

Spring 2025

Y6 Rivers, Mountains, Volcanoes and Earthquakes Learning Sequence

Synopsis:

This topic is an excellent introduction to the key aspects of physical geography that children need to understand and describe in key stage 2. Children gain a thorough knowledge of rivers, mountains, volcanoes, earthquakes by applying knowledge gained from research to practical tasks. They will study the physical geography of mountains and mountain ranges, and their formation. They will learn about the features and key aspects of earthquakes; finding out about the movement of tectonic plates and about seismic waves as well as learning about life in an earthquake zone. Children will also learn about the features of volcanoes and their formation; discovering how they are distributed around the world. Children will learn about the formation and features of a river. They will follow its journey to the sea and discover the importance of rivers in settlements, travel, farming and the industrial use of rivers too.

In **English**, children will explore two fiction genres of mystery stories and stories from another culture.

In **Maths**, children learn ratio and proportion, algebra, decimals, percentages and measure (perimeter, area and volume).

In **Science**, children study Light and Animals including humans.

In **Geography**, children study rivers, mountains, volcanoes and earthquakes.

In **Art**, children learn about watercolour and printing.

In **D&T**, children will design and create a healthy snack for a mountain adventure.

In **Computing**, children learn about spreadsheets and quizzing.

In **Music**, children will use the Charanga music scheme to learn about 'Creative composition' and 'Musical styles connect us'.

In **PE**, children will take part in Rugby, Hockey, Cricket and Dance.

In **PSHE**, children take part in Jigsaw lessons on the theme of Dreams and Goals and Healthy Me.

In **RE**, children will consider the questions: 'Does belief in Akhirah (life after death) help Muslims to lead good lives?' and 'What difference does the resurrection make to Christians?'

In **French**, children learn about words, phrases and sentences used when Planning a French holiday.

Length of theme: 11 weeks

English

Stories from another culture – *Windrush Child*

Writing Objectives

Language & Vocabulary

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

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

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

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

Integrate dialogue to advance action and convey character.

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

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

Plan, Draft, Edit & Evaluate

Use dictionaries to check the spelling and meaning of words.

Identify audience and purpose when writing.

Note and develop initial ideas drawing on reading.

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

Assess effectiveness of own and others' writing.

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

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

Précis longer passages.

Proof-read for spelling and punctuation errors.

Grammar & Punctuation

English Learning Sequence

This unit is based on the book 'Windrush Child' by Benjamin Zephaniah.

Children will:

- read the prologue, ask questions and make predictions about the story.
- uncover a timeline of Jamaica's history alongside the experiences of those journeying to Britain after the Second World War.
- Make inferences about feelings and motives.
- Discuss Leonard and his understanding of his environment.

- Identify pronouns and determiners: use to write a cohesive paragraph.
- Write a letter in role; use pronouns and determiners for cohesion.
- Redraft a letter improving for cohesion (conjunctions) and accuracy.

- Revise adverbs for cohesion.
- Use adverbials for cohesion when writing in role.
- Improve/write a précis of Windrush Child using adverbials and adverbs.

- Revise rules for writing dialogue in narrative.
- Use dialogue in a piece of writing to help advance a storyline.
- Improve an excerpt of Windrush Child using dialogue.

- Plan a story about a someone from another culture.
- Write the opening to their story, using adverbs/adverbials for cohesion.
- Continue writing their story, selecting determiners and pronouns for cohesion and clarity.

Use verb tenses consistently and correctly throughout their writing.
Use active/passive voice for effect.
Use perfect form to indicate time/cause.
Use colons to introduce a list and mark boundaries between clauses.
Use the semi-colon, colon and dash when writing lists or as the boundary between independent clauses.
Use wider range of cohesive devices (repetition of word/phrase, adverbials and ellipsis).
Identify formal/informal structures e.g. 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.
Summarise main ideas from more than one paragraph using evidence.
Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing.
Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure.
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.
Evaluate how authors use language and consider effect on the reader.
Use a wide range of devices to build cohesion within and across paragraphs.

