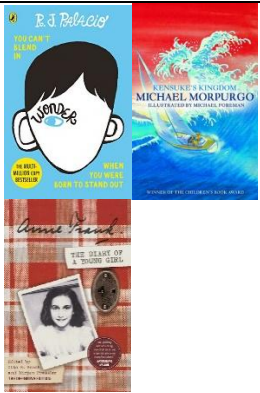
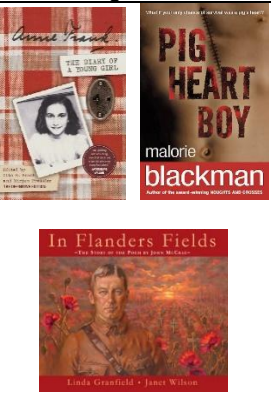
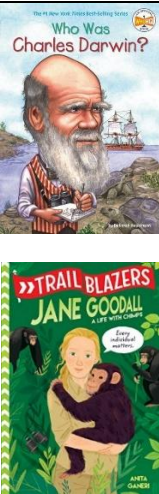
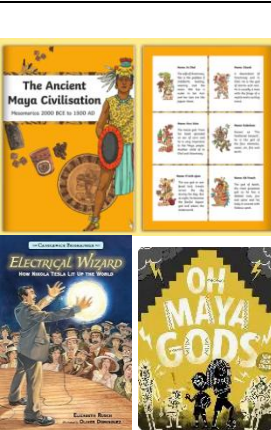
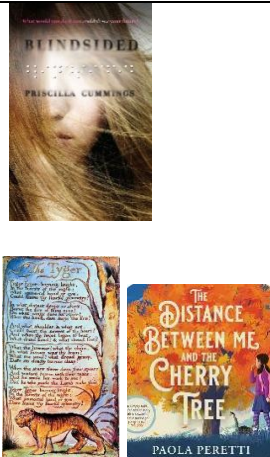
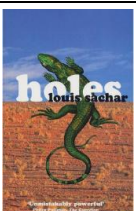




H.C.P.S. Year 6 Curriculum 2026-2027

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topics	What a Wonderful World World War 2	World War 2 (continued) Brilliant Bodies Cracking Christmas	Discovering Galapagos Everyone Belongs	Mighty Mayans Shocking Electricity	Light it Up! Home Sweet Home	Africa Strut your Stuff! Journeys
Texts						
Inspirational people	Greta Thunberg Anne Frank	Anne Frank Ellie Simmonds	Charles Darwin Jane Goodall	John Lloyd Stephens	Stevie Wonder Joseph Armitage Wade Alan Turing	Esther Mahlangu Andy Warhol The Children!
English	<u>Extended Write</u> Poetry – History cross-curricular writing linked to WWII Non-chronological report – Science cross-curricular writing <u>Big Write</u> Description – Northern Lights Description – History cross-curricular writing linked to Blitz WWII <u>Writing Process</u> News Report – History cross-curricular writing linked to Pompeii Diary - History cross-curricular writing linked to WWII		<u>Assessed Writing</u> Description – The Eye of the Storm Biography – Inspirational person Non-chronological report - Science cross-curricular writing SPAG Revision Reading Test Practise and Preparation		<u>Assessed writing</u> Letter – Transition Targeted assessment work	
Spelling/ Phonics	Suffixes (revision of all rules) Sh spelt as ti or ci Sh spelt as si or ssi		Silent letters (<i>silent k, g, l, n</i>) The spellings ei and ie Words ending in -ible and -able		Distinguish between homophones and other words that are often confused Spell identified commonly misspelt words from Year 5 and 6 word list	

