Gladstone Road Primary School Year 6

LTP & National Curriculum Coverage 2020/2021

Y6	Autumn Term World War Two	Spring Term Rainforests	Summer Term London
Maths	Place Value Four Operations Fractions Decimals Percentages Ratio Position & Movement Measures	Algebra Area and Perimeter Volume Geometry Graphs (including negative numbers) Revision	Revision SATs Negative Numbers Transition maths – Calculators Transition maths – Geometry
Science (STEM)	Light Electricity	Living things and their habitats Adaptation and evolution	Animals, including humans Animals, including humans
Computing (STEM)	Coding (2Code) Online Safety (2DIY, 2Investigate, 2DIY 3D) Spreadsheet (2Calculate)	Blogging (2Blog) Text Adventure (2Code, 2Connect) Networks (Sir Tim Berners-Lee Profile, 2Connect)	Quizzing (2Quiz, 2DIY, 2Investigate, 2Connect) Binary (2Connect, 2Question, Free Code)
Design & Technology (STEM)	**D & T Element – Textiles** Repurposing materials to create a new product 'Funky Furnishing'	**D & T Element – Food** Design and make a breakfast bar using a range of ingredients found in the rainforest/fair-trade foods.	**D & T Element – Electrical systems/Programming** Alarm systems to programme and control electrical systems for museum exhibits/staying safe in accommodation. Link to protecting while in London e.g.

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					motion sensor alarms, door buzzer entry systems.	
English Reading (ARTS)	**Key Texts:** Letters from the Lighthouse (Emma Carroll) **Other texts used** Flossy Albright's Diary (picture book) WW1 Poems Letter from Foster Family (Evacuee) Primary sources from school achieves Carrie's War extracts Goodnight Mr Tom extracts Pathe News eg. Dunkirk news narrations Rose Blanche Sir Isaac Newton biography (Science) Additional – non topic based texts used in reading revision and homework		**Key Texts:** Journey to the River Sea (Eva Ibbotson) **Other texts used** Mary Kingsley Biography The Great Kapok Tree (picture book) Flamingo Land Map David Attenborough and Natural History Documentary Transcripts National Geographic extracts Beast on the Moors and other newspaper articles Christopher Columbus biography Additional – non topic based texts used in reading revision and homework		**Key Texts:** King of Shadows (Susan Cooper) **Other texts used** History of Buckingham Palace Fact files of Famous London Landmarks Shakespeare – Midsummer's Nights Dream Hamlet abridged versions and extracts Selection of comprehensions to support assessment	
English Writing (ARTS)	**Writing Experiences** • **Comparison of text/film structured essay** • **Evacuation Leaflet design and publish** • **Beyond the Lines Narrative (Literacy Shed short film)** • **Pathe News Narration**		**Writing Experiences** • **Poetry styles** • **Blogs (descriptive writing)** • **Newspaper Report** • **Documentary script and recording**		**Writing Experiences** • **Promoting London landmarks Information text** • **Alma – Literacy Shed short film story writing** • **Older Literature – Writing extracts using Early Modern English (Shakespeare)**	
Art & Design (ARTS)	Drawing Spitfires	Collage and Textiles Make do and Mend	Printing Tie-dye t-shirt with print zentangle	Painting Henri Rousseau painting	Collage 3D Collage of London Skyline	Sculpture 3D Sculpture Artist – Anish Kapoor

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			design rainforest creatures			
Music (ARTS)	Classroom Jazz 2 – Charanga Jazz. Blues.		Happy – Charanga Pop, soft rock, Big Band		Reflect. Rewind. Replay –Charanga Early Music - Contemporary	
PE (ARTS)	6 weeks Real PE Unit 1 6 weeks Gymnastics X 6 weeks Real PE Unit 2 Games - Invasion games: Rugby		6 weeks Real PE Unit 3 6 weeks Dance 6 weeks Real PE Unit 4 Games – Net/wall: badminton/tennis		6 weeks Real PE Unit 3 6 weeks Gymnastics AA 6 weeks Real PE Unit 4 Games - Striking and Fielding cricket	
MFL (ARTS)	Let's Visit a French Town		Let's Go Shopping		This is France	
Geography (HUMANITIES)	**'Which countries were involved in WW2?'** (Locational Knowledge focus)		**Rainforests – the Amazon** (physical and human geography focus)		**Brazil study** (place knowledge focus)	
History (HUMANITIES)	WW2/ The Blitz		Local History- British Settlement		Roman Britain/ Mayans/ Anglo-Saxons - **BASED AROUND THE LONDON TRIP**	
PSHE (HUMANITIES)	Me and My Relationships	Keeping Myself Safe	My Healthy Lifestyle	Me and My Future	Becoming an Active Citizen	
RE (HUMANITIES)	*U2.3 What do religions say to us when life gets hard?* **Religions Studied:** Christianity Humanist Hinduism		*U2.7 What matters most to Christians and Humanists?* **Religions Studied:** Christianity Humanist		*U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?* **Religions Studied:** Christianity Humanist Islam	

KS2 Y6 Units	Autumn Term (14 weeks)	Spring Term (11 weeks)	Summer Term (14 weeks)
	Numbers to 10 Million – 1 week MNP Chapter 1 – Lessons 1 to 7 + Review (Blend lesson 1&2 / 4&5) **Progression of skills** read, write, order and compare numbers up to 10 000000 and determine the value of each digit Lesson 1 – Reading and Writing Numbers to 10 Million To create and identify numbers to 10 000 000 ; to write in numerals and words numbers to 10 000 000. Lesson 2 – Reading and Writing Numbers to 10 Million To construct and record numbers to 10 000 000; to recognise the value of digits to 10 000 000. Lesson 3 – Reading and Writing Numbers to 10 Million To recognise and construct numbers to 10 000 000 using an abacus; to recognise the value of digits in numbers to 10 000000 and write numbers using numerals and words. Lesson 4 – Comparing Numbers to 10 Million To compare numbers to 10 000 000 using place value. Lesson 5 – Comparing and Ordering Numbers to 10 Million To compare and order numbers to 10 000 000; to create combinations of numbers using a fixed number of digits. round any whole number to a required degree of accuracy Lesson 6 – Rounding Numbers To round numbers to 10 000 000 to the nearest miliion, hundred thousand and ten thousand. Lesson 7 – Rounding Numbers To round numbers to the nearest appropriate number up to and including millions; to determine when rounding is appropriate and to which value. solve number and practical problems that involve all of the above	Algebra – 2 week (+ Pos & Move) MNP Chapter 9 – Lessons 1 to 11 (Blend lesson 3&4 / 6&7) MNP Chapter 13 – Lessons 9 to 11 **Progression of skills** express missing number problems algebraically Lesson 2 – Describing a Pattern To determine a pattern using concrete materials and pictorial representation; to use a table to identify a repeating pattern; to express the relationship between consecutive numbers in terms of a symbol or letter. Lesson 3 – Describing a Pattern To determine a pattern using concrete materials and pictorial representation; to use a table to identify a pattern; to express the relationship between consecutive numbers in terms of a symbol or letter. Lesson 4 – Describing a Pattern To determine a pattern using concrete materials and pictorial representation; to use a table to identify a pattern; to express unknown numbers in terms of a letter or symbol, including using a number before a letter for multiplication Lesson 5 – Writing Algebraic Expressions To use a table to identify a pattern; to write algebraic expressions using each of the four operations. Lesson 6 – Writing and Evaluating Algebraic Expressions To use examples to identify rules; to write algebraic expressions using each of the four operations; to evaluate algebraic expressions including the use of inverse operations.	Revision – 3 weeks Third Space Revision Packs **Progression of skills** To be decided by the teacher from assessment

		Lesson 7 – Writing and Evaluating Algebraic Expressions To recognise patterns; to write algebraic expressions with two steps; to evaluate algebraic expressions with two steps. find pairs of numbers that satisfy number sentences involving two unknowns Lesson 9 – Using Formulae To use formulae to solve problems; to replace a letter/variable with a number then solve the equation; to use inverse operations to solve equations. Lesson 10 – Solving Equations To solve equations; to use equations to find unknown values. enumerate all possibilities of combinations of two variables Lesson 9 – Using Formulae To use formulae to solve problems; to replace a letter/variable with a number then solve the equation; to use inverse operations to solve equations. Lesson 10 – Solving Equations To solve equations; to use equations to find unknown values. use simple formulae Lesson 5 – Writing Algebraic Expressions To use a table to identify a pattern; to write algebraic expressions using each of the four operations. Lesson 6 – Writing and Evaluating Algebraic Expressions To use examples to identify rules; to write algebraic expressions using each of the four operations; to evaluate algebraic expressions including the use of inverse operations. Lesson 7 – Writing and Evaluating Algebraic Expressions To recognise patterns; to write algebraic expressions with two steps; to evaluate algebraic expressions with two steps.	