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.
Continue to distinguish between homophones and other words that are often confused.
Use knowledge of morphology and etymology as a strategy for spelling.
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.

- Finish writing their story, selecting conjunctions for cohesion and clarity.
- Improve their story for cohesion, accuracy and impact.

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.

English

Suspense and mystery – The Old Mill model text and The London Eye Mystery

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Language & Vocabulary

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

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

Integrate dialogue to advance action and convey character.

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

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

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Use dictionaries to check the spelling and meaning of words.

Identify audience and purpose when writing.

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

Assess effectiveness of own and others' writing.

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

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

English Learning Sequence

Children will:

- Draw story maps and use actions to retell the story.
- Perform the story using expression.
- Discuss any new vocabulary and comprehension of the text.
- Use the story to revise and learn several grammar focuses: fronted adverbials, commas to mark clauses and for lists, expanded noun phrases, adverbials for cohesion, verb openers.
- Use a 'feelings graph' to show how character's emotions alter during the story.
- Note quotes from the text to mark the ups and downs.
- Explore the setting. In role as the main character, write a diary entry.
- 'Box up' the story to see the underlying pattern that they will be able to use when writing their own story.
- Complete the planner as a whole class, sharing ideas for a new story.
- Complete their own planner for their own story.
- Create a writing toolkit as a whole class, focusing on learning to scare the reader or build suspense. Focus on how the writer has

Précis longer passages.

Proof-read for spelling and punctuation errors.

Grammar & Punctuation

Use verb tenses consistently and correctly throughout their writing.

Use active/passive voice for effect.

Use perfect form to indicate time/cause.

Use hyphens to avoid ambiguity.

Use colons to introduce a list and mark boundaries between clauses.

Use the semi-colon, colon and dash when writing lists or as the boundary between independent clauses.

Use wider range of cohesive devices (repetition of word/phrase, adverbials and ellipsis).

Identify formal/informal structures e.g. question tags, subjunctive form.

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Text Structure & Features

Summarise and present familiar stories in their own words.

Summarise main ideas from more than one paragraph using evidence.

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

Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure.

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.

Evaluate how authors use language and consider effect on the reader.

Use a wide range of devices to build cohesion within and across paragraphs.

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Convert nouns or adjectives into verbs using suffixes eg -ate; -ise; -ify.

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Spell some words with silent letters.

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

used the description of the setting and the character's actions to show how the character feels.

- Use shared writing to create the class version of the story with the children planning and writing their own versions as an independent write.

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

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

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

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.

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

Ratio and proportion, Algebra, Decimals, Percentages, Measure – perimeter, area and volume

Maths Objectives

Ratio and proportion.

Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$].

Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.

Multiply one - digit numbers with up to 2 decimal places by whole numbers.

Use written division methods in cases where the answer has up to 2 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.

All year groups follow the Power maths mastery programme.

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

Solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts.

Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.

Solve problems involving similar shapes where the scale factor is known or can be found.

Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Measurement

Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 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 3 decimal places.

Convert between miles and kilometres.

Recognise that shapes with the same areas can have different perimeters and vice versa.

Recognise when it is possible to use formulae for area and volume of shapes.

Calculate the area of parallelograms and triangles.

Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]

Algebra

Use simple formulae.

Generate and describe linear number sequences.

Express missing number problems algebraically.

Find pairs of numbers that satisfy an equation with 2 unknowns.

Enumerate possibilities of combinations of 2 variables.

Science

Electricity

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 question.

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.

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.

Use Equipment

Take measurements using a range of scientific equipment with accuracy and precision, taking repeat readings where appropriate.

Science Learning Sequence

Children will:

- Plan and carry out a series of simple electrical circuit investigations
- Identify current electrical knowledge and areas to explore further

- Carry out a series of enquiries that explore the effects of voltage on electrical circuit components
- Record and present results graphically
- Look at examples of festive lights and list key features
- Create annotated drawings to represent their ideas for a decoration design

- Draw a circuit diagram with a summary of the brightness, volume and speed of components within it
- Annotate their circuit diagram with explanations of the role of resistance in making components work
- Feed-back on others' designs
- Use feedback to improve their design

- Create a working electrical prototype and identify possible improvements
- Effectively use appropriate materials, tools and equipment
- Explain clearly how components work
- Explain clearly the effect that different voltages have on components in a circuit

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.

