

Topic/ Question <b>Year Six</b>	Exploration	Exploration	Contrasting Localities	Contrasting Localities	Mayan Civilisation	Mayan Civilisation
<b>Specific focus</b>	Exploration through the ages	Tudor era, New World, Development of Cartography	The Philippines (Volcanic)	Wales (Sedimentary rock)	South America	Circa AD 900
<b>Question</b>	How has exploration through the years affected and influenced the way we live today?	How can you calculate the position of a ship using longitude and latitude? What mechanisms were invented?	How does the environment and weather affect the way we live? How can it be changed?	How can society utilise the natural resources effectively without disturbing the environment?	How does the civilisation of ancient cultures differ from today's culture? 88	What has modern society learned from this culture? What is still important today?
<b>English</b>	Play scripts – Shakespeare Poetry – performance and oral poetry with musical accompaniment Narrative Autobiography/Biographies	Play scripts – Shakespeare Poetry – performance and oral poetry with musical accompaniment Narrative Autobiography/Biographies ACTIVITY: PLAY in a DAY Exploration: North Pole	Persuasion/discussion Report Non- chronological reports  Comprehension	Persuasion/discussion Report Non- chronological reports  Comprehension	Explanation Instructions Narrative Speaking & Listening – performing to an audience	Explanation Instructions Narrative Speaking & Listening – performing to an audience ACTIVITY: PRODUCTION
<b>Maths New Curriculum LgFL Each bullet point signifies a week.</b>	<ul style="list-style-type: none"> <li>Place value incl. decimals</li> <li>Mental and written addition</li> <li>Mental and written multiplication (time)</li> <li>2D and 3D shape</li> <li>Mental and written subtraction</li> <li>Mental and written division</li> </ul> Units A1, B1, C1, D1, E1, Data Handling Accurate measuring Geometry	<ul style="list-style-type: none"> <li>Fractions</li> <li>Fractions, percentages, ratio and proportion</li> <li>Geometry – angles, Statistics – pie charts</li> <li>Measurement – length, including perimeter and mass</li> <li>Measurement – area and volume</li> <li>Assess and review week</li> </ul> Units A1, B1, C1, D1, E1, Data Handling Accurate measuring Geometry	<ul style="list-style-type: none"> <li>Place value, sequences and coordinates</li> <li>2D shape, coordinates, translation and reflection</li> <li>Measurement – temperature, mean</li> <li>Calculating with fractions</li> <li>Mental and written division</li> <li>Mental and written multiplication</li> </ul> Units A2, B2, C2, D2, E2, Data handling Compass directions	<ul style="list-style-type: none"> <li>Mental and written addition and subtraction</li> <li>Measurement, ratio and proportion</li> <li>2D and 3D shape</li> <li>Area, perimeter and volume of shapes</li> <li>Statistics – line graphs and pie charts</li> <li>Assess and review week</li> </ul> Units A2, B2, C2, D2, E2, Data handling Compass directions	<ul style="list-style-type: none"> <li>Place value, decimals and fractions</li> <li>Mental and written calculation</li> <li>Calculating fractions, ratio and proportion</li> <li>Coordinates, translation and reflection</li> <li>Algebra and sequences</li> <li>Measurement (length and time) and statistics - mean</li> </ul> Units A3, B3, C3, D3, E3 Imperial measurements Negative numbers Comparison graphs	<ul style="list-style-type: none"> <li>Measurement – mass and volume / capacity</li> <li>Mental and written calculations</li> <li>Fractions</li> <li>Place value and decimals</li> <li>2D and 3D shape</li> <li>Assess and review week</li> </ul> Units A3, B3, C3, D3, E3 Imperial measurements Negative numbers Comparison graphs
<b>Science 2014-2015 (Curriculum 2000)</b>	<b>Environment</b> 4a to make and use keys 4b how locally occurring animals and plants can be identified and assigned to groups 4c that the variety of plants and animals makes it important to identify them and assign them to groups. 5a about ways in which living things and the environment need protection 5b about the different plants and animals found in different habitats 5c how animals and plants in two different habitats are suited to their environment 5d to use food chains to show feeding relationships in a habitat 5e about how nearly all food chains start with a green plant 5f that micro-organisms are living organisms that are often too small to be seen, and that they may be beneficial [for example, in the breakdown of waste, in making bread] or harmful [for example, in causing disease, in causing food to go mouldy]		<b>Sound</b> 3e that sounds are made when objects [for example, strings on musical instruments] vibrate but that vibrations are not always directly visible 3f how to change the pitch and loudness of sounds produced by some vibrating objects [for example, a drum skin, a plucked string] 3g that vibrations from sound sources require a medium [for example, metal, wood, glass, air] through which to travel to the ear.		<b>Forces</b> 2a about the forces of attraction and repulsion between magnets, and about the forces of attraction between magnets and magnetic materials 2b that objects are pulled downwards because of the gravitational attraction between them and the Earth 2c about friction, including air resistance, as a force that slows moving objects and may prevent objects from starting to move 2d that when objects [for example, a spring, a table] are pushed or pulled, an opposing pull or push can be felt 2e how to measure forces and identify the direction in which they act.	
