

Year 6 2019-20 Long Term Plan

Topic/ Question Year Six	Contrasting Localities	Contrasting Localities	Exploration	Exploration	Mayan Civilisation	Mayan Civilisation
Specific focus	The Philippines (Volcanic)	Wales (Sedimentary rock)	Exploration through the ages	Tudor era, New World, Development of Cartography	South America	Circa AD 900
Question	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 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 civilisation of ancient cultures differ from today's culture? 88	What has modern society learned from this culture? What is still important today?
Characteristics of Learning	Resilience Patience Tolerance of others	Teamwork	Responsibility Independence perseverance	Problem solving	Creativity teamwork	Independence Forward planning
English	Story (The Viewer by Shaun Tan) – portal, dream giver (3 wks) Non-fiction report – newspaper, rubbish dump (2 weeks) Persuasion – speech (Edited Cold write) <i>Cold write – persuasion</i> <i>Hot write – n/a</i>	Story – rags to riches (Holes by Louis Sachar) Non-fiction – persuasion based on Holes <i>Cold write – recount</i> <i>Hot write – newspaper report</i>	Story (The Tempest)– voyage and return Story – voyage and return Recount – park visit Discussion – Snowdon tourism (Edited cold write) <i>Cold write – discussion</i> <i>Hot write – persuasion</i>	Story (Floodland by Marcus Sedgwick)– overcoming the monster Discussion – based on Floodland Instructions– recipe <i>Cold write – explanation</i> <i>Hot write –recount</i>	Story (Chinese Cinderella by Adeline Yen Mah) – quest Explanation – how to live a long and healthy life Recount – Y6 trip to the park (edited) <i>Cold write – n/a</i> <i>Hot write –discussion</i>	Story (Rose Blanche by Ian McEwan) – rebirth and free choice Persuasion -Letter to HT of new school Poetry – moving on ACTIVITY: PRODUCTION <i>Cold write – n/a</i> <i>Hot write –explanation</i>
Maths Maths No Problem New Curriculum LgFL Each bullet point signifies a week.	<ul style="list-style-type: none"> Place value incl. decimals Mental and written addition Mental and written multiplication (time) 2D and 3D shape Mental and written subtraction Mental and written division Data Handling Accurate measuring Geometry	<ul style="list-style-type: none"> Fractions Fractions, percentages, ratio and proportion Geometry – angles, Statistics – pie charts Measurement – length, including perimeter and mass Measurement – area and volume Assess and review week Data Handling Accurate measuring Geometry	<ul style="list-style-type: none"> Place value, sequences and coordinates 2D shape, coordinates, translation and reflection Measurement – temperature, mean Calculating with fractions Mental and written division Mental and written multiplication Data handling Compass directions	<ul style="list-style-type: none"> Mental and written addition and subtraction Measurement, ratio and proportion 2D and 3D shape Area, perimeter and volume of shapes Statistics – line graphs and pie charts Assess and review week Data handling Compass directions	<ul style="list-style-type: none"> Place value, decimals and fractions Mental and written calculation Calculating fractions, ratio and proportion Coordinates, translation and reflection Algebra and sequences Measurement (length and time) and statistics - mean 	<ul style="list-style-type: none"> Measurement – mass and volume / capacity Mental and written calculations Fractions Place value and decimals 2D and 3D shape Assess and review week