Science

Animals including humans

Science Objectives
Make Observations

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Perform Tests

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Explain which variables need to be controlled and why.

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Report and present findings from enquiries, examining causal relationships and reliability of results.

Analyse Data

Use test results to make predictions to set up further tests

Science Learning Sequence
Children will:

- Explore how the circulatory system works and be able to identify the role blood has within this.
- Accurately dramatise the processes of the circulatory system.
- Learn the importance of each of the components of blood, the names and what the parts look like.
- Explore the structure and function of the human heart.
- Explain how nutrients and water are transported through the body
- Investigate diffusion and osmosis
- Investigate resting heart rate and also the heart rate after exercise.
- Examine the impact of a healthy or unhealthy diet on the human body
- Examine the impact of exercise and lifestyle choices on the human body
- Identify the effects of drugs on the human body.

(comparative/fair) and explain reasoning.

Interpret scientific evidence that has been used to support/refute arguments.

Use Equipment

Take measurements using a range of scientific equipment with accuracy and precision, taking repeat readings where appropriate.

Animals Including Humans

Identify and name the parts of the human circulatory system, and describe the function 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.

Geography

Rivers, Mountains, Earthquakes and Volcanoes

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.

Secure understanding of how and why the UK's human/physical features, geographical regions, topographical features and land-use patterns have changed over time.

Apply understanding of positional language e.g. longitude, latitude to explain geographical characteristics e.g. topography.

Human & Physical Geography

Examine and explain key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle).

History Learning Sequence

Children will:

- Share what they know about mountains and learn key vocabulary.
- Find out how different types of mountains are formed and make simple models.
- Find out the location of some of the highest mountains and key mountain ranges and create a class map.
- Research famous mountain explorers and Everest expeditions.

- Learn about earthquakes and the movement of tectonic plates.
- Find out about seismic waves and make a DIY seismograph.
- Gain an understanding of life in an earthquake zone.
- Compile and practise your own class earthquake drill.

- Make a model of the earth and its layers.

Examine and explain key aspects of human geography (settlement/land use, economic activity and distribution of natural resources).
Understand the interaction between physical and human processes and features and how these change over time.

Skills & Fieldwork

In a variety of ways, observe, record, measure and present human/physical features of local area using sketches, plans, graphs and digital technology e.g. numerical, quantitative and writing at length. Use digital mapping, 8- point compasses, 4- and 6- digit grid references and Ordnance Survey maps.

Place Knowledge

Analyse geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographical concepts in a wide variety of ways.

- Learn about how volcanoes are formed and why they erupt.
- After looking at the location and also the different traits of volcanoes the children mark the Ring of Fire on a world map.
- Learn about how a river is formed. Follow the journey of a river and draw a sketch map of a river and the features found along the way.
- Understand the stages of a river's journey. Learn about and develop river vocabulary and make an illustrated river words glossary.
- Further develop understanding of the stages of a river's journey and learn about evaporation and its place in the water cycle.
- Understand about what happens when a river reaches the coast.
- Learn about the ten major world rivers and the continents through which they flow.
- Review the importance of rivers and rainfall in the growing of crops; investigate the relationship between rivers and settlements in Britain.
- Learn about how we use rivers for transport, industry and leisure; make a tourist leaflet.
- Learn about different types of waterpower including hydroelectric power stations; investigate traditional waterwheels.

Art

Watercolour

Art Objectives

Media & Materials

Capture artistic process in sketch book.

In painting, combine colours, tones and tints to enhance mood.