			Plural Nouns		Use a hyphen to join a prefix to a root word Use a thesaurus independently, without prompting Use dictionaries independently to check the spelling and meaning of words	
Maths	<u>Place Value</u> To read, write and order numbers up to 10,000,000, including decimals To round any whole numbers.	<u>Multiples, Factors and Primes</u> Identify common factors, common multiples and prime numbers	<u>Decimals</u> Multiply 1-digit numbers with up to 2 decimal places by whole numbers Use written division methods in cases where the answer has up to 2 decimal places Calculate using fractions, decimals or percentages	<u>Algebra/NCT Practice</u> To enumerate possibilities of combinations of two variables To substitute values into a simple formula to solve problems To generate and describe linear number sequences To express missing number problems algebraically	<u>Geometry</u> To calculate the area of parallelograms To calculate the area of triangles Calculate, estimate and compare the volume of cubes and cuboids, using standard units, including cm^3 and m^3 and extending to other units (mm^3 and km^3) To recognise that shapes with the same areas can have the same or different perimeters To recognise when it is possible to use formulae for area and volume of shapes	<u>Transition maths activities</u> To work on transition activities for secondary school.
	<u>Place Value – Negative Numbers</u> Use negative numbers in context	<u>BODMAS and 4 Operations Problems</u> Use their knowledge of the order of operations to carry out calculations involving the four operations Solve problems involving addition, subtraction, multiplication and division Calculate mentally, using effective strategies such as manipulating expressions using the commutative and distributive properties to simplify the calculation Use formal methods to solve multi-step problems Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy	<u>Percentages</u> Calculate using fractions, decimals or percentages Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples Calculate using fractions, decimals or percentages	Time to prepare for NCTs <u>Geometry</u> To calculate the area of parallelograms To calculate the area of triangles Calculate, estimate and compare the volume of cubes and cuboids, using standard units, including cm^3 and m^3 and extending to other units (mm^3 and km^3) To recognise that shapes with the same areas can have the same or different perimeters To recognise when it is possible to use formulae for area and volume of shapes	<u>Statistics</u> To construct pie charts To construct line graphs To interpret and use pie charts to solve problems To interpret and use line graphs to solve problems	
	<u>Addition and Subtraction</u> Solve problems using addition and subtraction Use their knowledge of the order of operations to carry out calculations involving the four operations	<u>Fractions</u> Add fractions with different denominators using the concept of equivalent fractions including mixed numbers Subtract fractions with different denominators using the concept of equivalent fractions including mixed numbers	<u>Ratio</u> Find pairs of numbers that satisfy an equation with two unknowns	To convert between miles and km To solve problems involving the calculations and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate To use read, write and convert between standard	<u>Measurement</u> To convert between miles and km To solve problems involving the calculations and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate	<u>NCTs</u> NCT week
	<u>Multiplication and Division</u> Multiply and divide numbers by 10, 100 and 1000, giving the answers up to 3 decimal places Calculate mentally, using effective strategies such as manipulating expressions using the commutative and distributive properties to simplify the calculation Use formal methods to solve multi-step problems Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy				<u>Practical maths</u> Problem solving skills using the objectives taught over the year.	

		Use common factors and multiples to simplify fractions Compare and order fractions, including fractions greater than 1 Divide proper fractions by whole numbers (e.g. $1/3 \div 2 = 1/6$) <u>Assessment week</u> Time to prepare for Year 6 National Test week	units of mass from a smaller unit to a larger unit and vice versa, using decimal notation up to 3 dp To use read, write and convert between standard units of volume from a smaller unit to a larger unit and vice versa, using decimal notation up to 3 dp To calculate with measures (e.g. length of a bus journey with given start and end times; convert 0.05km into m and then into cm) To use read, write and convert between standard units of time from a smaller unit to a larger unit and vice versa, using decimal notation.	To use read, write and convert between standard units of length from a smaller unit to a larger unit and vice versa, using decimal notation up to 3 dp To use read, write and convert between standard units of mass from a smaller unit to a larger unit and vice versa, using decimal notation up to 3 dp To use read, write and convert between standard units of volume from a smaller unit to a larger unit and vice versa, using decimal notation up to 3 dp To calculate with measures (e.g. length of a bus journey with given start and end times; convert 0.05km into m and then into cm) To use read, write and convert between standard units of time from a smaller unit to a larger unit and vice versa, using decimal notation. <u>Mock NCTs</u> Time to prepare for NCTs		
Science		<u>Brilliant Bodies</u> To identify and name the main parts of the human circulatory system. To describe the functions of the heart, blood vessels and blood. To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. To describe the ways in which nutrients and water are transported within animals, including humans.	<u>Discovering Galapagos</u> To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. To identify how animals and plants are adapted to suit their environment in		<u>Shocking Electricity</u> To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit. To 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.	