<b>Science</b>	<b>Sc6/1 Working Scientifically</b> Sc6/1.1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Sc6/1.2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision					

	<p>Sc6/1.3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs          Sc6/1.4 using test results to make predictions to set up further comparative and fair tests          Sc6/1.5 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations          Sc6/1.6 identifying scientific evidence that has been used to support or refute ideas or arguments.</p>					
	<p><b>SC6/4.1 Light</b>  <b>SC6/4.1a</b> How light travels</p> <p><b>Sc6/4.1a</b> recognise that light appears to travel in straight lines</p> <p><b>SC6/4.1b</b> Reflection</p> <p><b>Sc6/4.1b</b> use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p><b>SC6/4.1c</b> How the eye sees</p> <p><b>Sc6/4.1c</b> explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p><b>SC6/4.1d</b> Shadows  <b>Sc6/4.1d</b> use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p><b>SC6/2.2 Animals (including humans) (Not in detail in 2014)</b>  <b>SC6/2.2a</b> Circulatory System</p> <p><b>Sc6/2.2a</b> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p><b>SC6/2.2b</b> impact of lifestyle</p> <p><b>Sc6/2.2b</b> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p><b>SC6/2.2c</b> digestive system</p> <p><b>Sc6/2.2c</b> describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p><b>SC6/2.1 Living things &amp; Habitats</b>  <b>SC6/2.1a</b> Classification into groups  <b>Microorganisms</b></p> <p><b>Sc6/2.1a</b> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p><b>SC6/2.1b</b> Classification into observable characteristics</p> <p><b>Sc6/2.1b</b> give reasons for classifying plants and animals based on specific characteristics.</p> <p><b>SC6/2.3c</b> Adaptation to environment  <b>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</b></p>	<p><b>SC6/2.13 Evolution</b>  <b>SC6/2.3a</b> Fossils &amp; Changes over time</p> <p><b>Sc6/2.3a</b> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p><b>SC6/2.3b</b> Offspring (varied)</p> <p><b>Sc6/3.2b</b> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p>	<p><b>SC6/Electricity</b>  <b>SC6/4.2a</b> Brightness/Volume</p> <p><b>Sc6/4.2a</b> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p><b>SC6/4.2b</b> Variation and function</p> <p><b>Sc6/4.2b</b> 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</p> <p><b>SC6/4.2c</b> Symbols</p> <p><b>Sc6/4.2c</b> use recognised symbols when representing a simple circuit in a diagram.</p>	<p><b>CHEMISTRY - Revisiting</b>          Separation, Filtration, Distillation &amp; Chromatography          Acids &amp; Corrosion          Rocks &amp; Soils          Levers</p>
<p><b>Computing</b></p>	<p><b>I am safe</b></p> <p><b>Co2/1.7</b> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p><b>I am a computer programmer</b></p> <p><b>Co2/1.1</b> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p><b>Co2/1.2</b> use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p><b>Co2/1.3</b> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p><b>Co2/1.4</b> understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p>	<p><b>I am an app creator</b></p> <p><b>Co2/1.1</b> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p><b>Co2/1.2</b> use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p><b>Co2/1.5</b> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p><b>Co2/1.6</b> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given</p>	<p><b>I am a Robot programmer 2</b></p> <p><b>Co2/1.1</b> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p><b>Co2/1.2</b> use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p><b>Co2/1.3</b> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p><b>SPREADSHEETS SOMETHING</b></p> <p><b>Co2/1.6</b> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p><b>I am a documentary maker</b></p> <p><b>Co2/1.6</b> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>

			goals, including collecting, analysing, evaluating and presenting data and information.			