		Lesson 8 – Writing Formulae To recognise patterns; to write and evaluate algebraic expressions with two steps; to write and use formulae. Lesson 9 – Using Formulae To use formulae to solve problems; to replace a letter/variable with a number then solve the equation; to use inverse operations to solve equations. Lesson 10 – Solving Equations To solve equations; to use equations to find unknown values. generate and describe linear number sequences Lesson 1 – Describing a Pattern To determine a pattern using concrete materials and pictorial representation; to use a table to identify a repeating pattern; to express a rule using a letter or symbol. Lesson 2 – Describing a Pattern To determine a pattern using concrete materials and pictorial representation; to use a table to identify a repeating pattern; to express the relationship between consecutive numbers in terms of a symbol or letter. Lesson 3 – Describing a Pattern To determine a pattern using concrete materials and pictorial representation; to use a table to identify a pattern; to express the relationship between consecutive numbers in terms of a symbol or letter. Lesson 4 – Describing a Pattern To determine a pattern using concrete materials and pictorial representation; to use a table to identify a pattern; to express unknown numbers in terms of a letter or symbol, including using a number before a letter for multiplication describe positions on the full coordinate grid (all four quadrants)	

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		Lesson 9 – Using Algebra to Describe Position To use algebra to describe the positions of coordinates in relationship to one another. describe positions on the full coordinate grid (all four quadrants) *Lesson 10 – Using Algebra to Describe Movements To represent translation and reflection using algebraic notation.*	
	4 Operations on Whole Numbers – 3 weeks MNP Chapter 2 – Lessons 1 to 22 + Review (Blend lessons 15&16 / 17&18 / 19&20 / 21&22) **Progression of skills** use their knowledge of the order of operations to carry out calculations involving the four operations Lesson 1 – Using Mixed Operations To use multiple operations and create expressions from a picture; to use the order of operations to solve expressions. Lesson 2 – Using Mixed Operations To create and solve expressions using the four operations Lesson 4 – Multiplying by 2-Digit Numbers To multiply 3- and 4-digit numbers by 2-digit numbers without regrouping or renaming; to use both number bonds and the column method as key strategies multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication Lesson 3 – Multiplying by 2-Digit Numbers To multiply numbers by multiples of 10; to use number bonds as a key strategy in multiplication. Lesson 4 – Multiplying by 2-Digit Numbers To multiply 3- and 4-digit numbers by 2-digit numbers without regrouping or renaming; to use both number bonds and the column method as key strategies Lesson 5 – Multiplying by 2-Digit Numbers To multiply 3- and 4-digit numbers by 2-digit numbers without regrouping or renaming; to use both number bonds and the column method as key strategies Lesson 6 – Multiplying by 2-Digit Numbers To multiply 3- and 4-digit numbers by 2-digit numbers with regrouping and	Area & Perimeter – 1 week MNP Chapter 10 – Lessons 1 to 7 (Blend lesson 4&5) **Progression of skills** recognise that shapes with the same areas can have different **perimeters** and vice versa Lesson 1 – Finding the Area and the Perimeter of Rectangles To find the area and perimeter of rectangles; to calculate perimeter using the known area and vice versa. calculate the area of parallelograms and triangles Lesson 1 – Finding the Area and the Perimeter of Rectangles To find the area and perimeter of rectangles; to calculate perimeter using the known area and vice versa. Lesson 2 – Finding the Area of Parallelograms To find and calculate the area of a parallelogram; to use concrete materials and prior understanding of area to construct a formula for the area. Lesson 3 – Finding the Area of Triangles To use prior knowledge of area to determine and solve the area of a triangle; to use and apply the formula for the area of a rectangle to solve problems involving triangles. Lesson 4 – Finding the Area of Triangles To calculate the area of a triangle using a formula; to calculate the area of a triangle in multiple ways. Lesson 5 – Finding the Area of Triangles To use multiple methods to solve the area of a triangle. Lesson 6 – Finding the Area of Parallelograms To find the area of a parallelogram using an understanding of triangles; to use concrete materials to find the area of a parallelogram. recognise when it is possible to use formulae for area and volume of shapes	SATs – 1 week **Progression of skills**

	renaming; to use number bonds and pattern recognition as key strategies for multiplication. Lesson 7 – Multiplying by 2-Digit Numbers To multiply 3- and 4-digit numbers by 2-digit numbers with regrouping and renaming; to use number bonds and the column method as key strategies. Lesson 8 – Estimating Products of Large Numbers To estimate products of multiplying 3- and 4-digit numbers by a 2-digit numbers; to use knowledge of multiplication to create specific products. divide numbers up to 4-digits by a two-digit whole number using the formal written method of short division where appropriate for the context Lesson 11 – Dividing by 2-Digit Numbers To divide 4-digit numbers by 2-digit numbers using a variety of methods; to use number bonds, long and short division as key methods. Lesson 12 – Dividing by 2-Digit Numbers To divide 3-digit numbers by 2-digit numbers giving rise to remainders; to use number bonds and long and short division as key strategies to solve division problems. divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context Lesson 9 – Dividing by 2-Digit Numbers To divide 3-digit numbers by 2-digit numbers using a variety of strategies; to use number bonds, long division and bar models to facilitate division by 2-digit numbers. Lesson 10 – Dividing by 2-Digit Numbers To divide 4-digit numbers by 2-digit numbers; to use number bonds and long division as the key strategies. Lesson 11 – Dividing by 2-Digit Numbers To divide 4-digit numbers by 2-digit numbers using a variety of methods; to use number bonds, long and short division as key methods. Lesson 12 – Dividing by 2-Digit Numbers To divide 3-digit numbers by 2-digit numbers giving rise to remainders; to use number bonds and long and short division as key strategies to solve division problems. Lesson 13 – Dividing by 2-Digit Numbers To divide 4-digit numbers by 2-digit numbers giving rise to a remainder; to	Lesson 1 – Finding the Area and the Perimeter of Rectangles To find the area and perimeter of rectangles; to calculate perimeter using the known area and vice versa. Lesson 2 – Finding the Area of Parallelograms To find and calculate the area of a parallelogram; to use concrete materials and prior understanding of area to construct a formula for the area. Lesson 3 – Finding the Area of Triangles To use prior knowledge of area to determine and solve the area of a triangle; to use and apply the formula for the area of a rectangle to solve problems involving triangles. Lesson 4 – Finding the Area of Triangles To calculate the area of a triangle using a formula; to calculate the area of a triangle in multiple ways. Lesson 5 – Finding the Area of Triangles To use multiple methods to solve the area of a triangle. Lesson 6 – Finding the Area of Parallelograms To find the area of a parallelogram using an understanding of triangles; to use concrete materials to find the area of a parallelogram.	

	represent the remainder as part of a whole amount of money or decimal. identify common factors, common multiples and prime numbers Lesson 17 – Finding Common Multiples To find common multiples in real-life situations; to use common multiples in tandem with knowledge of time. Lesson 18 – Finding Common Multiples To use common multiples to solve problems; to organise mathematical thinking into tables and lists. Lesson 19 – Finding Common Factors To find the largest common factor of 3-digit numbers; to use multiplication and division to find largest common factors. Lesson 20 – Finding Common Factors To find common factors using concrete materials. Lesson 21 – Finding Prime Numbers To use prime numbers to create other numbers; to explore prime numbers above 100. Lesson 22 – Finding Prime Numbers To explore prime numbers using concrete materials; to identify prime numbers using multiplication or division. use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy Lesson 5 – Multiplying by 2-Digit Numbers To multiply 3- and 4-digit numbers by 2-digit numbers without regrouping or renaming; to use both number bonds and the column method as key strategies Lesson 6 – Multiplying by 2-Digit Numbers To multiply 3- and 4-digit numbers by 2-digit numbers with regrouping and renaming; to use number bonds and pattern recognition as key strategies for multiplication. Lesson 7 – Multiplying by 2-Digit Numbers To multiply 3- and 4-digit numbers by 2-digit numbers with regrouping and renaming; to use number bonds and the column method as key strategies. solve problems involving addition, subtraction, multiplication and division		