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:

- Experiment with watercolour techniques – using watercolour for fine detail, and combining colours, tones and tints to create mood.
- Practice creating mood by using the same template to create two individual paintings, both demonstrating different moods.
- Learn about Cezanne and Turner as famous painters who used watercolour for detail and mood.
- Paint their own landscapes of Lake District scenes using techniques learnt.

<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>	
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Art

Printing

<p>Art Objectives</p> <p>Media & Materials Capture artistic process in sketch book</p> <p>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.</p> <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>	<p>Art Learning Sequence</p> <p>Children will:</p> <ul style="list-style-type: none"> • Look at topographical image showing contour lines. Discuss. Share ideas, explain the topographical map of part of the Lake District with contours. • Explain and talk about contours on a map and what they show. • Learn about block printing techniques – using string on a block to create a relief image and engraving into foam block. • Select an area of a mountainous topographical map (Lake District National Park), showing interesting contour lines. • Use learnt printing techniques to copy the contours of the chosen map area. One area of the map will be created with the engraving technique and the other, the string. • Consider the choice of two colours in their 2-layer block print.
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D&T

Create a healthy snack for a mountain adventure

<p>D&T Objectives</p> <p>Design Communicate, generate and develop ideas, drawing on other disciplines e.g. science, maths, computing. Use research to inform innovative design and generate own design criteria.</p>	<p>D&T Learning Sequence</p> <p>Children will:</p> <ul style="list-style-type: none"> • Discuss the importance of nutrition during outdoor activities. • Brainstorm potential snack ideas. • Research and taste test current products on the market.
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Confidently take calculated risks to become innovative, resourceful and enterprising.

Make

According to their functional properties and aesthetic qualities, select from and use a wide range of tools, equipment, materials and components accurately to make high quality prototypes.

Evaluate

Generate own design criteria and critique ideas and products against these.

Food Technology

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

Know where and how a variety of ingredients is grown, reared, caught and processed.

Develop crucial life skill of feeding themselves and others affordably and well.

- Research where different ingredients come from (e.g., fruits, nuts, grains).
- Create a visual map of ingredient origins.
- Generate personal design criteria for the snack (e.g., taste, ease of preparation, portability).
- Discuss and critique design criteria as a class.
- Develop a recipe based on chosen ingredients and design criteria.
- Calculate costs for ingredients using unit prices.
- Demonstrate various cooking techniques (e.g. baking).
- Students practice selected techniques in small groups.
- Prepare the chosen snack using the developed recipe.
- Focus on safe food handling and cooking practices.
- Present snacks to the class; explain design choices and nutritional benefits.
- Reflect on the challenges faced during the project and how they were overcome.

Computing

Purple Mash Computing Scheme of work unit 6.9 Spreadsheets (Microsoft)

Computing Objectives

Digital Literacy

Express own ideas by selecting, using and combining a variety of software on a range of digital devices and create programs.

E-Safety

Confidently, competently and responsibly use information and communication technology.

Computing Learning Sequence

Children will:

- Know some uses of a spreadsheet tool.
- Navigate around a spreadsheet using cell references.
- Enter data into cells.
- Understand new vocabulary relating to spreadsheets: cells, columns, rows, cell names, sheets, workbook.
- Use a spreadsheet to carry out basic calculations including addition, subtraction, multiplication and division formulae.
- Use the series fill function.

	<ul style="list-style-type: none"> • Recognise how using formulae allows the data to change and the calculations to update automatically. • Use a spreadsheet to model a situation. • Use a spreadsheet to solve a problem. • Use the SUM function. • Use a variety of methods including flash fill, convert text to tables and splitting cells for organising and presenting their data in a spreadsheet. • Know what is meant by a delimiter. • Understand how to sort data. • Know how to incorporate formulae for percentages, averages, max and min into their spreadsheets. • Gain familiarity with range notation. • Know some shortcuts that help to make data meaningful. • Begin to develop a critical eye when it comes to the conclusions that can be made from data. • Know that there are ways to represent their data graphically and that spreadsheets can make the process of representing data easier. • Gain an understanding of how a graphical representation can make data easier to interpret. • Make a variety of charts using Sheets. • Illustrate their data using sparklines and data bars.
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Computing

Purple Mash Computing Scheme of work unit 6.7 Quizzing

<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>E-Safety Confidently, competently and responsibly use information and</p>	<p>Computing Learning Sequence</p> <p>Children will:</p> <ul style="list-style-type: none"> • Use the 2DIY activities to create a picture-based quiz. • Consider the audience’s ability level and interests when setting the quiz. • Share their quiz and responded to feedback.
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communication technology.

