height and distance with them. • Lead jumping activities effectively. • Demonstrate an effective technique for the overhead heave throw technique and gain good distance with it. • Effectively use different throwing techniques for distance and accuracy.
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PE

Dodgeball

<p>PE Objectives</p> <p>Communication Communicate, collaborate and compete with each other in order to inspire self and others to succeed and excel. Evaluate and recognise own and others' success and identify strategies for improvement.</p> <p>Participation Play competitive games showing good communication and collaboration to demonstrate their sense of sportsmanship. Apply range of principles suitable for attacking and defending.</p> <p>Competence Use a broad range of skills in isolation and in combination to become physically confident.</p> <p>Performance Perform dances and gymnastic routines on own and with others using a</p>	<p>PE Learning Sequence</p> <p>Children will:</p> <ul style="list-style-type: none"> • Practise throwing the ball in a variety of directions with some precision. • Learn how to dodge the ball consistently in a variety of ways and control. • Use a ball in a game to block and protect themselves and try and keep possession of the ball. • Practise catching the ball in the ready position during a game of dodgeball. • Listen to others, express their own ideas and work well with others tactically. • Evaluate and recognise success to help improve performance. • Take on a leadership role when working with a team.
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range of movement patterns.
 Evaluate and compare performances with previous ones.
 Demonstrate improvement to achieve personal best.

RE

Islam: What does it mean to be a Muslim in Britain today?

RE Objectives

- Understand the 5 pillars of Islam.
- Describe how Muslims in Britain practise their beliefs.
- Understand the significance of the Hajj for Muslims.
- Know about the lives of inspiring people of Muslim faith.

RE Learning Sequence

Children will:

- Recap the 5 pillars of Islam
- Sort a set of 40 quotation cards to match the different pillars.
- Ranking for thinking: Ask pupils to re-read the cards. This time, they should rank the cards. Which ones make the most interesting or important points about the Pillars? Why? Does everyone agree? Why not?
- Children to have 5 blank cards and write on each card an example of what makes them feel strong, what gives strength to their lives.
- Watch the clip about Sara (12-year-old British Muslim)
- Discussion about the similarities between Sara and themselves.
- Task: Sort the cards on appendix 1 and discuss the order for respect.
- Virtual tour of a mosque, including the call to prayer. Create a class display focus on the learning about the mosque.
- Look at annual pilgrimage to Hajj. Discuss the spiritual journey. Compare and contrast to own spiritual journey.
- Share sections of 'Amazing Muslims Who Changed The World' by Burhana Islam
- Discuss what makes What makes them inspirational.
- What ways are you and could you be an inspirational person who makes a difference in our world?

PSHE

Jigsaw – Relationships

PSHE Objectives

- I know that it is important to take care of my mental health.
 - I understand that people can get problems with their mental health and that it is nothing to be ashamed of.
 - I know how to take care of my mental health.
 - I can help myself and others when worried about a mental health problem.
 - I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.
 - I can recognise when I am feeling those emotions and have strategies to manage them.
 - I can recognise when people are trying to gain power or control.
 - I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.
 - I can judge whether something online is safe and helpful for me.
 - I can resist pressure to do something online that might hurt myself or others.
 - I can use technology positively and safely to communicate with my friends and family.
- I can take responsibility for my own safety and well-being.

Jigsaw Learning Sequence

What is mental health? Consider the definition of mental health from WHO. Children finish the sentence: If I feel mentally well, I can... Use analogy of a set of balancing scales to explain mental health balancing the challenges of life with different ways we can support ourselves.

My mental health: Share the cycle of thoughts, feelings and actions, talking through a scenario to demonstrate the cycle. Relate to the balance scales model from previous lesson. Talk about spotting clues in ourselves or others to stop the negative cycle.

Love and Loss: Order 'Loss or Change cards' on a continuum of easy/difficult to cope with. Describe feelings associated with loss and change. Talk through the stages of grief. Use scenario cards to imagine how the stages of grief might apply to different people and situations.

Power and Control: Look at newspaper headlines to reflect of different situations where power and control are being exercised. Explore possible reasons why someone might try to have power or control over others. Use scenario cards and 'conscience alley' to suggest ways the different characters in the scenarios could stand up for themselves.