	Lesson 3 – Multiplying by 2-Digit Numbers To multiply numbers by multiples of 10; to use number bonds as a key strategy in multiplication. Lesson 4 – Multiplying by 2-Digit Numbers To multiply 3- and 4-digit numbers by 2-digit numbers without regrouping or renaming; to use both number bonds and the column method as key strategies Lesson 5 – Multiplying by 2-Digit Numbers To multiply 3- and 4-digit numbers by 2-digit numbers without regrouping or renaming; to use both number bonds and the column method as key strategies Lesson 6 – Multiplying by 2-Digit Numbers To multiply 3- and 4-digit numbers by 2-digit numbers with regrouping and renaming; to use number bonds and pattern recognition as key strategies for multiplication. Lesson 7 – Multiplying by 2-Digit Numbers To multiply 3- and 4-digit numbers by 2-digit numbers with regrouping and renaming; to use number bonds and the column method as key strategies. Lesson 9 – Dividing by 2-Digit Numbers To divide 3-digit numbers by 2-digit numbers using a variety of strategies; to use number bonds, long division and bar models to facilitate division by 2-digit numbers. Lesson 10 – Dividing by 2-Digit Numbers To divide 4-digit numbers by 2-digit numbers; to use number bonds and long division as the key strategies. Lesson 11 – Dividing by 2-Digit Numbers To divide 4-digit numbers by 2-digit numbers using a variety of methods; to use number bonds, long and short division as key methods. Lesson 12 – Dividing by 2-Digit Numbers To divide 3-digit numbers by 2-digit numbers giving rise to remainders; to use number bonds and long and short division as key strategies to solve division problems. Lesson 13 – Dividing by 2-Digit Numbers To divide 4-digit numbers by 2-digit numbers giving rise to a remainder; to represent the remainder as part of a whole amount of money or decimal. Lesson 14 – Solving Word Problems To use the bar model heuristic to solve word problems involving multiplication and division. Lesson 15 – Solving Word Problems To solve word problems using division as the main strategy; to use pictorial representations to support word problems. Lesson 16 –		

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	Solving Word Problems To solve word problems involving multiple operations, including multiplication and division. perform mental calculations, including with mixed operations and large numbers solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why		
	Fractions – 3 weeks MNP Chapter 3 – Lessons 1 to 16 + Review **Progression of skills** use common factors to simplify fractions; use common multiples to express fractions in the same denomination Lesson 1 – Simplifying Fractions To use concrete materials to simplify fractions; to recognise equivalence in fractions to 1 /4. Lesson 2 – Simplifying Fractions To simplify fractions using division and common factors; to represent fractions using concrete materials and pictorial representations. compare and order fractions, including fractions >1 Lesson 3 – Comparing and Ordering Fractions To compare fractions and place them in order from smallest to largest. Lesson 4 – Comparing and Ordering Fractions To compare and order fractions by finding common denominators. Lesson 5 – Comparing and Ordering Fractions To compare and order fractions using common factors add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions Lesson 6 – Adding and Subtracting Fractions Adding and subtracting fractions with different denominators; using pictorial representations to compare fractions and add/subtract. Lesson 7 – Adding and Subtracting Fractions To add and subtract fractions of different denominators; to develop questions and word problems based on the information provided.	Volume – 1 week MNP Chapter 11 – Lessons 1 to 5 + Review **Progression of skills** calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3), and extending to other units such as mm^3 and km^3. Lesson 1 – Finding the Volume of Cubes and Cuboids To find the volume of cubes and cuboids using concrete materials. Lesson 2 – Finding the Volume of Cubes and Cuboids To determine the formula for the volume of cubes and cuboids and apply it to calculate the volume of shapes. Lesson 3 – Finding the Volume of Cubes and Cuboids To estimate the volume of objects and spaces; to calculate the volume of boxes using the formula for volume of cubes and cuboids. Lesson 4 – Finding the Volume of Cubes and Cuboids To calculate the volume of boxes using the formula for volume of a cube; to expose common misconceptions in volume through a 3-box arrangement. Lesson 5 – Solving Problems Involving the Volume of Solids To solve word problems involving the volume of cubes and cuboids; to apply the formula for the volume of a cube or cuboid. recognise when it is possible to use formulae for area and volume of shapes Lesson 2 – Finding the Volume of Cubes and Cuboids To determine the formula for the volume of cubes and cuboids and apply it to calculate the volume of shapes.	Negative Numbers – 1 week MNP Chapter 15 – Lessons 1 to 3 **Progression of skills** use negative numbers in context, and calculate intervals across zero Lesson 1 – Adding and Subtracting Negative Numbers To add and subtract negative numbers using a number line. Lesson 2 – Using Negative Numbers To create number stories using negative numbers.

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	Lesson 8 – Adding and Subtracting Fractions To add and subtract fractions with different denominators. Lesson 9 – Adding and Subtracting Fractions To add and subtract mixed numbers, including fractions with different denominators; to subtract from the whole and add the remainder back on. Lesson 10 – Adding and Subtracting Fractions To add and subtract fractions with different denominators; to add and subtract mixed numbers. multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $^1/_4 \times {}^1/_2 = {}^1/_8$) Lesson 11 – Multiplying Fractions To multiply fractions using pictorial representations and abstract methods. Lesson 12 – Multiplying Fractions To determine if the commutative law applies to fractions; to multiply fractions using concrete materials and pictorial representations. Lesson 13 – Multiplying Fractions To use concrete materials to understand and solve the multiplication of fractions; to simplify equations using pattern blocks. divide proper fractions by whole numbers (e.g. $^1/_3 \div 2 = {}^1/_6$) Lesson 14 – Dividing a Fraction by a Whole Number To divide a fraction by a whole number; to use pictorial representation to divide whole numbers into fractions. Lesson 15 – Dividing a Fraction by a Whole Number To divide fractions by whole numbers using concrete materials and pictorial representations; to divide fractions when the numerator and divisor are not easily divisible. Lesson 16 – Dividing a Fraction by a Whole Number To divide fractions by a whole number; to use pictorial representations to support division. recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.	Lesson 4 – Finding the Volume of Cubes and Cuboids To calculate the volume of boxes using the formula for volume of a cube; to expose common misconceptions in volume through a 3-box arrangement. Lesson 5 – Solving Problems Involving the Volume of Solids To solve word problems involving the volume of cubes and cuboids; to apply the formula for the volume of a cube or cuboid. 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 Lesson 5 – Solving Problems Involving the Volume of Solids To solve word problems involving the volume of cubes and cuboids; to apply the formula for the volume of a cube or cuboid. *solve problems involving the calculation and conversion of **units of measure**, using decimal notation up to three decimal places where appropriate* *(appears also in Converting)*	
	Decimals – 2 weeks MNP Chapter 4 – Lessons 1-14 + Review (Blend lesson 1&2 / 3&4 / 7&8) **Progression of skills**	Geometry – 2 weeks MNP Chapter 12 – Lessons 1 to 13 (Blend lesson 9&10) **Progression of skills**	Transition Unit Calculators – 2 weeks **Progression of skills**

	identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places Lesson 1 – Writing and Reading Decimals To read and write decimals to thousandths; to use concrete materials to represent decimals. Lesson 2 – Dividing Whole Numbers To divide whole numbers by larger whole numbers; to use Base 10 materials to represent tenths, hundredths and thousandths Lesson 10 – Dividing Decimals To divide decimals using number bonds and number discs as the key strategies. Lesson 11 – Dividing Decimals To divide decimals using bar models, number bonds and long division as key strategies, including regrouping and renaming Lesson 13 – Dividing a Decimal by a 2-Digit Whole Number To divide decimals by 2-digit numbers using number bonds and the worded method. Lesson 14 – Dividing a Decimal by a 2-Digit Whole Number To divide decimals by 2-digit whole numbers using number bonds and the worded method associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $^3/_8$) Lesson 3 – Dividing Whole Numbers To divide whole numbers that give rise to decimals; to calculate decimal fraction equivalents using long division. Lesson 4 – Writing Fractions as Decimals To convert fractions into decimals using bar models and long division. Lesson 5 – Writing Fractions as Decimals To write fractions as decimals; to use long division as the key strategy for turning fractions into decimals. use written division methods in cases where the answer has up to two decimal places Lesson 3 – Dividing Whole Numbers To divide whole numbers that give rise to decimals; to calculate decimal fraction equivalents using long division. Lesson 4 – Writing Fractions as Decimals To convert fractions into decimals using bar models and long division. Lesson 5 – Writing Fractions as Decimals To write fractions as decimals; to use long division as the key strategy for turning fractions into decimals.	recognise, describe and build simple 3-D shapes, including making nets Lesson 11 – Drawing Nets of Three-Dimensional Shapes To construct the nets of 3-D shapes by identifying the faces and the 2-D shapes that construct them. Lesson 12 – Drawing Nets of Three-Dimensional Shapes To construct the nets of 3-D shapes by identifying the faces and the 2-D shapes that construct them. illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius Lesson 6 – Naming Parts of a Circle To name the parts of a circle; to calculate diameter and radius using parts of a circle draw 2-D shapes using given dimensions and angles Lesson 8 – Drawing Quadrilaterals To draw quadrilaterals with specific side lengths and parallel lines; to find the perimeter of shapes and name trapeziums and parallelograms. Lesson 9 – Drawing Triangles To draw triangles using measurements and angles as the starting point; to use a protractor to draw triangles using angles. Lesson 10 – Drawing Triangles To construct triangles using a protractor and ruler; to use ratio to determine the dimensions of a triangle. compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons Lesson 3 – Investigating Angles in Triangles To determine and show the sum of the angles inside a triangle. Lesson 4 – Investigating Angles in Quadrilaterals To investigate and determine angles in quadrilaterals. Lesson 5 – Solving Problems Involving Angles in Triangles and Quadrilaterals To use the knowledge of angles inside a triangle and a quadrilateral to solve problems involving angles in other shapes. Lesson 8 – Drawing Quadrilaterals To draw quadrilaterals with specific side lengths and parallel lines; to find the perimeter of shapes and name trapeziums and parallelograms. Lesson 9 – Drawing Triangles To draw triangles using measurements and angles as the starting point; to use a protractor to draw triangles using angles.	