		To record data and results of increasing complexity using scientific diagrams and labels. To record data and results of increasing complexity using tables. To record data and results of increasing complexity using bar graphs. To record data and results of increasing complexity using line graphs. To record data and results of increasing complexity using scatter graphs. To report and present findings from enquiries, including conclusions, in oral and written forms such as displays and other presentations. To take measurements, using a range of scientific equipment, with increasing accuracy and precision. To take measurements, using a range of scientific equipment, including repeat readings when appropriate.	different ways and that adaptation may lead to evolution. To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. <u>Everyone Belongs</u> To 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. To give reasons for classifying plants and animals based on specific characteristics. To identify scientific evidence that has been used to support or refute ideas or arguments. To record data and results of increasing complexity using scientific diagrams and labels. To record data and results of increasing complexity using classification keys.		To use recognised symbols when representing a simple circuit in a diagram. To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. To use tests results to make predictions to set up further comparative and fair tests. To report and present findings from enquiries, including conclusions, in oral and written forms such as displays and other presentations. <u>Light it Up!</u> To recognise that light appears to travel in straight lines. To use the idea that light travels in straight lines and explain that objects are seen because they give out or reflect light into the eye. To 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. To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	
History	<u>World War Two</u> Pupils will challenge and discuss sources to form own opinions on historical events. Recognise primary, secondary and tertiary resources. Pupils will draw meaningful links between different	<u>World War Two</u> Pupils will challenge and discuss sources to form own opinions on historical events. Recognise primary, secondary and tertiary resources. Pupils will draw meaningful links between different		<u>Mayans</u> Can draw their own timeline, drawing accurate intervals and adding to it as they learn about new periods of history. Pupils can identify some trends over time, identifying how ideas have been continued/developed.		

	sources in order to form their own theory/interpretation about an event. Pupils can ask questions and create questions that develop understanding about change, cause and significance. A local history study.	sources in order to form their own theory/interpretation about an event. Pupils can ask questions and create questions that develop understanding about change, cause and significance. A local history study.		Pupils can ask questions and create questions that develop understanding about change, cause and significance.		
Geography	<u>What a Wonderful World</u> To be able to locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. To be able to understand geographical similarities and differences through the study of human and physical geography of a region within North America and South America. To be able to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes (in South America). To be able to use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied, using geographical vocabulary. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and		<u>Discovering Galapagos</u> To be able to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes (in South America). To be able to use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied, using geographical vocabulary.		<u>Home Sweet Home</u> To be able to 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. To be able to use the eight points of a compass, six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world. To be able to 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.	

	Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).					
Art	<u>Artist Study</u> Hokusai (a Japanese artist and print maker) Japanese landscapes <u>Painting</u> Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists.	<u>Sculpture</u> To use frameworks such as wire or moulds, to provide stability and form.	<u>Artist Study</u> Banksy <u>Painting</u> Create original pieces that show a range of influences and styles -- Choose a style of drawing suitable for the work e.g. realistic or impressionistic. Use a choice of techniques to depict movement, perspective, shadows and reflection. Use a variety of techniques to add interesting effects e.g. reflections, shadows, direction of sunlight. Use lines to represent movement.	<u>Mayan Art</u> <u>Sculpture</u> To show life-like qualities and real-life proportions or, if more abstract provoke different interpretations. Use tools to add shapes, textures and patterns. To combine visual and tactile qualities. <u>Drawing</u> Choose a style of drawing suitable for the work e.g. realistic or impressionistic. Use a variety of techniques to add interesting effects e.g. reflections, shadows, direction of sunlight. <u>Painting</u> Combine colours, tones and tints to enhance the mood of a piece. (Painting)		<u>Artist studies</u> Esther Mahlangu and Charlotte Eldred Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles Mix textures– rough and smooth, plain and patterned. Combine visual and tactile qualities. Use ceramic mosaic materials and techniques. Build up layers of colours. Create an accurate pattern, showing fine detail Use a range of visual elements to reflect the purpose of the work. Develop and imaginatively extend ideas from starting points throughout the curriculum.
DT		<u>Anderson Shelters</u> Create innovative products through stages of prototypes, making continual effective refinements and improving upon existing products. Ensure products have a high quality finish, using art skills where appropriate. To use a range of tools to complete various tasks accurately and efficiently e.g. cutting and shaping. Design with the user in mind, motivated by the		<u>Mayans - Food</u> To understand and apply the principles of a healthy, balanced diet through preparing and cooking a range of savoury dishes using a range of cooking techniques. Apply their understanding of computing to program, monitor and control their products. <u>Shocking Electricity</u> Understand and use electrical systems in their products [for example, series		<u>Strut your Stuff</u> Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. 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. Understand how key events and individuals in design

		service a product will offer (rather than simply for profit). To select from a wider range of materials according to their function and aesthetics. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. To understand and apply the principles of a healthy, balanced diet through preparing and cooking a range of savoury dishes using a range of cooking techniques. To understand how the seasons impact our food and the journey food goes on to get to our supermarkets.		circuits incorporating switches, bulbs, buzzers and motors].		and technology have helped shape the world.
Jigsaw and PSHE	<u>Being Me in My World</u> I can identify my goals for this year, understand my fears and worries about the future and know how to express them. I know how to use my Jigsaw Journal. I feel welcome and valued and know how to make others feel the same. I know that there are universal rights for all children but for many children these rights are not met. I understand my own wants and needs and can compare	<u>Celebrating Difference</u> I understand there are different perceptions about what normal means. I can empathise with people who are different. I understand that everyone has a right to be who they are. I am aware of my attitude towards people who are different to me. I can explain some of the ways in which one person or a group can have power over another. I know how it can feel to be excluded or treated badly	<u>Dreams and Goals</u> I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal) I understand why it is important to stretch the boundaries of my current learning. I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.	<u>Healthy Me</u> I can take responsibility for my health and make choices that benefit my health and well-being. I am motivated to care for my physical and emotional health. I know about different types of drugs and their uses and their effects on the body particularly the liver and heart. I am motivated to find ways to be happy and cope with life's situations without using drugs. I understand that some people can be exploited and	<u>Relationships</u> I know that it is important to take care of my mental health. I understand that people can get problems with their mental health and that it is nothing to be ashamed of. I know how to take care of my mental health. I can help myself and others when worried about a mental health problem. I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.	<u>Changing Me</u> I am aware of my own self-image and how my body image fits into that. I know how to develop my own self esteem. I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. I can express how I feel about the changes that will happen to me during puberty. I can describe how a baby develops from conception through the nine months of