Being Online: Real or Fake? Safe or Unsafe? Complete calculator activity to emphasise the size and continual growth of the internet. Share the SMARRT rules and the BBC 'Own It' video, summarising online risks. Talk about the Online Safety Act (2023). Use scenario cards to consider how people use technology and the internet to gain control. Use SMARRT rules to plan how these situations could be prevented/resolved.

Using Technology Responsibly: Recap SMARRT rules from last session. Talk about their own confidence with technology compared to that of some adults they know. Consider reasons for this. Children use PowerPoint to make a safer technology presentation for parents/adults

PSHE Objectives

- I am aware of my own self-image and how my body image fits into that.
- I know how to develop my own self esteem.
- I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.
- I can express how I feel about the changes that will happen to me during puberty.
- I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.
- I can recognise how I feel when I reflect on the development and birth of a baby.
- I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend.
- I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to.
- I know myself well enough to maintain positive relationships with others whilst still keeping my own identity.
- I can be assertive when appropriate.
- I am aware of the importance of a positive self-esteem and what I can do to develop it.
- I can express how I feel about my self-image and know how to challenge negative 'body-talk'.
- I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.
- I know how to prepare myself emotionally for the changes next year.

Jigsaw Learning Sequence

My Self Image: Play the 'how much will it cost' game to demonstrate the scale of prices of items people want to 'look good'. Discuss helpful ways we can 'measure' ourselves than jus on appearance. Consider what a 'beautiful' person is. Discuss where these thoughts and ideas have come from. Discuss 'negative self-talk' and how we can overcome comparing ourselves to others.

Puberty Recap physical changes that happen to our bodies during puberty. Use vocabulary cards to help review and to learn new words. Understand about the male and female reproductive systems. Play truth or myth game. Allow time for girls and boys, separately, to ask questions about things they may be confused or worried about.

Babies: Conception to Birth: Discuss how a baby develops in the womb. Learn about labour and birth. Consider the range of emotions and feelings associated with pregnancy and birth.

Boyfriends and Girlfriends: Introduce the idea that people may start wanting to have relationships, but there is no expectation for everyone to be in a relationship. Share scenario story of 'sexting'. Discuss story. Summarise what they have discovered about having a boyfriend/girlfriend today. What have they learnt about having a respectful relationship with another person in the future?

Real self and ideal self: Share images of 'ideal' bodies. Discuss what is shown in the media and in shops. Complete a real self/ideal self template figure.

The Year Ahead: Discuss the move to secondary school. What is holding you back? Play 'Bin the worry' game. Discuss best moments and memories of primary school. Visualise 3 things they are most looking forward to next year.

French
Visiting a town in France
French objectives:
French Learning Sequence

- To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.
- To know that partitive articles describe where something is placed: le livre est à côté du stylo.
- To know a range of prepositions to describe the position of objects.
- To know that the way verbs change to match the pronoun is called conjugation.
- To know that some verbs do not follow regular patterns, including avoir (to have), être (to be) and aller (to go).
- To know that parce que (because) can be used to extend a sentence and give a justification.
- Listening and gisting information from an extended audio passage using language detective skills.
- Reading short authentic texts for enjoyment or information.
- Identifying and extracting key information in a range of authentic texts.
- Using a bilingual dictionary to select alternative vocabulary for independent sentence building.
- Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.
- Planning, asking and answering extended questions.
- Developing extended sentences to justify a fact or opinion.
- Engaging in conversation and transactional language.
- Using intonation and gesture to differentiate between statements and questions.
- Speaking and reading aloud with increasing confidence and fluency.
- Using existing knowledge of vocabulary and phrases to create new sentences.
- Constructing a short text on a familiar topic.
- Using a wide range of descriptive phrases.

We follow the Kapow scheme of work

Children will:

- Describe routes to school using pictures and word cards.
- Follow simple directions accurately.
- Describe the relationship between places using a preposition.
- Put modes of transport into a simple sentence.
- Role-play buying tickets in French.
- Use modes of transport to build sentences about going to places.
- Begin constructing negative sentences correctly.
- Learn to say and read places in a town.
- Use a writing frame to give a reasoned opinion for visiting a place.
- Identify the grammatical elements of a text.
- Understand the gist of a text.
- Use a text to write their own description of a place.