- Understand the different question types within 2Quiz.
- Have ideas about what sort of questions are best suited to the different question types.
- Use 2Quiz to make and share a science quiz (or another subject).
- Consider the audience's ability level and interests when setting the quiz.
- Share their quiz with peers.
- Give and respond to feedback.

- Try out the different types of grammar games.
- Choose an appropriate tool to make their own grammar game.
- Use a 2Investigate quiz to answer quiz questions.
- Design their own quiz based on one of the 2Investigate example databases.

- Use their knowledge of quiz types to create a quiz show quiz based on a curriculum area.

Music

Charanga – Creative Composition

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

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

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, 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 – Musical styles connect us

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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

PE

Rugby and Hockey

PE Objectives

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.

Participation

Play competitive games showing good communication and collaboration to demonstrate their sense of sportsmanship.

Apply range of principles suitable for attacking and defending.

Competence

Use a broad range of skills in isolation and in combination to become physically confident.

PE Learning Sequence

Children will:

- Know how to move with the ball using the correct technique in Hockey and Rugby.
- Move with the ball with control and at speed.
- Change direction with the ball.
- Pass the ball using the correct technique in Hockey and Rugby.
- Pass and receive the ball with control and accuracy.
- Use dribbling and passing skills together
- Use at least two different attacking skills and techniques in Hockey and Rugby.
- Identify different attacking methods used in a game.
- Use at least two different defending skills and techniques in Rugby and Hockey.

	<ul style="list-style-type: none"> • Identify different defending methods used in a game. • Use protecting and invading skills in a game. • Keep score and play as part of a team. • Use leadership skills. • Follow rules and instructions. • Contribute towards the success of their team when attacking or defending. • Evaluate their own and other's work and suggest ways to improve.
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PE

Cricket

<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"> • React quickly and catch balls thrown at different heights and angles, keeping their eye on the ball at all times. • Apply skills necessary to catch a ball effectively. • Use their body to adapt and respond to balls thrown at different heights and angles. • Learn to attack the ball using effective fielding techniques. • Actively react to a ball hit by the batting team. • Learn to use the most effective stopping technique. • Practice effectively communicating with their team. • Practice throwing the ball accurately over a large distance. • Use a successful technique for throwing over distance. • Continue working to increase the power with which they throw a ball, aiming to throw a ball at least 10m. • Strike a bowled ball over a large distance into space. • Improve technique for hitting a bowled ball. • Practice moving their feet to angle a shot into space. • Improve bowling a ball overarm at a target. • Practise an effective overarm bowling technique, including making the ball bounce with delivery. • Aim for a specific target with their overarm bowl.
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	<ul style="list-style-type: none"> • Apply striking and fielding skills to complete a circuit of activities. • Respond with quick reaction skills and catch a ball effectively. • Use the overarm throwing technique to send a ball over a large distance. • Use the overarm bowling technique to hit a target. • Apply their skills of hand-eye coordination to hit a ball. • Apply the long-barrier technique to field grounded balls.
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PE

Dance – Rivers and Mountains

<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 range of movement patterns. Evaluate and compare performances with previous ones. Demonstrate improvement to achieve personal best.</p>	<p>PE Learning Sequence</p> <p>Children will:</p> <ul style="list-style-type: none"> • Link shapes and movement using rhythmic movements to represent the course of a river. • To create one, two, three and four-point balances to represent mountains. • To combine a range of body shapes and balances with a partner to represent different features of a mountain. • To combine shapes and balances to make a group formation that represents different mountain ranges. • To link shape, movement and balance to plan and perform a group sequence that communicates information about rivers and mountains.
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RE

Does belief in Akhirah (life after death) help Muslims to lead good lives?