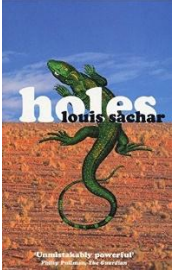
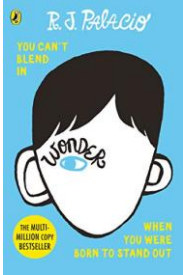
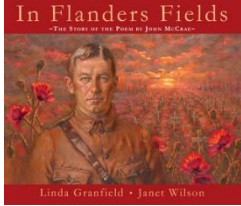
	these with children in different communities. I understand that my actions affect other people locally and globally. I understand my own wants and needs and can compare these with children in different communities. I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities. I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them. I understand how an individual's behaviour can impact on a group. I can contribute to the group and understand how we can function best as a whole. I understand how democracy and having a voice benefits the school community. I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself.	by being different in some way. I know some of the reasons why people use bullying behaviours. I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one. I can give examples of people with disabilities who lead amazing lives. I appreciate people for who they are. I can explain ways in which difference can be a source of conflict and a cause for celebration. I can show empathy with people in either situation.	I can set success criteria so that I will know whether I have reached my goal. I can identify problems in the world that concern me and talk to other people about them. I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations. I can work with other people to help make the world a better place. I can empathise with people who are suffering or who are living in difficult situations. I can describe some ways in which I can work with other people to help make the world a better place. I can identify why I am motivated to do this. I know what some people in my class like or admire about me and can accept their praise. I can give praise and compliments to other people when I recognise their contributions and achievements.	made to do things that are against the law. I can suggest ways that someone who is being exploited can help themselves. I know why some people join gangs and the risks this involves. I can suggest strategies someone could use to avoid being pressurised. I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness. I know how to help myself feel emotionally healthy and can recognise when I need help with this. I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse. I can use different strategies to manage stress and pressure.	I can recognise when I am feeling those emotions and have strategies to manage them. I can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. I can judge whether something online is safe and helpful for me. I can resist pressure to do something online that might hurt myself or others. I can use technology positively and safely to communicate with my friends and family. I can take responsibility for my own safety and well-being.	pregnancy, and how it is born. I can recognise how I feel when I reflect on the development and birth of a baby. I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to. I am aware of the importance of a positive self-esteem and what I can do to develop it. I can express how I feel about my self-image and know how to challenge negative 'body-talk'. I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. I know how to prepare myself emotionally for the changes next year.
Computing	<u>Algorithms and programming</u> To design, write and debug programs in multiple programming languages (visual or text based) e.g Espresso (HTML & Python) Scratch, Alice To explain how html constructs the rendering of a web page. To effectively use sequence, selections and repetition in programs.		<u>Data and Information</u> To independently select, use and combine a variety of software (including internet services). (Digital Content) To independently collect, evaluate and present data and information. (Data) To type fluently and accurately. <u>Communication and E-safety</u> To use search technologies effectively and be discerning in evaluating the located information.		<u>Data and Information</u> To independently select, use and combine a variety of software (including internet services). (Digital Content) To independently collect, evaluate and present data and information. (Data) To type fluently and accurately. <u>Algorithms and programming</u>	

	To work with variables and various forms of input and output. <u>Communication and E-safety</u> To use search technologies effectively and be discerning in evaluating the located information. To use technology safely, respectfully and responsibly. To recognise acceptable/unacceptable behaviour; To identify a range of ways to report concerns about content and contact.	To use technology safely, respectfully and responsibly. To recognise acceptable/unacceptable behaviour; To identify a range of ways to report concerns about content and contact.	To design, write and debug programs in multiple programming languages (visual or text based) e.g Espresso (HTML & Python) Scratch, Alice To explain how html constructs the rendering of a web page. To effectively use sequence, selections and repetition in programs. To work with variables and various forms of input and output. <u>Communication and E-safety</u> To use search technologies effectively and be discerning in evaluating the located information. To use technology safely, respectfully and responsibly. To recognise acceptable/unacceptable behaviour; To identify a range of ways to report concerns about content and contact.
RE	<u>Justice and Freedom</u> To explain what freedom means to people of faith. To show understanding of the beliefs and feelings of faith members who have experienced injustice. To explain their hopes and dreams for a just world. To identify the responses of different religions to ethical questions. To identify the impact of a religious teaching such as forgiveness on a believer's actions. To describe the ways in which people of faith have demonstrated forgiveness and reconciliation. To identify the impact that reconciliation has on community harmony. <u>Christmas</u> To identify key events in the lives of faith founders and their impact on those around them. To explain the relevance of different faith founders for their followers today. To compare the experience of participating in a religious festival or celebration around the world. To reflect and share how religious celebrations and rituals have an impact on the community.	<u>Living a Faith</u> To suggest how the milestones of life give a sense of identity and belonging for faith members. To compare the experience of participating in a religious festival or celebration around the world. To reflect and share how religious celebrations and rituals have an impact on the community. <u>Easter</u> To identify key events in the lives of faith founders and their impact on those around them To explain the relevance of different faith founders for their followers today To compare the experience of participating in a religious festival or celebration around the world To reflect and share how religious celebrations and rituals have an impact on the community	<u>Hopes and visions</u> To identify what makes some questions ultimate. To offer answers to an ultimate question from different faith perspectives. To explain how people of different faiths describe what god is like. To identify what different sacred writings say about the attributes of God.
Music	<u>Charanga Livin' on a Prayer (Rock)</u> Listen & Appraise: Livin' On A Prayer (Rock) Musical Activities using glocks Using up to 3 notes – G, A + B. Singing in unison. Play instrumental parts with the song by ear and/or from notation using G, A + B or D, E, F + G Improvise using up to 3 notes – G, A + B. Compose a simple melody using simple rhythms	<u>Charanga Classroom Jazz 2</u> Listen & Appraise: Bacharach Anorak and Meet The Blues Musical Activities using glocks Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C (Meet The Blues). Improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C. Improvise in a Blues style using the notes C, Bb, G, F + C.	<u>Leavers Show Songs (Various genres)</u> Know the background and genres of all songs chosen for the leavers show. Know how the songs fit into the theme of the show. Know the meaning behind the lyrics to the songs and how they fit into the meaning of the different parts of the show. Know how the mood of the songs relates to the mood of those parts of the show.