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	Lesson 10 – Dividing Decimals To divide decimals using number bonds and number discs as the key strategies. Lesson 11 – Dividing Decimals To divide decimals using bar models, number bonds and long division as key strategies, including regrouping and renaming Lesson 13 – Dividing a Decimal by a 2-Digit Whole Number To divide decimals by 2-digit numbers using number bonds and the worded method. Lesson 14 – Dividing a Decimal by a 2-Digit Whole Number To divide decimals by 2-digit whole numbers using number bonds and the worded method multiply one-digit numbers with up to two decimal places by whole numbers Lesson 6 – Multiplying Decimals To multiply decimals by whole numbers using partitioning or the worded method to help find the solution. Lesson 7 – Multiplying Decimals To multiply whole numbers that include a decimal by other whole numbers; to use partitioning and the worded method as key strategies. Lesson 8 – Multiplying Decimals To multiply decimals by whole numbers, including regrouping and renaming. Lesson 9 – Multiplying Decimals To multiply decimals by whole numbers using a variety of methods; to use the heuristic 'making a list' to help solve a problem Lesson 12 – Multiplying a Decimal by a 2-Digit Whole Number To multiply decimals by a 2-digit whole number using number discs and the column method 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. .	recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles Lesson 1 – Investigating Vertically Opposite Angles To investigate opposite angles; to use prior knowledge of angles to solve problems involving angles. Lesson 2 – Solving Problems Involving Angles To solve problems involving angles using the bar model heuristic; to solve problems involving angles without protractors. Lesson 7 – Solving Problems Involving Angles in a Circle To solve problems involving angles in a circle solve problems involving similar shapes where the scale factor is known or can be found Lesson 10 – Drawing Triangles To construct triangles using a protractor and ruler; to use ratio to determine the dimensions of a triangle.	
	Percentages – 1 week MNP Chapter 1 – Lessons 1 to 5 + Review **Progression of skills** Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison.	Graphs & Charts – 2 week MNP Chapter 14 – Lessons 1 to 13 (Blend lesson 2&3) **Progression of skills** interpret and construct pie charts and line graphs and use these to solve problems	Transition Unit Money (Initiative project)?? – 2 weeks **Progression of skills**

	Lesson 1 – Finding the Percentage of a Number To find the percentage of a whole number using division and multiplication; to use bar modelling as a pictorial approach to calculating percentage. Lesson 2 – Finding the Percentage of a Quantity To find the percentage of a quantity; to use bar model diagrams to support the division and multiplication of numbers towards the percentage. Lesson 3 – Finding Percentage Change To find the percentage change in an amount over time; to calculate the percentage change where the number gives rise to a decimal. Lesson 4 – Using Percentage to Compare To use percentage, bar models and fractions to compare amounts. recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. Lesson 3 – Finding Percentage Change To find the percentage change in an amount over time; to calculate the percentage change where the number gives rise to a decimal. Lesson 4 – Using Percentage to Compare To use percentage, bar models and fractions to compare amounts.	calculate and interpret the mean as an average convert between miles and kilometers Lesson 1 – Understanding Averages To calculate the average (mean) of sets of values. Lesson 2 – Calculating the Mean To calculate the mean. Lesson 3 – Calculating the Mean To calculate the mean. Lesson 4 – Solving Problems Involving the Mean To solve problems involving the mean; to use the mean and the number of values to calculate the total; to use given information to find unknown values. Lesson 5 – Showing Information on Graphs To show information on graphs; to transfer information from a table to a pie chart. Lesson 6 – Reading Pie Charts To read and interpret pie charts. Lesson 7 – Reading Pie Charts To read and interpret pie charts; to use percentages in pie charts. Lesson 8 – Reading Pie Charts To read and interpret pie charts; to use knowledge of angles to interpret pie charts. Lesson 9 – Reading Line Graphs To read line graphs; to interpret the information in line graphs that show distance and time. Lesson 10 – Reading Line Graphs To read and interpret line graphs; to answer questions about the information in line graphs. Lesson 11 – Converting Miles into Kilometres To convert miles into kilometres and kilometres into miles. Lesson 12 – Reading Line Graphs To read and interpret line graphs.	
	Ratio – 2 weeks MNP Chapter 8 – Lessons 1-10 **Progression of skills** Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts Lesson 1 – Comparing Quantities To use ratios and fractions to compare objects; to find the relationship between ratios, percentages and fractions. Lesson 2 – Comparing Quantities To determine the ratio of a quantity using concrete materials; to simplify ratios using concrete materials in addition to division. Lesson 3 – Comparing Quantities To compare more than two quantities using the term 'ratio'; to use bar models to express ratios where there is more than one quantity.	Revision – 3 weeks Third Space Revision Packs **Progression of skills** To be decided by the teacher from assessment	

	Lesson 4 – Comparing Quantities To compare quantity using both fractions and ratios; to use bar model diagrams to represent ratios. Lesson 5 – Comparing Quantities To compare quantities using bar models and common factors; to use multiplication and division to simplify ratios. Lesson 6 – Comparing Numbers To compare numbers using ratios; to make decisions about simplifying ratios using division. Lesson 7 – Solving Word Problems To solve word problems using a variety of heuristics including guess-and-check and bar models; to apply knowledge of ratios to word problems. Lesson 8 – Solving Word Problems To solve word problems using the bar model heuristic; to employ division and multiplication as primary strategies when solving word problems visually. Lesson 9 – Solving Word Problems To apply the guess-and-check and advanced bar model heuristic to ratio word problems. solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. Lesson 6 – Comparing Numbers To compare numbers using ratios; to make decisions about simplifying ratios using division.		
	Movement & Direction – 1 week MNP Chapter 13 – Lessons 1-8 (Blend lesson 2&3 / 7&8) **Progression of skills** use negative numbers in context, and calculate intervals across zero Lesson 1 – Showing Negative Numbers To represent negative numbers on both vertical and horizontal number lines. describe positions on the full coordinate grid (all four quadrants) Lesson 2 – Describing Position To describe the positions of objects on a coordinate grid; to use x and y axes to determine the position of objects on a grid. Lesson 3 – Describing Position To describe the position of points using coordinates on a grid.		

	draw and translate simple shapes on the coordinate plane, and reflect them in the axes. Lesson 4 – Drawing Polygons on a Coordinate Grid To draw polygons on a coordinate grid; to recognise polygons on a coordinate grid. Lesson 5 – Describing Translations To describe the translation of shapes on a coordinate grid. Lesson 6 – Describing Reflections To describe reflection using a mirror line and the terms 'object' and 'image'. Lesson 7 – Describing Movements To reposition objects so they can be reflected in the x and y axis as the mirror line. Lesson 8 – Describing Movements To describe the movement of objects using the terms 'translation' and 'reflection'.		
	Measurement – 1 week MNP Chapter 5 – Lessons 1-6 + Review (Blend lesson 1&2 / 4&5) **Progression of skills** use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places Lesson 1 – Converting Units of Length To convert common measurements into metres, centimetres and millimetres. Lesson 2 – Converting Units of Length To convert units of measure into different units; to use knowledge of decimals and fractions to help convert units. Lesson 3 – Converting Units of Length To convert metres into kilometres as units of measure. Lesson 4 – Converting Units of Mass To convert units of mass from grams to kilograms using decimals and fractions. Lesson 5 – Converting Units of Volume To convert units of volume from millilitres to litres. Lesson 6 – Converting Units of Time To convert units of time from minutes to hours; to represent time using 24-hour notation. solve problems involving the calculation and conversion of **units of measure**, using decimal notation up to three decimal places where appropriate		

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	(appears also in Converting) 5 – Converting Units of Volume To convert units of volume from millilitres to litres.		