RE Objectives	RE Learning Sequence
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<ul style="list-style-type: none"> To identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this. 	<p>Children will:</p> <ul style="list-style-type: none"> Consider, explore and discuss what it means when someone leads a good life, the concept of right and wrong, and heaven and hell. Learn about the Muhammad, Allah and the Qur'an and the Islam belief of Akhirah (life after death). Revise the 5 Pillars of Islam and look at ideas surrounding how Muslims should behave towards each other. Research Muslim beliefs/attitudes towards food, clothes, women, marriage, family life, older people and education. Consider the unit question - Does belief in Akhirah (life after death) help Muslims to lead good lives? Generate arguments for and against. Children consider what heaven means to them in relation to their learning in this unit.
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RE

What difference does the resurrection make to Christians?

<p>RE Objectives</p> <ul style="list-style-type: none"> Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. Show how Christians put their beliefs into practice in different ways. 	<p>RE Learning Sequence</p> <p>Children will:</p> <ul style="list-style-type: none"> Revise the timeline of the 'big story', identifying and ordering some key concepts and key events. Consider the question: Why do Christians think Jesus was resurrected? Work in role as detectives using some sources of evidence such as Luke's Gospel that describes the events three days after the death of Jesus by crucifixion. Create and perform a playscript of part of the Easter narrative including characters, key lines in the script and stage directions. Match pieces of artwork of the life of Jesus to the five core Christian concepts and write a gallery description of the piece of art, including how it matches the Christian concepts, e.g. Incarnation, Salvation, Sacrifice, Resurrection and Hope.
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<ul style="list-style-type: none"> • Explain why some people find belief in the Resurrection makes sense and inspires them. • Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today. 	<ul style="list-style-type: none"> • Reflect on the changes in emotions for Christians between Good Friday and Easter Sunday. • Listen to and look at hymns and songs that are traditionally sung on Good Friday and Easter Sunday. Search for any evidence they can find for beliefs about the death and resurrection of Jesus in these songs. List what these songs say about the meaning of Jesus' death and resurrection. • Suggest how and why Christians might use the songs in their everyday lives, not just at Easter. Identify the emotions associated with the songs and how these might affect Christians: for example, fear, anxiety, hope, relief, reassurance. List some ways in which faith in a resurrected, living Lord Jesus might comfort and inspire Christians. • Have a class debate about how believing in the resurrection of Jesus might make a difference to how people live today. Choose some problems in the world today and ask what difference belief that Jesus rose again, and offers eternal life, might make to them (for example, inequality — wealth and poverty — illness, loneliness, injustice). Write a balanced argument following the debate.
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PSHE

Jigsaw – Dreams and Goals

<p>PSHE Objectives</p> <ul style="list-style-type: none"> • I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of- school goal) • I understand why it is important to stretch the boundaries of my current learning • I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these • I can set success criteria so that I will know whether I have reached my goal • I can identify problems in the world that concern me and talk to other people about them. • I recognise the emotions I experience when I consider people in 	<p>Jigsaw Learning Sequence</p> <p><u>Personal Learning Goals:</u> Think about dreams and goals they have and why it is important to stretch ourselves. Teacher to talk about steps to success. Children to complete goal cards for their journals.</p> <p><u>Steps to success:</u> Listen to the Jigsaw song 'For me' and then discuss the lyrics. Look at different types of totem poles in N America. They usually represent and commemorate the Native Americans' community ancestry, history, people and events. Children to create their own totem pole with steps to success for their goal.</p>
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<p>the world who are suffering or living in difficult situations</p> <ul style="list-style-type: none"> • I can work with other people to help make the world a better place • I can empathise with people who are suffering or who are living in difficult situations. • I can describe some ways in which I can work with other people to help make the world a better place. • I can identify why I am motivated to do this • I know what some people in my class like or admire about me and can accept their praise • I can give praise and compliments to other people when I recognise their contributions and achievements. 	<p><u>My dreams for the world:</u> Look at global slides about suffering and conflict. Discuss the slides in more detail in smaller groups. Children to complete bunting for their goal for the world. N.B. Link to British values</p> <p><u>Helping to make a difference</u> Recap on the global slides from last week. Think about how children could support these events/charities. Children to discuss and plan an event.</p> <p><u>Helping to make a difference 2:</u> Share project plans from last week. Plan the finer details of their project e.g. date, invites, activities</p> <p><u>Recognising our achievements:</u> Reflect on their tasks and achievements. Link it to sustainability and global neighbours.</p>
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PSHE