	choosing from the notes G, A + B or G, A, B, D + E (Pentatonic Scale). Reflection Perform & Share		Reflection Perform & Share <u>Leavers Show Songs (Various genres)</u>		Understand how adding actions and expression will improve their performance and communicate the meaning and the mood of the songs so that the audience appreciates them. Understand how their performance will affect the mood of the show and its impact on the audience. Understand and appreciate the enjoyment that can be gained from singing and performing on their own and as a group, and the memories it creates. Improve vocal skills, singing with control, diction and appropriate dynamics and expression. Sing in solo, group and ensemble. Build on performance skills to enhance their singing. Rehearse and improve on their performance with an awareness of the audience. Contribute their own musical ideas to the performance. Perform to an audience with an appreciation of the enjoyment it brings. Play their musical instruments in solo or group where appropriate to enhance the show. Build on previous musical learning about the interrelated dimensions of music.	
PE	<u>Dance (Unit 1)</u> The technique of stag leap and rebound jump. To explore relationships through dance and perform partner lifts. To compose a dance phrase based on the Hakka. To choose and use suitable dynamics or the Hakka. To link freeze frames in a street dance style to create a short movement phrase. To perform a Top Rock and Slide Step and perform confidently with a partner. <u>Tag Rugby</u> To create attacking continuity by supporting the player with the ball. To use set plays in attack to create space for the ball carrier	<u>Apparatus</u> <u>Netball</u> The double bounce rule and observing it when playing a game. To mark the pass or the shot. To organise ourselves around the D and be ready to receive a pass. To compete to win the rebounding ball. To knock the ball away and explain when you would use this technique. To make good choices about what pass to use in competitive games.	<u>Gymnastics (Unit 1)</u> Lead group warm-up understanding of the need for strength and flexibility. Demonstrate accuracy, consistency and clarity of movement. Work independently and in small groups to make up own sequences. Arrange own apparatus to enhance work and vary compositional ideas. Experience flight on and off of high apparatus. <u>Hockey</u> To shoot under pressure from close range. To perform long corner routines as part of a team. To use goal-side marking to prevent an attacker from getting close to the goal.	<u>Apparatus</u> <u>OAA</u> to work with a partner to successfully orient and follow a map. To identify objects for a scavenger hunt quickly from a written description. To safely perform a pyramid balance in a small group. To work efficiently as part of a team to complete a range of tasks. To create a fun and challenging game for others to complete. To listen to others to refine and adapt ideas to complete a complex task.	<u>Badminton</u> The smash shot technique and when it is used. To use the smash shot in a doubles game. To hit a drop using the correct technique to outwit an opponent. To develop reaction time to hit shots when close to the net. To communicate with a partner in doubles match to make sure court positioning is correct. To use defensive formations in a doubles game to prevent opponents from scoring points. <u>Athletics</u> Sprint start technique to increase our running speed. The three phases of triple jump.	<u>Dance (Unit 2)</u> To portray the theme of gangs through our movements and gestures. To use devices such as contrast and variation in a group dance. To use formations to demonstrate tension in relationships between performers. To use claps, stamps and slaps to perform a live aural setting. To dance as opposing gangs. To show performance qualities in our gang dance and evaluate our work. <u>Cricket</u> To create pressure on a batter by using attacking fielding positions. To track and catch a high ball consistently.