Upper KS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y6	<u>Light</u> Recognise that light travels in straight lines. Explain that object can be seen because they give out or reflect light into the eye. Use idea that light travels in straight lines to explain why shadows have the same shape as the object that cast it.	<u>Electricity</u> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit. Compare and give reasons for variations in how components function, including brightness of bulbs, loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.	<u>Living Things and their habitats</u> Describe how living things are classified into broad groups according to common characteristics and based on similarities and differences, including micro-organisms plants and animals. Give reasons for classifying plants and animals based on specific characteristics.	<u>Adaptation and evolution</u> Recognise that living things have changed overtime and that fossils provide information about living things that inhabited the earth millions of years ago. Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	<u>Animals, including humans</u> Identify and name the main parts of the human circulatory system, describe the function of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their body functions. Describe the ways in which nutrients and water are transported within animals, including humans.	

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Upper KS2	Autumn Term World War 2			Spring Term Rainforests			Summer Term London	
Y6	**Coding (2Code)** **Skills** ~ Use the program design process, including flowcharts, to develop algorithms for more complex programs using and understanding of abstraction and decomposition to define the important aspects of the program. ~ Code, test and debug from these designs. ~ Use	**Online Safety (2DIY, 2Investigate, 2DIY 3D)** **Skills** ~ Identify benefits and risks of mobile devices broadcasting the location of the user/device. ~ Identify secure sites by looking for privacy seals of approval. Identify the benefits and risks of giving personal information. ~ Review the meaning of a digital footprint.	**Spreadsheet (2Calculate)** **Skills** ~ To use a spreadsheet to investigate the probability of the results of throwing many dice. ~ Using the formula wizard to add a formula to a cell to automatically make a calculation in that cell. ~ Create graphs showing the data collected. ~ Type in a formula for a cell to automatically	**Blogging (2Blog)** **Skills** ~ Identify the purpose of writing a blog and its key features. ~ Plan the theme and content for a blog and write the content. ~ Consider the effect upon the audience of changing the visual properties of the blog. ~ Understand the importance of regularly updating the	**Text Adventure (2Code, 2Connect)** **Skills** ~ Find out what a text adventure is. ~ Plan a story adventure. ~ Make a story-based adventure. ~Introduce map-based text adventures. ~ Code a map-based text adventure.	**Networks (Sir Tim Berners-Lee Profile, 2Connect)** **Skills** ~ Learn about what the Internet consists of. ~ Find out what a LAN and a WAN are. ~ Find out how the Internet is accessed in school. ~ Research and find out about the age of the Internet. ~ Think about what the future might hold.	**Quizzing (2Quiz, 2DIY, 2Investigate, 2Connect)** **Skills** ~ Create a picture-based quiz for young children. ~ Learn how to use the question types within 2Quiz. ~ Explore the grammar quizzes. ~ Make a quiz that requires the player to search a database.	**Binary (2Connect, 2Question, Free Code)** **Skills** ~ Know what the terms binary and denary mean and how they relate to the number system, the digital system and the terms base-10 and base-2 ~ Relate binary to the on and off states of electrical switches. ~ Convert numbers from decimal to binary. ~ Convert numbers from

	functions and tabs in 2Code to improve the quality of the code. ~ Code user interactivity using input functions	~ Have a clear idea of appropriate online behaviour. ~ Begin to understand how information online can persist. ~ Understand the importance of balancing game and screen time with other parts of their lives. ~ Identify the positive and negative influences of technology on health and the environment.	make a calculation in that cell. ~ Using a spreadsheet to create computational models and answer questions.	content of a blog. ~ Understand how to contribute to an existing blog. ~ Understand how and why blog posts are approved by the teacher.				binary to decimal. ~ Represent states of object in their own program using binary.

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Upper KS2	**Autumn Term** WW2	**Spring Term** Rainforests	**Summer Term** London
Y6 **Key person/event** Influential computer scientists.	**D & T Element – Textiles** Repurposing materials to create a new product 'Funky Furnishing' <u>Skills to be developed</u> -Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design -Investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work -Select from and use a wider range of materials and textiles according to their functional properties and aesthetic qualities -Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	**D & T Element – Food** Design and make a breakfast bar using a range of ingredients found in the rainforest/fair-trade foods. <u>Skills to be developed</u> -Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. -Use research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose aimed at particular groups or individuals. -Understand and apply the principles of a healthy and varied diet. -Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. -Use research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose aimed at particular groups or individuals. -Select from and use a wider range of materials and components including ingredients according to their functional properties and aesthetic qualities. -Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	**D & T Element – Electrical systems/Programming** Alarm systems to programme and control electrical systems for museum exhibits/staying safe in accommodation. Link to protecting while in London e.g. motion sensor alarms, door buzzer entry systems. Skills to be developed

	-Select from and use wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing. -Develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - 	-Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	

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KS2 Theme	Autumn Term WWII	Spring Term Rainforests	Summer Term London
Y6	**Key Texts:** Letters from the Lighthouse (Emma Carroll) **Other texts used** Flossy Albright's Diary (picture book) WW1 Poems Letter from Foster Family (Evacuee) Primary sources from school achieves Carrie's War extracts Goodnight Mr Tom extracts Pathe News eg. Dunkirk news narrations Rose Blanche Sir Isaac Newton biography (Science) Additional – non topic based texts used in reading revision and homework **Skills to be developed:** • to read a range of age appropriate books with fluency and confidence • understand the value of primary sources • make comparisons between texts, extracts including film extracts • begin to understand and explain authorial intent	**Key Texts:** Journey to the River Sea (Eva Ibbotson) **Other texts used** Mary Kingsley Biography The Great Kapok Tree (picture book) Flamingo Land Map David Attenborough and Natural History Documentary Transcripts National Geographic extracts Beast on the Moors and other newspaper articles Christopher Columbus biography Additional – non topic based texts used in reading revision and homework **Skills to be developed:** • understanding of text types with knowledge of purpose and audience • technical language explored and developed • importance of formal and informal language • reading developed through independent research	**Key Texts:** King of Shadows (Susan Cooper) **Other texts used** History of Buckingham Palace Fact files of Famous London Landmarks Shakespeare – Midsummer's Nights Dream Hamlet abridged versions and extracts Selection of comprehensions to support assessment **Skills to be developed:** • historical language • Early modern English and language development through Shakespeare • Summarising classic texts through drama and performance •

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Y6	**National Curriculum skills being developed across the year** • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views.

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KS2 Theme	Autumn Term WWII	Spring Term Rainforests	Summer Term London
Y6	**Writing Experiences** • Comparison of text/film structured essay • Evacuation Leaflet design and publish • Beyond the Lines Narrative (Literacy Shed short film) • Pathe News Narration **Skills to be developed:** Comparing genre, character and plot Evaluating effectiveness of a piece of writing Expressing opinions in a formal and informal tone Research using primary and secondary sources Subjunctive form creating atmosphere by describing settings Use prefixes and suffixes spell some words with 'silent' letters [for example, knight, psalm, solemn] using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently formal speech and writing, including subjunctive forms using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases using modal verbs or adverbs to indicate degrees of possibility	**Writing Experiences** • Poetry styles • Blogs (descriptive writing) • Newspaper Report • Documentary script and recording **Skills to be developed:** Understand syllables and rhythm in poetry Describing settings Use precise language choice Control the use of figurative language Careful crafting of sentence structure Adopting style of an author (Mary Kingsley) Understand and use pathetic fallacy Formal formatting Structural features of non-fiction styles Drawing on high-quality examples (WAGOLLs) Publishing and blogging (IT) Direct and Reported Speech Combining text types (fiction with fact). continue to distinguish between homophones and other words which are often confused formal speech and writing, including subjunctive forms using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	**Writing Experiences** • Promoting London landmarks Information text • Alma – Literacy Shed short film story writing • Older Literature – Writing extracts using Early Modern English (Shakespeare) **Skills to be developed:** Writing for a specific purpose and audience using passive verbs

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National Curriculum Skills developed across the year

Transcription

- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use dictionaries to check the spelling and meaning of words, use a thesaurus to find alternative words with the same meaning

Handwriting and presentation

- write legibly, fluently and with increasing speed

Composition

- plan for purpose and audience
- draft and write
- evaluate and edit
- proof-read for spelling and punctuation errors

Grammar and punctuation

- using commas to clarify meaning or avoid ambiguity
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis

Revisited each term to include . , ? ! ‘ ( ) – “ “ : ;