Jigsaw – Healthy Me

<p>PSHE Objectives</p> <ul style="list-style-type: none"> • I can take responsibility for my health and make choices that benefit my health and well-being. • I am motivated to care for my physical and emotional health. • I know about different types of drugs and their uses and their effects on the body particularly the liver and heart. • I am motivated to find ways to be happy and cope with life's situations without using drugs. • I understand that some people can be exploited and made to do things that are against the law. • I can suggest ways that someone who is being exploited can help themselves. • I know why some people join gangs and the risks this involves. • I can suggest strategies someone could use to avoid being pressurized. • I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness. • I know how to help myself feel emotionally healthy and can recognise when I need help with this. • I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse. • I can use different strategies to manage stress and pressure. 	<p>Jigsaw Learning Sequence</p> <p><u>Taking Responsibility for my health and well-being</u> Play a guessing game about things that can affect our health. Role play scenarios regarding health and well-being and discuss and offer 'agony aunt' advice.</p> <p><u>Drugs</u> Children consider the definition of a drug. Understand different categories of drugs and discuss the reasons for these categories. Sort different drug names into one of the 4 categories. Think about questions involving drugs and possible peer pressure.</p> <p><u>Exploitation</u> Children discuss what they already know about 'gangs'. Read a 'real-life' story about criminal exploitation. Discuss the story with links to gangs, traps and pressure. Re-read the story and highlight danger points and choice points for the character. Summarise by recapping advice the children would give to the main character.</p> <p><u>Gangs</u> Discuss and explain that the word gang can have different meanings. Play the 'Gangs are...' game. Use the outcomes of the game to explain reasons why people choose to join gangs. Discuss how people can get out of a gang if they no longer want to be involved.</p>
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Emotional and Mental Health Explore feelings and emotions when you are having a 'good day' vs a 'bad day'. Discuss the terms 'mental health' and 'emotional health'. Talk about what we can do to maintain positive mental and emotional health. Share suggestions. Children complete their own 'emotional well template'.

Managing Stress and Pressure Children share what makes them feel stressed. Show pictures of adults under stress and discuss what is causing it. Explore what adults may do to help them cope with stress (healthy and damaging). Talk about healthy ways we can manage stress (mental and physical). Children make their own stress management cubes.

French

Planning a French holiday

French objectives:

- To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.
- 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 conjugate the verbs aller, jouer and faire.
- To know that parce que (because) can be used to extend a sentence and give a justification.
- 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.
- Developing extended sentences to justify a fact or opinion.
- Planning and giving a short oral presentation.
- Using intonation and gesture to differentiate between statements and questions.
- Speaking and reading aloud with increasing confidence and fluency.

French Learning Sequence

We follow the Kapow scheme of work

Children will:

- Remember the countries in the world in French.
- Use a writing model to create a complex sentence.
- Begin to understand the present and future tense of 'aller' in French.
- Identify the present and future tenses in reading and listening.
- Label images of clothing correctly.
- Speak in sentences and write a paragraph.
- Recognise familiar words and cognates.
- Begin to understand the gist of the text to be able to answer some questions.
- Find out information from a range of websites and use this information to plan a holiday.

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| <ul style="list-style-type: none">• Giving a presentation drawing upon learning from a number of previous topics.• 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. | |
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