<b>RE</b>	<b>Unit 13 Encounter Sikhism –</b> What values do Sikhs hold and how do they aspire to them? (B, D & E)	Why do people believe in God? What do I believe and value? Compare and Contrast unit Why are there similarities/differences between how commitment to a faith is expressed? How do I communicate my own commitment? (C&D) <b>Christianity –</b> The birth of Jesus	Compare and Contrast unit Why are there similarities/differences between how commitment to a faith is expressed? How do I communicate my own commitment? Compare and Contrast unit: Why do people go on pilgrimage? How can my life be seen as a journey? (B & E)	<b>Unit 4</b> What do Christians believe happened at Easter? What do I believe about the issues of life and death? (A & E)	<i>How do Christians worship? How can I communicate what inspires and influences me?</i>	Compare and Contrast unit Why do people go on pilgrimage? How can my life be seen as a journey? Unit 3 How do Christians worship? How can I communicate what inspires and influences me? (B & E)
<b>History</b>	<b>HI2/2.2 Extended Chronological Study</b> Theme in British History which extends knowledge: Exploration with TUDORS Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066  <i>For example:</i> <ol style="list-style-type: none"> <li><i>the changing power of monarchs using case studies such as John, Anne and Victoria</i></li> <li><i>changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</i></li> <li><i>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</i></li> <li><i>a significant turning point in British history, for example, the first railways or the Battle of Britain</i></li> </ol>				<b>Hi2/2.5</b> <b>Non-European Study: Mayan Civilisation (circa AD900)</b> Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from: <ol style="list-style-type: none"> <li>early Islamic civilization, including a study of Baghdad c. AD 900;</li> <li>Mayan civilization c. AD 900; or</li> <li>Benin (West Africa) c. AD 900-1300</li> </ol> Where and when were the Mayas and the Aztecs? Mayan cities rediscovered Religious sacrifices and offerings to God Pyramids Tribes Education and Punishments for Children Mayan Glyphs - Syllabograms & Aztec glyphs & tributes Mayan & Aztec solar & sacred calendars Warriors Food Trade Clothing (make jewellery) Aztec empire - Moctezuma Spaniard Cortes invaded in 1519.  End of Aztec Empire - clues about disappearance of Mayas from their cities - Aztecs and Mayas today.	
<b>Geography</b>	<b>Ge2/1.1b&amp; c</b> <b>Locational Knowledge</b> <b>Ge2/1.1b</b> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <b>Ge2/1.1c</b> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <b>Ge2/1.4</b> <b>Maps &amp; fieldwork</b>  <b>Ge2/1.4a</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <b>Ge2/1.4b</b> use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <b>Ge2/1.4c</b> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.					
	<b>Ge2/1.4b</b> use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom	<b>Ge2/1.1a</b> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical	<b>PENCELLI &amp; SWINDON</b> <b>Ge2/1.1c</b>  <b>Ge2/1.1c</b> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere,	<b>PENCELLI, PHILLIPINES &amp; SWINDON</b> <b>GE2/1.3</b> (Philippines and Pencilli) <b>GE2/1.3a</b> Climate zones	<b>SOUTH AMERICA</b>  <b>Ge2/1.1a</b> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	

	<p>and the wider world</p> <p><b>Ge2/1.1c</b> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>and human characteristics, countries, and major cities</p>	<p>Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Prime/Greenwich Meridian and time zones (including day and night).</p> <p><b>GE2/1.2</b> Region of the UK (Pencelli) Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p> <p><b>GE2/1.3</b> Human &amp; Physical Features of environment Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><b>Ge2/1.3b</b> describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>Ge2/1.4c</b> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p><b>Ge2/1.3a</b> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><b>Ge2/1.3b</b> describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>Ge2/1.4c</b> use fieldwork to observe, measure, record and present</p> <p><b>Ge2/1.4b</b> use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p><b>Ge2/1.4b</b> use the 8 points of a compass, 4 and 6-figure grid references, symbols and key</p>
<p><b>Art</b></p>	<p><b>Ar2/1.1</b> to create sketch books to record their observations and use them to review and revisit ideas <b>Ar2/1.2</b> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials <b>Ar2/1.3</b> about great artists, architects and designers in history.</p>				
	<p><b>AR2/1.1</b> Sketchbooks</p> <p><b>AR2/1.2</b> Drawing/Collage – portraits</p> <p><b>AR2/1.2</b> Tudor Costume Design - Materials, embroidery &amp; embellishment</p>	<p><b>AR2/1.3</b> Great Artists - Landscape Artists Different techniques e.g. Lowry, Canaletto, Turner, Monet Painting our environment</p>	<p><b>AR2/1.2</b> Mayan Sculpture – wire and tissue models e.g. clay, outdoor sculptures</p> <p>Sculpture Art linked to performance</p>		

<b>Music</b>	Please work through each unit as prescribed and pick 3 cross-curricular extension activities to complete alongside each term. Please also print off and use the activity manual for warm up activities each session (the rhythm grid in the toolkit on the website are fab for this too!).					