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Upper KS2	Autumn Term World War 2	Autumn Term World War 2	Spring Term Rainforests	Spring Term Rainforests	Summer Term London	Summer Term London
Y6	**Art Skill – Drawing** Spitfires **Skills to be developed:** ➢ Range of drawing media (including different grades of pencil, charcoal) ➢ Draw the layout of the figure in motion. ➢ Select different techniques for different purposes: shading, smudging etc ➢ Perspective drawing ➢ Tonal contrast ➢ Texture of a surface ➢ Effect of light on objects from	**Art Skill – Collage and Textiles** Make do and Mend **Skills to be developed:** ➢ Display greater precision in work, cutting and fixing more accurately ➢ Combine a range of sewing, printing, dyeing and joining techniques to good effect. ➢ Layer textiles and using cutting techniques to reveal that	**Art Skill – Printing** Tie-dye t shirt with print Zentangles design rainforest creature. **Skills to be developed:** ➢ Printing techniques (tie- dye) ➢ Explore mono printing ➢ Colour mix through overlapping colour prints ➢ Use fabric block printing ➢ Tie dye pieces combining two colours	**Art Skill – Painting** Henri Rousseau Painting **Skills to be developed:** ➢ Mixed media in completed work ➢ Different kinds of paints (acrylics, watercolour etc. ➢ Fine brush strokes ➢ Watercolour techniques and complementary colours ➢ Hue, tint, tone, shades and mood ➢ Colour to express feelings	**Art Skill – Collage** Collage (3D collage of London Skyline) **Skills to be developed:** ➢ Layer textiles and using cutting techniques to reveal that underneath to create effects ➢ Produce more intricate patterns and textures	**Art Skill – Sculpture** 3D Sculpture Artist – Anish Kapoor **Skills to be developed:** ➢ Create a 3D Sculpture using a range of joining methods e.g. gluing, stitching, weaving, tying ➢ Wires to create malleable forms ➢ Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with Modroc)

	different directions ➢ Scale and proportion in compositions	underneath to create effects ➢ Produce more intricate patterns and textures	➢ Combine prints to produce an end piece ➢ Can produce pictorial and patterned prints ➢ Combine a range of sewing, printing, dyeing and joining techniques to good effect.	➢ Replicate patterns, colours and textures ➢ Work from imagination ➢ Perspective in your paintings and compositions	➢ Work directly from imagination with confidence	➢ Work directly from imagination with confidence ➢ Create human forms showing movement. ➢ Produce more intricate patterns and textures

Year 6	Autumn	Spring	Summer
Units of work	Happy	Classroom Jazz 2	Reflect, Rewind, Replay
Progression in skills			
Listen & Appraise	To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence. To describe, compare and evaluate different types of music using a range of musical vocabulary.	To use and apply a range of musical notations including staff notation, to plan, refine musical material.	To identify and explore the relationship between sounds and how music can reflect different meanings. To develop an understanding of the history of music from different, cultures, traditions, composers and musicians. Evaluate how purpose affects the way music is performed.
Performance: singing & instruments	To sing in solo, unison and in parts with clear diction and controlled pitch.	To play and perform with accuracy, fluency, control and expression.	To think about the audience when performing and how to create a specific effect.
Improvisation & composition	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by

	developing ideas within a range of given musical structures.	developing ideas within a range of given musical structures.	developing ideas within a range of given musical structures.
Share & evaluate	To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.	To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.	To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.

Upper KS2	**Autumn Term** World War 2	**Spring Term** Rainforests	**Summer Term** London
Y6	**PE Focus –** *Co-ordination, static balance, agility, reaction and response; Cognitive and Creative* Teacher: Real PE Unit 1, Real PE Unit 2 HLTAs: Gymnastics (X) and Games (invasion –Rugby) Teacher: Fitness (extra) **Skills to be developed:** ~ Share clear ideas of how to develop my own and others' work ~ Recognise and suggest patterns of play which will increase chances of success ~ Develop methods to outwit opponents ~ Co-ordination – ball skills ~ Agility, reaction and response ~ Respond imaginatively to different situations,	**PE Focus –** *Dynamic, static and counter balance; Social and applying physical* Teacher: Real PE Unit 3, Real PE unit 4, HLTAs: Dance and Games (net/wall – tennis/badminton) **Skills to be developed:** ~ Give and receive sensitive feedback to improve myself and others. ~ Negotiate and collaborate appropriately ~ Dynamic balance – on a line ~ Counter balance in pairs ~ Use combinations of skills confidently in sport specific contexts. ~ Perform a range of skills fluently and accurately in practice situations ~ Static balance - 1 leg	**PE Focus –** *Co-ordination, agility and static balance; Health and fitness and personal* Teacher: Real PE Unit 5, Real PE Unit 6, HLTAs: Gymnastics (AA) and Games (striking and fielding – cricket) Teacher: OAA /Yoga (extra) **Skills to be developed:** ~ Self-select and perform appropriate warm up and cool down activities. ~ Identify possible dangers when planning an activity ~ Static balance – Stance ~ Co-ordination - footwork ~ See all new challenges as opportunities to learn and develop. ~ Recognise my strengths and weaknesses ~ Set myself appropriate targets

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	~ Adapt and adjust my skills, movements or tactics so they are different from or in contrast to others ~ Static balance – seated ~ Static balance – floor work ~ Spatial relationships ~ Compose an individual sequence comprising of travel, jump, roll and balance ~ Teach sequence to a partner and perform together ~ Use matching movements with partner precisely (same arm, same leg, same time) ~ Use mirroring movements with a partner (same actions but opposite limbs) ~ Show matching, mirroring, symmetrical and asymmetrical balances and shapes ~ Create a sequence linking 4 balances with travelling, jumping and turning, showing varied speed, level and direction ~ Adapt and transfer skills from floor to apparatus ~ Practise technique to hold and pass a Rugby ball (sideways and back). ~ Practise technique to catch and receive a Rugby ball ~ Pass and carry a ball using balance and coordination. ~ Work as a team, using ball-handling skills. ~ Understand the basic rules of tag rugby. ~ Use skills learned to play a game of tag rugby. ~ Apply rules and skills learned to a game. ~ Play in a mini tag rugby competition. ~ Select appropriate warm ups and cool downs to prepare/recover for/from different activities	~ Dynamic balance – jumping and landing ~ Demonstrate flexibility, strength, technique, control and balance in dance performances. ~ Show awareness of and use musical structure, rhythm and mood, and can dance accordingly ~ Adapt and refine (in pairs/group) dances to ensure they reflect the chosen dance style. ~ Reflect on how effort leads to success and begin to encourage others to work hard. ~ Show resilience and the ability to stick at an activity and find alternative ways if the first attempt doesn't work. ~ Enjoy new experiences and talk about these with others. ~ Create and perform dances in a variety of styles consistently. ~ Use appropriate criteria and terminology to evaluate strengths and weaknesses in own and others' performances. ~ Become familiar with balls/shuttles and rackets. ~ Demonstrate and use the correct grip of the racket ~ Learn how to get the ball/shuttle into play. ~ Use good hand/eye co-ordination to be able to contact the shuttle/ball with the face of the racket. ~ Accurately serve ~ Build up a rally (increasing accuracy of strokes). ~ Develop the techniques for different shots and strokes	~ Agility – ball chasing ~ Co-ordination – sending and receiving ~ Counter-balance and counter-tension ~ Show counter-balance and counter-tension balances in twos or threes ~ Variations developed through body shape, different levels and pushing/pulling on different body parts ~ Varied methods of moving into and away from balances ~ Link four combined balances with movements showing variations in level, speed and direction ~ Adapt and transfer skills, principles and sequences onto appropriate apparatus ~ Develop skills in batting and fielding. ~ Use fielding skills to stop the ball effectively. ~ Throw and catch under pressure. ~ Choose fielding techniques. ~ Run between the wickets. ~ Run, throw and catch with confidence and accuracy. ~ Develop a safe and effective overarm throw. ~ Learn batting control. ~ Learn the rules for cricket. ~ Learn the role of wicket keeper. ~ Play in a tournament and work as team, using tactics and all the skills learned in order to beat another team. ~ Use and refine the following skills: flexibility, strength, balance, power and mental focus. ~ Apply knowledge of breathing exercises to help manage emotions across everyday life. ~ Adapt and refine (in pairs/group) flows to ensure they reflect the chosen yoga theme.