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Science	Sc6/1 Working Scientifically 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 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.					
	SC6/4.1 Light SC6/4.1a How light travels Sc6/4.1a recognise that light appears to travel in straight lines SC6/4.1b Reflection Sc6/4.1b 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 SC6/4.1c How the eye sees Sc6/4.1c 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 SC6/4.1d Shadows Sc6/4.1d use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	SC6/Electricity SC6/4.2a Brightness/Volume Sc6/4.2a associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit SC6/4.2b Variation and function Sc6/4.2b 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 SC6/4.2c Symbols Sc6/4.2c use recognised symbols when representing a simple circuit in a diagram.	SC6/2.13 Evolution SC6/2.3a Fossils & Changes over time Sc6/2.3a recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago SC6/2.3b Offspring (varied) Sc6/3.2b recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	SC6/2.1 Living things & Habitats SC6/2.1a Classification into groups Microorganisms Sc6/2.1a 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 SC6/2.1b Classification into observable characteristics Sc6/2.1b give reasons for classifying plants and animals based on specific characteristics. SC6/2.3c Adaptation to environment identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	SC6/2.2 Animals (including humans) (Not in detail in 2014) SC6/2.2a Circulatory System Sc6/2.2a identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Sc6/2.2b impact of lifestyle Sc6/2.2b recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function SC6/2.2c digestive system Sc6/2.2c describe the ways in which nutrients and water are transported within animals, including humans.	CHEMISTRY - Revisiting Separation, Filtration, Distillation & Chromatography Acids & Corrosion Rocks & Soils Levers Y7 curriculum – Chemistry: acids and alkalis Physics: forces and Rockets Biology: dissection of internal organs
Science Vocab	reflective, block, absorb, direct, direction, translucent, light source, cast	current, resistance, voltage, conductor, insulator, short circuit, terminal, connection, positive, negative, appliance, device, complete circuit	evolve, suited, environment, adapted, adaptation, offspring, characteristics, variation, inherit, fossils	organism, micro-organism, fungus, classification keys, environment, amphibians, reptiles, mammals, (in)	circulatory system pumps heart oxygen blood carbon dioxide blood vessels lifestyle	diet exercise drugs
WORKING SCIENTIFICALLY VOCAB						
questions types of scientific enquiry answer similarites differences changes classify decrease identify	sort group notice patterns increase results	evidence present classification keys bar charts scatter graphs link measure	line graphs table causal relationships prediction support/refute order equipment gather	observe changes over time thermometers data loggers magnifying glass microscope precision degree of trust observations	questions answers results	conclusions

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<p>Computing</p>	<p>I am safe</p> <p>Co2/I.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Spreadsheets</p> <p>Co2/I.6 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>I am an app creator</p> <p>Co2/I.1 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>Co2/I.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/I.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Co2/I.6 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>I am a Robot programmer 2</p> <p>Co2/I.1 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>Co2/I.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/I.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>I am a documentary maker</p> <p>Co2/I.6 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>I am a computer programmer Rapid Router</p> <p>Co2/I.1 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>Co2/I.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/I.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Co2/I.4 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>RE</p>	<p>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>Sikhism Encounter</p> <p>Christianity – The birth of Jesus</p>	<p>Understanding Christianity KS2bs The Creation and Science: Conflicting or Complementary?</p>	<p>U2.7 What matters most to Christians and Humanists? U 2.8 What difference does it make to believe in ahimsa, grace and/or Ummah?</p>	<p>U2.3 What do religions say to us when life gets hard?</p>		
<p>RE vocabulary</p>	<p>Charity, sacred, Guru, Sikh, Kara, Kanga, Kachera, Kesh, Kirpan, Langar, temple, architecture, grandeur, Khalsa, amrit, servar, khanda</p>	<p>Cosmology Evolution The Fall The Universe Genesis complementary controversies</p>	<p>Humanism, moral code, fallen, fairness, freedom, truth, peace, non-religious, justice, forgiveness</p>	<p>Judgement, afterlife, reincarnation, soul, karma, moksha, funeral, eulogy</p>		

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<p>History</p>		<p>HI2/2.2 Extended Chronological Study 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</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> a. <i>the changing power of monarchs using case studies such as John, Anne and Victoria</i> b. <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> c. <i>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</i> d. <i>a significant turning point in British history, for example, the first railways or the Battle of Britain</i> 	<p>Hi2/2.5 Non-European Study: Mayan Civilisation (circa AD900) Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from:</p> <ul style="list-style-type: none"> a. early Islamic civilization, including a study of Baghdad c. AD 900; b. Mayan civilization c. AD 900; or c. Benin (West Africa) c. AD 900-1300 <p>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.</p> <p>End of Aztec Empire - clues about disappearance of Mayas from their cities - Aztecs and Mayas today.</p>
<p>History Vocab</p>	<p>AD CE BCE Act of Union Agriculture Ancient civilisations Archaeology Aristocracy Artefact Branding The Brank Causation Century Chronology circumnavigation Colony commoners Conquest Dark Ages Decade Democracy dissolution Dunking stool Emigrant Emperor Empire Execution Explorer Global Gods / Goddesses Hunter-gatherer Immigrant International Interpretation Invasion Local Migration Monarchy Monastery Myths and legends Nation Nomad Oral history Parliament Pope Prehistory Present Primary evidence Reformation Rebellion Republic Sacrifice Secondary evidence Settler Significance Torture Traitor Treason</p>		