	Make you feel my love. <b>Focus: Pop ballads.</b>	Classroom Jazz 2 – <b>Jazz in its historical context.</b>	Benjamin Britten – <b>New year Carol. (Western Classical music/Pop/ Bhangra).</b>	Fresh Prince of Bel air- <b>Hip Hop.</b> With <b>composition</b> of own rap linked to topic.	<b>Year 6 Performance.</b>	
	<p><b>MU2/I.4</b> Notation ←</p> <p><b>Mu2/I.4</b> use and understand staff and other musical notations</p> <p><b>MU2/I.3</b> Aural Memory</p> <p><b>Mu2/I.3</b> listen with attention to detail and recall sounds with increasing aural memory</p> <p><b>MU2/I.1</b> Solo &amp; ensemble (Vocal &amp; instruments)</p> <p><b>Mu2/I.1</b> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p><b>MU2/I.5</b> Variety of Music</p> <p><b>Mu2/I.5</b> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p><b>MU2/I.5</b> Variety of Music</p> <p><b>Mu2/I.5</b> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p><b>MU2/I.1</b> Solo &amp; ensemble (Vocal &amp; instruments) (Christingle performance)</p> <p><b>Mu2/I.1</b> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p><b>MU2/I.2</b> Composers (e.g. Vivaldi, Handel, Elgar, Benjamin Britten)</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p><b>MU2/I.6</b> History of Music (genres)</p> <p>develop an understanding of the history of music</p> <p><b>MU2/I.5</b> Variety of Music</p> <p>improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p><b>MU2/I.2</b> Composers (e.g. Vivaldi, Handel, Elgar, Benjamin Britten)</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p><b>MU2/I.6</b> History of Music (genres)</p> <p>develop an understanding of the history of music</p> <p><b>MU2/I.5</b> Variety of Music</p> <p>improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p><b>Mu2/I.1</b> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>MUSICAL PRODUCTION</p>	
<b>PE</b>	<p><b>PE2/I.1F</b> Evaluation</p> <p><b>PE2/I.1f</b> compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>					
	<p><b>PE2/I.1a&amp;c</b> Athletics running linked to cross country- Can they improve their personal best each week?</p> <p><b>PE2/I.1a</b> use running, jumping, throwing and catching in isolation and in combination</p> <p><b>PE2/I.1c</b> develop flexibility, strength, technique, control and balance</p> <p><b>PE2/I.1b</b> Invasion games- Hockey Core task- Calling the shots (L4)/Wide attack (L4/5) and QCA core tasks. Working towards a 5 a-side tournament in each class across the MUGA/ a boy and a girl game using top playground.</p>	<p><b>PE2/I.1d</b> Dance- Val Sabin The World of Sport - Haka <b>Unit 23</b> using a range of movement patterns Perform in 4 groups of 6 – 8 to each other.</p> <p><b>PE2/I.1b</b> Invasion games- Hockey Core task- Calling the shots (L4)/Wide attack (L4/5) and QCA core tasks. Working towards a 5 a-side tournament in each class across the MUGA/ a boy and a girl game using top playground.</p> <p><b>PE2/I.1b</b> play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p><b>PE2/I.1e</b> Outdoors and Adventurous activities</p> <p>Core task- The crystal star challenge (L3/4)/ Orienteering against the clock (L4/5)</p> <p><b>PE2/I.1e</b> take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><b>PE2/I.1b</b> nvasion Games -Rugby Core task- Group dynamics (L4) or Double take (L4/5)</p> <p><b>PE2/I.1b</b> play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p><b>PE2/I.1c</b> Gym- unit 6 link unit</p> <p><b>PE2/I.1c</b> develop flexibility, strength, technique, control and balance</p>	<p>Sports day practice</p> <p><b>PE2/I.1a&amp;c</b> Athletics Core task – Developing athletics (running, jumping, throwing)</p> <p>Core task – Pairs play (Rounders)</p> <p><b>PE2/I.1a</b> use running, jumping, throwing and catching in isolation and in combination</p> <p><b>PE2/I.1c</b> develop flexibility, strength, technique, control and balance</p>	<p><b>PE2/I.1a&amp;c</b> Athletics Core task – Developing athletics (running, jumping, throwing)</p> <p><b>PE2/I.1a</b> use running, jumping, throwing and catching in isolation and in combination</p> <p><b>PE2/I.1c</b> develop flexibility, strength, technique, control and balance</p> <p><b>PE2/I.1b</b> Striking and Fielding- Unit 2 (repeat) Core task – Pairs play (Tennis)</p> <p><b>PE2/I.1b</b> play competitive games, modified where</p>