	~ Use the correct technique in a variety of circuit exercises ~ Understand the core muscles of the body and their importance ~ Use the correct techniques in a range of exercise aimed to strengthen the core muscles ~ Understand the muscles in the arms and legs and their importance ~ Use the correct techniques in a range of exercise aimed to strengthen the muscles in the arms and legs ~ Understand the importance of cardiovascular training ~ Use the correct technique in a variety of circuit exercises and improve on previous results	~ Use the scoring system and court for singles tennis or badminton. ~ Play a variety of shots in a game situation and to explore when different shots should be played. . ~ Play a game using correct serves and the correct selections of shots. ~ Understand how to use different shots to outwit an opponent in a game. ~ Develop knowledge, understanding and principles within a singles and doubles game, including tactics and strategies used	~ Reflect on how effort leads to success and begin to encourage others to work hard. ~ Show the resilience and ability to stick at an activity and find alternative ways if the first attempt doesn't work. ~ Enjoy new experiences and talk about these with others. ~ Apply mindfulness and relaxation skills to everyday life, both at home and at school. ~ Construct and perform yoga flows using balances and transitional movements. ~ Use appropriate criteria and terminology to evaluate strengths and weaknesses in my own and others' performances. ~ Show increasing control when performing more advanced survival skills ~ Plan and navigate a variety of orienteering challenges using map reading and compass skills in unfamiliar settings ~ Plan and undertake a journey in the outdoors ~ Participate in the different types of orienteering courses in preparation for competition and participating in the sport of orienteering ~ Plan and respond to more complex challenges in different environments and in unfamiliar circumstances ~ Work with others to identify potential hazards and devise strategies to ensure that safe working practices and followed ~ View and appraise their own and others performances with confidence using range of appropriate language

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Real PE vocabulary	Review, analyse and evaluate, strengths and weaknesses, read and react, different game situations, develop, recognise and suggest, success, develop methods, outwit opponents, judge performance, identify strength and weaknesses, awareness of space, good decisions, tactics, effectively disguise, respond imaginatively, adapting and adjusting skills, movements or tactics, different from, in contrast, link actions and develop sequences of movements, express ideas, change tactics, rules or tasks, fun, challenge, involve and motivate, perform better, sensitive feedback, negotiate and collaborate, cooperate, organise, guide, transfer skills and movements, consistent and effective, competitive situations, combinations of skills, perform fluently and accurately, good body tension, running, jumping and throwing activities, different types and levels of fitness, plan, basic fitness programme, self-select, perform, warm up and cool down, dangers, safety, health and fitness, expectations, record and monitor, create plans, critical feedback, new challenges, strengths and weaknesses, appropriate targets, react positively, persevere, improve, regular practice
Dance/Yoga Vocabulary	Travel, stillness, direction, flexibility, strength, control, balance, adapt, refine, technique, pattern, sequence, rhythm, mood, variation, unison, canon, action, reaction, effort, success, resilience, create, perform, consistency, evaluate, strengths, weaknesses, improve, refine, Flexibility, strength, balance, power, mental focus, adapt, refine, improve, breathing, perseverance, resilience, determination, construct, perform, flow, transitional movements, language and terminology,
Gymnastics Vocabulary	Spatial awareness, compose, individual, sequence, travel, roll, jump, balance, turn, teach, perform, partner, match, mirror, precise, asymmetrical, symmetrical, shapes, link, speed, level, direction, varied, adapt, transfer Counter-balance, counter-tension, balances, body shape, pushing, pulling, body parts, principles complex, well-executed, range of movements, swing, springing, vault, inversions, upright, rotate, bend, stretch, twist, gestures, hold, strong, fluent, expressive, set pieces, linking elements, body rotation, floor performances, practise, techniques, kinaesthetic awareness, well-rehearsed
Games Vocabulary	**Tag, goal line, touchline, 'try', scoring, free pass, pass back, knock on, offside, attack, defend, tactics, choose, combine, technique, passing, points, possession, isolation (alone), pitch, team work, volleyed, forehand, backhand, technique, serve (over arm/underarm), tennis court, areas, defend, attack, tactically anticipate, direction of play, appropriate tactics, spirit of fair play, good role model, bat, ball, stumps, wickets, batting, fielding, underarm throw/bowl, over arm throw/bowl, scores, runs, pitch, strike, bowl, body behind the ball, fielding, batting, tactics**
Fitness/OAA vocabulary	Orienteering, map skills, compass, symbols, contours, grid, reference, co-ordinates, communication, confidence, self-esteem, team work, strength, agility, personal barriers, perseverance, determination, risk-taking, competence, excellence, competition, collaborate, compete, competent, confident, proficient, physical activity, tactics, team work, develop, compare, demonstrate, improve, communicate, evaluate, principles, heart rate, breathing patterns, warm up, cool down, skills, technique, improve, refine technique, improvement, personal best, skills, strategy, beat previous goals, set new goals, challenge themselves, core, muscles, strengthen, cardiovascular,

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Upper KS2	Autumn Term WW2	Spring Term Rainforests	Summer Term London
Y6	**Let's Visit a French Town** In this 'Let's Visit a French Town' unit, your class will apply previous skills and knowledge of topic areas such as places in a town, directions, homes and numbers to develop their speaking and listening abilities. They will have more focused practice using bilingual dictionaries and increase their understanding of word classes and other grammatical features of the language. The unit includes lots of opportunities for using songs, stories, art and drama. **Skills to be developed:** choose the correct form to go with the subject of the sentence; talk about what there is to do in a town; use simple prepositional phrases; use a bilingual dictionary; ask/answer questions about where a place is; use appropriate words for number operations; recognise and use ordinal numbers; identify a spelling pattern; join in with a song or poem to help remember new language.	**Let's Go Shopping** In this 'Let's Go Shopping' unit your class will learn about the shopping experience in France. Children will learn how to use the nuances of colour when describing the colours of clothes and how to use prepositional language. They will learn key phrases for asking the questions needed when going shopping. The unit concludes with a role play lesson, where children will take on the roles of shoppers and shopkeepers. **Skills to be developed:** use the preposition à côté de and choose the correct masculine and feminine form; use adjectives (colours) and place them after the noun; write money amounts in French, up to 500 € in mutliples of 50.	**This is France** This unit will teach your class key vocab related to France and, in particular, Paris. Your class will learn specific vocab to describe France's neighbours and positions/distances of a variety of cities. They will learn the French names for famous French landmarks and how to describe what people do when they visit Paris. Also, one lesson focusses on famous French people and children will learn the French names for the areas that they were/are famous for. They will also learn key phrases connected to themes which run through this unit. **Skills to be developed:** Listen and respond to topic vocab Answer questions orally using the topic vocab Write and answer to a sentence using the topic vocab Create senteces independently, using a modelled sentence Write numbers up to 999 Describe position up to 8 compass points Choose the correct tense of the verb etre (present or imperfect) Choose the correct form of an adjective describing nationalities.
Key Vocabulary	**je/tu/il/elle/nous/vous/ils/elles [I/you/he/ she/we/you/they], où [where], habiter [to live], nager [to swim], prier [to pray], acheter [to buy], apprendre [to learn], prendre [to catch – train/bus], regarder [to watch], faire une promenade [to go for a walk], école (f) [school], église (f) [church], piscine (f) [swimming pool], gare (f) [railway station], cinéma (m) [cinema], parc (m) [park], mosquée (f) [mosque], librairie (f) [bookshop], préposition (f) [preposition], à côté de [next to], en face de [opposite], librairie (f) [bookshop], bibliothèque (f) [library], boucherie (f) [butcher], restaurant (m) [restaurant], banque (f) [bank], patinoire (f) [ice rink], office du tourisme (m) [tourist information], mairie (f) [town hall], Où est ___? [Where is___?], Bonjour [Hello/Good day], Madame [Madam], Monsieur [Sir], Mademoiselle [Miss], Ça va ?/ Comment allez-vous ? [How are you?], Bien [Good/fine], Très bien [Very well], Comme ci, comme ça [Not bad/OK], Ça ne va pas très bien [Not very well], Ça va mal [Bad/not well], Merci [Thank you], Et toi/vous ? [And you?], Bien [Good], Je voudrais… [I would like….], Les magasins (m) [shops], le magasin de chaussures (m) [shoe shop], la fromagerie (f) [cheese shop], la boucherie (f) [butchers], la boulangerie (f) [bakery], la pâtisserie (f) [cake shop], la bijouterie (f) [jewellers], le magasin de jouets (m) [toy shop], le magasin de vêtements (m) [clothes shop], la confiserie (f) [sweet shop], Où est…? [Where is...?], entre [between], à côté de [next to], le Royaume-Uni (m) [United Kingdom], La France (f) [France], l'Italie (f) [Italy], la Belgique (f) [Belgium], l'Andorre (f) [Andorra], l'Allemagne (f) [Germany], le Luxembourg (m) [Luxembourg], la Suisse (f) [Switzerland], la l'Espagne (f) [Spain], le voisin (m) [neighbour].**		