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<p>Geography</p>	<p>Ge2/I.1b& c Locational Knowledge Ge2/I.1b 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 Ge2/I.1c 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) Ge2/I.4 Maps & fieldwork Ge2/I.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Ge2/I.4b 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 Ge2/I.4c 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>PENCELLI & SWINDON Ge2/I.1c Ge2/I.1c 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) GE2/I.2 Region of the UK (Pencelli) Ge2/I.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 GE2/I.3 Human & Physical Features of environment Ge2/I.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 Ge2/I.3b 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>PENCELLI, PHILLIPINES & SWINDON GE2/I.3 (Philippines and Pencelli) GE2/I.3a Climate zones Ge2/I.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 Ge2/I.3b 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 Ge2/I.4c use fieldwork to observe, measure, record and present Ge2/I.4b 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>Ge2/I.4b 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 Ge2/I.1c 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>Ge2/I.1a 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>	<p>SOUTH AMERICA Ge2/I.1a 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 Ge2/I.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key</p>

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	Ge2/I.4c 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.				
Geography vocab	Volcano, tectonic plates, Pangea, continents, Equator, poverty, slums, dormant,, eruption. Fault lines, lava, magma, mantle, active, extinct, crust, ash cloud, language, culture, tourism, flag, significance,				

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Art	Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials Ar2/1.3 about great artists, architects and designers in history.		
	AR2/1.1 Sketchbooks AR2/1.3 Great Artists - Landscape Artists Different techniques e.g. Lowry, Canaletto, Turner, Monet Painting our environment LOWRY FOCUS	AR2/1.1 Sketchbooks AR2/1.2 Drawing/Collage – portraits AR2/1.2 Tudor Costume Design - Materials, embroidery & embellishment	AR2/1.2 Mayan Sculpture – wire and tissue models e.g. clay, outdoor sculptures Sculpture Art linked to performance
Art Vocab	Background, brush-marking, colour mixing, contrast, foreground, form, harmony, perspective, hue, impression, industrialist, neutral, perspective, primary, secondary, tertiary, shade, tint, tone, texture		

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Music	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. Focus: Pop ballads.	Classroom Jazz 2 – Jazz in its historical context.	Benjamin Britten – New year Carol. (Western Classical music/Pop/ Bhangra).	Fresh Prince of Bel air- Hip Hop. With composition of own rap linked to topic.	Year 6 Performance.
	<p>MU2/I.4 Notation ←</p> <p>Mu2/I.4 use and understand staff and other musical notations</p> <p>MU2/I.3 Aural Memory</p> <p>Mu2/I.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>MU2/I.1 Solo & ensemble (Vocal & instruments)</p> <p>Mu2/I.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>MU2/I.5 Variety of Music</p> <p>Mu2/I.5 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>MU2/I.5 Variety of Music</p> <p>Mu2/I.5 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>MU2/I.1 Solo & ensemble (Vocal & instruments) (Christingle performance)</p> <p>Mu2/I.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Make you feel my love</p>	<p>MU2/I.2 Composers (e.g. Music vs fashion)</p>	<p>MU2/I.2 Composers (e.g. Vivaldi, Handel, Elgar, Benjamin Britten) 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>MU2/I.6 History of Music (genres) develop an understanding of the history of music</p> <p>MU2/I.5 Variety of Music improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>Mu2/I.1 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>
Music vocab	Ensemble, song structure, improvise, social history, Dimensions of music, notation, rap, aural memory, accompany, harmony, ballad				