	To develop the 3-step rule, comparing and contrasting to the 3-second pass option. To attack the space as a ball carrier to create scoring opportunities. To change from an attacking to a defensive formation when your team loses possession. To observe and analyse our classmate's performance.		To use the banana run to force an oncoming attacker out wide. To use hit out to successfully restart a game. To Indian Dribble and to play competitively using new skills. s		The heave throw technique and what it is used for. To assess our own ability to play our role in paralauff running. The scissor jump technique and when it would be used in athletics. To record and relay results over a range of track and field events.	To perform a short-pitched bowl to get the batter to hit the bowl in the air. To work in a pair to restrict runs scored when fielding. To play an on-drive. To apply the learnt skills to a game of inter-cricket.
French	Revise <i>avoir</i> and <i>être</i> Questions Telling the time Daily routine	Daily routine in other countries Houses Rooms in a house Christmas: toys from around the world	<i>Je peux</i> + infinitive Bedroom descriptions Places in a town	Revise places in town Revise <i>aller</i> Directions Revise food Buying food April fool's day	Numbers 61-100 Ordering food in a café Famous French food and menus The perfect (past) tense	The perfect (past) tense Revision Assessments The French alphabet
Gophers	Learn to do a crossword. Ride a bike safely.	Try a Paralympic sport. Support a community group. Play in the snow.	Look after an animal. Make a grass trumpet	Cook and taste food from other cultures.	Climb up high Spend a night away from home. Walk in a wild place.	Do a fashion show Plan a budget. Skim a stone. Learn to tie a neck tie Take part in a live performance.
Visits and Visitors	Eden Camp Visit Bikeability	Mrs Buckley pharmacy visit		Cooking workshop at HSLC	Nicky Dixon visit TransPennine Trail Walk	Charlotte Eldred Leaver's Show Caythorpe Court Residential

Reading Spine Texts

	<u>Archaic Text</u>	<u>Non-Linear Time Sequences</u>	<u>Complexity of the Narrator</u>	<u>Complexity of the Plot/Symbol</u>	<u>Resistant Texts</u>	<u>Diversity Texts</u>
	The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today.	A story is narrated in a given style with a given cadence and that cadence endures and remains consistent, but in the best books, books where every aspect of the narration is nuanced to create an exact image, time moves in fits and start. It doubles back.	Books are sometimes narrated by an unreliable narrator- who doesn't understand and misperceives some of what happened, a madman out of touch with reality, multiple narrators, non-human narrators, multiple intertwined and apparently unrelated plot lines.	Texts which happen on an allegorical or symbolic level. Not reflected in Lexiles; critical forms of text complexity that students must experience	Texts written to deliberately resist easy meaning-making by readers. Perhaps half of the poems ever written fall into this category. You have to assemble meaning around nuances, hints, uncertainties and clues.	Texts which promote inclusion of people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.
Year 6	Charge of the Light Brigade by Alfred, Lord Tennyson 	Holes by Louis Sachar 	Wonder by R.J. Palacio 	In Flanders Fields (poem) by John McCrae 	The Tyger by William Blake 	The Corn Grows Ripe Now is the Time for Running by Michael Williams 