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Upper KS2	Autumn Term WW2	Spring Term Rainforests	Summer Term London
Y6	**Starting point: 'Which countries were involved in WW2?'** (Locational Knowledge focus) **Skills to be developed:** - To locate cities, countries and regions of Europe and North and South America on maps. - To describe key physical and human characteristics and environmental regions of Europe and North and South America. - To describe where the UK is located, and name and locate a range of cities and counties. - To locate and describe several physical environments in the UK e.g. coastal and mountain environments and how they change. - To locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. - To recognise broad land-use patterns over time. - To locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation. - To know and understand what life is like in cities and in villages and in a range of settlement sizes. - To continue to use four figure grid references with confidence and find six figure grid references.	**Rainforests – the Amazon** (physical and human geography focus) **Skills to be developed:** -To explain some ways biomes (rainforests) are valuable, why they are under threat and how they can be protected. -To explain several threats to wildlife/habitats. -To understand how climate and vegetation are connected in biomes (rainforest) -To describe what the climate of a region is like and how plants and animals are adapted to it. -To understand how food production is influenced by climate. - To understand that products we use are imported as well as locally produced (trade links) - To understand where our natural resources such as minerals (medicines) come from.	**Brazil study** (place knowledge focus) **Skills to be developed:** -To understand how a region has changed and how it is different from another region of the UK. -To know and share information about a region of South America, its physical environment and climate, and economic activity. - To understand how human activity is influenced by climate and weather. -To understand hazards from physical environments and their management, such as avalanches in mountain regions. -To explain several threats to wildlife/habitats. -To describe and understand a range of key physical processes and the resulting landscape features e.g. the child can understand how a mountain region was formed.
	Continuous Skills* - naming the four countries of the U.K. - naming the capital cities of the U.K. - naming the continents - naming countries in Europe - naming countries in North/South America - meaning of rural/urban - meaning of biomes and examples – naming the seas around the UK – naming physical/human landscapes/environments - what is a continent/country/county/city/town/village? - significance of Equator/North and South Pole - significance of latitude/longitude - location of tropics, Arctic/Antarctic circles, Prime/Greenwich Meridian - 8 points of a compass, 4/6 figure grid references		

	(* link to EAL children in your class/children with family members of friends around the world – where possible to do so)

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Upper KS2	Autumn Term	Spring Term Local History- British Settlement	Summer Term
Y6	**History-** WW2/ The Blitz **Skills to be developed:** **Chronology:** Describe and make links between main events, situations and changes across different time periods. Develop the appropriate use of Historical terms **Interpreting:** Construct informed responses by selecting and organising relevant historical information: **Research:** Understand how knowledge of the past is constructed from a range of sources *Identify Historically significant people and events from the studied topic area* Establish clear Narratives within and across periods studied Regularly address and sometimes devise historically valid questions when discussing events and Historical based	**History-** Local History- British Settlement **Skills to be developed:** **Chronology:** Describe and make links between main events, situations and changes across different time periods. Develop the appropriate use of Historical terms Continue to develop chronologically secure knowledge of History through further topic studies **Historical Knowledge:** Note connections, contrasts and trends over time **Research:** Understand how knowledge of the past is constructed from a range of sources *Identify Historically significant people and events from the studied topic area* Establish clear Narratives within and across periods studied	**History-** Roman Britain/ Mayans/ Anglo-Saxons -**BASED AROUND THE LONDON TRIP** **Skills to be developed:** **Chronology:** Describe and make links between main events, situations and changes across different time periods. Develop the appropriate use of Historical terms Continue to develop chronologically secure knowledge of History through further topic studies **Historical Knowledge:** Note connections, contrasts and trends over time **Interpreting:** Construct informed responses by selecting and organising relevant historical information: **Communicate:** Develop the use of Historical terms/vocabulary linked to the topic in hand… Regularly address and sometimes devise historically valid questions when discussing events and Historical based
	Skills to develop in the background: **Chronology:** Continue to develop chronologically secure knowledge of History through further topic studies	**Skills to develop in the background:** **Interpreting:** Construct informed responses by selecting and	**Skills to develop in the background:** **Research:** Understand how knowledge of the past is constructed from a range of sources

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	Historical Knowledge: Note connections, contrasts and trends over time **Communicate:** Develop the use of Historical terms/vocabulary linked to the topic in hand…	organising relevant historical information. **Communicate:** Develop the use of Historical terms/vocabulary linked to the topic in hand… Regularly address and sometimes devise historically valid questions when discussing events and Historical based	*Identify Historically significant people and events from the studied topic area* Establish clear Narratives within and across periods studied

Core Themes- Year 6	Me and My Relationships	Keeping Myself Safe	My Healthy Lifestyle	Me and My Future	Becoming and active citizen
	I understand the physical and emotional changes I will go through at puberty. I can look after my body and health as I go through puberty. I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this. I know about human reproduction including conception. I recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable. (this could include between peers) I understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people. (include same sex relationships) I know that relationships change over time and the features of a	I can take responsibility for my own safety and know about health and safety, basic emergency first aid procedures (including head injuries) and where to get help, including how to call 999 in an emergency. I recognise the responsibility I have both on and offline due to increased independence and can keep myself and others safe I can respond to challenges including recognising, managing and assessing risks in different situations both on and offline and can manage them responsibly. I am able to make informed decisions relating to risk taking behaviours in relation to medicines, alcohol, tobacco, e-cigarettes, drugs and other substances including what is meant by the term, 'habit' and why habits can be hard to change. I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources both on and offline,	I can manage my time to include regular exercise and self-care techniques to look after my mental and physical health such as relaxation. I can recognise opportunities to make my own choices about food, what might influence my choice and the benefits of eating a balanced diet. I understand the impact of growth and adolescence on my hygiene, good quality sleep and nutrition needs. I understand the risks associated with an inactive lifestyle, poor diet, unhealthy eating and other behaviours on my physical and mental wellbeing. I understand early signs of physical illness, such as weight loss, or unexplained changes to the body. I understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. I recognise that I may experience conflicting emotions and when I need	I know that people buy things online and have online bank accounts and passwords to keep money safe. I can describe a range of local businesses and how they are run and the products and / or services they provide. I understand that money we earn also supports the community. I can describe how people's careers are different and how they develop in different ways and I am aware that people feel differently about the different types of work they do. I can reflect on what I have learnt about careers, employability and enterprise activities and experiences and how the learning relates to my choices. I understand that employers must treat all employees equally and there are certain protected characteristics under the Equalities Act.	I understand how democracy works in the UK at a local, regional and national scale. I understand that there are other forms of government that are not democratic and can give some examples of these. I understand what being part of a community means and I can take part more fully in school and community activities. I understand the mental health benefits of community participation and volunteering. I can demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment. I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child.

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	positive healthy relationship both on and offline. (including friendships) I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret all of which can happen both on and offline. I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and my health and how to attract their attention. I can recognise the difference between aggressive and assertive behaviour both on and offline and developed some strategies to resolve disputes and conflict. I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia, transphobia and biphobia and racism which can happen both on and offline on individuals and communities. I can recognise and challenge discrimination and stereotyping which can happen both on and offline. (including cultural, ethnic, religious diversity, sexuality, gender and disability) I understand the nature, causes and consequences of hate crime which can happen both on and offline and I know I need to tell a trusted adult.	including people I know and the media. I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games. I can select appropriate tools to collaborate and communicate confidently and safely with others, including friends I know in real life. I understand how the media (advertising and internet) may influence my opinions and choices. I am able to recognise risks, harmful content and contact and now how to report them. I am aware of online abuse such as trolling, bullying and harassment and the negative impact it can have on a person's mental health so I understand the need to use respectful language and know the legal consequences for sending offensive online communications. I have an understanding of how my information and data is shared and used online. I know how to manage requests for images of myself or others (this includes from friends); what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request. I am a responsible user of mobile phones: safe keeping (looking after it) and safe user habits (time limits,	to listen to and overcome my emotions. I understand what being resilient means to me and I have strategies I can use I know how change can impact with our feelings of belonging. I have an understanding of mental ill health and how important it is for people to get early help to support them. I understand that the media can have a positive and negative effect on mental health, e.g.body image	I know how to keep myself safe when working and what the law says to protect workers. I can recognise and start to demonstrate some of the key qualities and skills that employers are looking for and to be enterprising. I can identify positive achievements during my time in Primary School. I can explain what I am worried about and what I am looking forward to in Year 7.	I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment. I can research, discuss and debate topical issues, problems and events. I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and the benefits of being a multi-cultural nation. I can discuss controversial issues in a sensitive manner, such as terrorism, migration and racism. I am aware of how the media present information and that the media can be both a positive and negative influence. I can critique how the media present information.

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Upper KS2	Autumn Term *U2.3 What do religions say to us when life gets hard?*	Spring Term *U2.7 What matters most to Christians and Humanists?*	Summer Term *U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?*
Y6 **The threefold aim of RE:** A) Know about & Understand B) Express & Communicate C) Gain & Deploy Skills Please refer to the progression overview scanned in at the end of this document for breakdown of 3 sublevels of the aims**	**Religions Studied:** Christianity Humanist Hinduism **Skills to be developed:** **Believing strand** A) Know about & Understand A1, A3 B) Express & Communicate B1, B2, B3 C) Gain & Deploy Skills	**Religions Studied:** Christianity Humanist **Skills to be developed:** **Living strand** A) Know about & Understand A2 B) Express & Communicate B2, B3 C) Gain & Deploy Skills C2, C3	**Religions Studied:** Christianity Humanist Islam **Skills to be developed:** **Expressing strand** A) Know about & Understand A1, A3 B) Express & Communicate B2, B3 C) Gain & Deploy Skills C1, C2, C3

		use of passcode, turning it off at night etc.) I know how to report concerns and get support with issues online.			