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<p>PE</p>	<p>PE2/I.1F Evaluation PE2/I.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>				
	<p>PE2/I.1e Outdoors and Adventurous activities Core task- The crystal star challenge (L3/4)/ Orienteering against the clock (L4/5)</p> <p>PE2/I.1d Dance- Val Sabin The World of Sport - Haka Unit 23 using a range of movement patterns Perform in 4 groups of 6 – 8 to each other.</p> <p>PE2/I.1e take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>PE2/I.1a&c Athletics running linked to cross country- Can they improve their personal best each week?</p> <p>PE2/I.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/I.1c develop flexibility, strength, technique, control and balance</p> <p>PE2/I.1b 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>PE2/I.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p>PE2/I.1d Dance- Val Sabin The World of Sport - Haka Unit 23 using a range of movement patterns Perform in 4 groups of 6 – 8 to each other.</p> <p>PE2/I.1b 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>PE2/I.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p>PE2/I.1e Outdoors and Adventurous activities Core task- The crystal star challenge (L3/4)/ Orienteering against the clock (L4/5)</p> <p>PE2/I.1e take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>PE2/I.1b invasion Games -Rugby Core task- Group dynamics (L4) or Double take (L4/5)</p> <p>PE2/I.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/I.1c Gym- unit 6 link unit</p> <p>PE2/I.1c develop flexibility, strength, technique, control and balance</p>	<p>Sports day practice</p> <p>PE2/I.1a&c Athletics Core task – Developing athletics (running, jumping, throwing)</p> <p>Core task – Pairs play (Rounders)</p> <p>PE2/I.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/I.1c develop flexibility, strength, technique, control and balance</p>

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DT	<p>Fashion Show - Upcycling</p> <p>DT2/1.1a 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>DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p>		<p>DT2/2.1 Cooking & Nutrition Cooking Enquiry Challenge (Exploration meal themed) Exploring versatility and balance of ingredients</p> <p>DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>DT2/2.1c 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>DT2/2.1d understand the source, seasonality and characteristics of a broad range of ingredients</p>		<p>DT2/1.4 Props related to Musical Production with Control & Monitoring (Lighting System, SFX etc)</p> <p>DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>DT2/1.4b understand and use mechanical systems in their products</p> <p>DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b 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>DT2/1.3c understand how key events and individuals in design and technology have helped shape the world</p>	
French	Notre Monde Unit 20	Notre Monde Unit 20	Monter un cafe	Monter un cafe	Notre Ecole Unit 19	Notre Ecole Unit 19
PSHE Jigsaw	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PSHE VOCAB	Community empathy Maslow opportunities empathy consequences and rewards collaboration rights and responsibilities Impairment; empathy; perception; medication; Cerebral Palsy; inspire; role model; imbalance; harassment; indirect vs direct; recipient; stamina; accolade					
Spirituality	<p>Kindness and Thankfulness</p> <p>What do I have to be thankful for? How can I show that I am thankful? What are the barriers to showing thanks? What does thankfulness look like to a child in Filipino poverty? Why are Sikhs viewed as kind?</p>	<p>Kindness and Thankfulness</p> <p>How does my behaviour reflect kindness? What are the barriers to being kind to others? What is the role of kindness for an Anti-Bullying ambassador?</p>	<p>Courage and Justice</p> <p>Does God want us to explore? Why were we created with the ability to explore? How has justice changed since Tudor times? Does justice look the same for everyone?</p>	<p>Courage and Justice</p> <p>Is all exploration beneficial (e.g. impact of travel on environment dispersal of families)? How do Humanists view Justice?</p>	<p>Character and Trust</p> <p>How can we trust each other during test week? How can we trust ourselves to keep everything in balance?</p>	<p>Character and Trust</p> <p>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?</p>
Outside	<p>AR2/1.3 Great Artists - Landscape Artists Painting our environment Constable Canaletto vs Turner Pencelli - Orienteering at Pencelli</p>	<p>AR2/1.3 Great Artists – Visit Mouldon Hill and create own landscapes Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key</p>	<p>Tudor Navigation - Get around without using a compass, Mouldon Hill create your own instructions. Shadows to tell the time.</p>	<p>Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key</p>	<p>Composting Decomposition of food SC6/2.3c Adaptation to environment Use the amphitheatre to practise projecting their voice and perform</p>	<p>Build own shelter in the style of The Mayans</p>
Creativity/ Trips/ Visits	Sikh Temple	Panto - Wyvern theatre Fashion Show and art gallery Visit to Plas Pencelli (or local study) Pencelli Assembly	Tudor Experience Day – Tudor Banquet		Audition for the musical production	Junior Good Citizen Musical production Leavers' Assembly Leavers' party
Gifted and talented opportunities	Holiday Homework Able Writers' Workshops		Discussion - Debate			Independent project work and research