	<b>PE2/1.1b</b> play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending					appropriate, and apply basic principles suitable for attacking and defending
<b>DT</b>	<p><b>DT2/2.1 Cooking &amp; Nutrition</b> Cooking Enquiry Challenge (Exploration meal themed) Exploring versatility and balance of ingredients</p> <p><b>DT2/2.1b</b> cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p><b>DT2/2.1c</b> become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p> <p><b>DT2/2.1d</b> understand the source, seasonality and characteristics of a broad range of ingredients</p>		<p>Topic idea?</p> <p><b>DT2/1.1a</b> 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</p> <p><b>DT2/1.4a</b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p><b>DT2/1.2a</b> select from and use a wider range of tools and equipment to perform practical tasks accurately</p>		<p><b>DT2/1.4 Props related to Musical Production with Control &amp; Monitoring (Lighting System, SFX etc)</b></p> <p><b>DT2/1.4a</b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p><b>DT2/1.4b</b> understand and use mechanical systems in their products</p> <p><b>DT2/1.2a</b> select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p><b>DT2/1.2b</b> 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</p> <p><b>DT2/1.3c</b> understand how key events and individuals in design and technology have helped shape the world</p>	
<b>French</b>	<b>Monter un cafe</b> Unit 21	<b>Monter un cafe</b> Unit 21	Notre Monde Unit 20	Notre Monde Unit 20	<b>Notre Ecole</b> Unit 19	<b>Notre Ecole</b> Unit 19
<b>PSHE</b>	New Beginnings/ Relationships	Value/Friendship Fortnight	Getting On and Falling Out/ Going For Goals	Value/ Sex & Relationships Education	Good to be Me/ Changes	Value/ Drugs, Alcohol and Tobacco
<b>Spirituality</b>	Does God want us to explore? Why were we created with the ability to explore?	Is all exploration beneficial (e.g. impact of travel on environment dispersal of families?)	The beauty of the World How do we fit into the universe? How do we all manage to live together on one planet? Conflict between animals & plants	How does God create a world that keeps renewing itself, and what part do I play in that? Why is composting good? Why is litter detrimental to the environment?	Ascension Day St Georges Day How can we care and support each other during test week? How can we keep everything in balance?	What would others (peers & adults) say I have learnt about myself this year in St Francis? What strengths do I have that I can offer to my new school?
<b>Outside</b>	Tudor Navigation - Get around without using a compass, Mouldon Hill create your own instructions. Shadows to tell the time.	<b>Ge2/1.4b</b> use the 8 points of a compass, 4 and 6-figure grid references, symbols and key	<b>AR2/1.3</b> Great Artists - Landscape Artists Painting our environment Constable Canaletto vs Turner Pencelli - Orienteering at Pencelli	<b>AR2/1.3</b> Great Artists – Visit Mouldon Hill and create own landscapes <b>Ge2/1.4b</b> use the 8 points of a compass, 4 and 6-figure grid references, symbols and key	Composting Decomposition of food <b>SC6/2.3c</b> Adaptation to environment Use the amphitheatre to practise projecting their voice and perform	Build own shelter in the style of The Mayans
<b>Creativity/ Trips/ Visits</b>	Sikh Temple Cycling Proficiency	Play in a Day Panto - Wyvern theatre Tudor Experience Day	Visit to Plas Pencelli (or local study)	Art / Music trip to Mouldon Hill	Audition for the musical production Bristol Cathedral	Junior Good Citizen Musical production Leavers' Assembly Leavers' party
<b>Characteristics of Learning</b>	Resilience Patience Tolerance of others	Teamwork	Responsibility Independence perseverance	Problem solving	Creativity teamwork	Independence Forward planning
<b>Gifted and talented opportunities</b>	Setting in maths and reading NRICH problem solving Long distance running - stamina	Drama – leading roles Create own 'Match, no match synonym game Write own class assembly	Social – taking a lead in debates Residential – teamwork, personal organisation Extreme sports	Develop topic creatively Organise cake sale Plan own holiday with costs	SATs – level 6 papers Make own props from equipment around school	Drama – production Singing Plan own end of year party with costs