Stokeinteignhead Primary School
YEAR A: Year 6 Long Term Overview

Subject	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
English	**Basic Skills Revision** **Narrative:** Character Description: *Marvel Comics* **Poetry/Narrative:** *The Lost Words*	**Non-Chronological Report:** Dragonology **Non-Fiction:** *A Drove of Bullocks*	**Narrative Writing:** *The Tear Thief* **Poetry:** *I Am Cat*	**Atmospheric Writing linked to setting descriptions:** *The Shadow Cage* **Non-Fiction:** Diary: *My Secret War Diary by Flossie Albright*	**Rhyming Poetry:** *There's a 'Rangtan in my Bedroom* **SATs Revision** **Non-Fiction:** Persuasive Writing (Letter)	**Improving and editing writing:** *The Day the Crayons Quit* (Unit of writing) **Explanations Texts:** *Wallace and Gromit Cracking Contraptions*
Cross-Curricular English		*Dragonology* *How to Train Your Dragon* by Cressida Cowell **Linked to Vikings - Vikingology**		**Non-Fiction: Narrative Writing:** *The Day the Crayon's Quit* (WBD)	*There's a 'Rangtan in my Bedroom* **Linked to Geography**	
Maths	**Number:** Place Value **Number:** Four Operations **Number:** Fractions		**Number:** Fractions **Y5** **Number:** Ratio **Y6** **Number:** Decimals and Percentages **Number:** Decimals **Y5** **Number:** Algebra **Y6** **Measurement:** Converting Units **Measurement:** Perimeter, Area and Volume **Statistics**		**Geometry:** Properties of Shape **Geometry:** Position and Direction **SATs** **Investigations** **Consolidation**	
Cross-Curricular Maths		Measurement (linked to History – making model of Viking ship)	Measurement Angles (linked to Science)	Measurement Position & Directions – co-ordinates (linked to Geography/Science)	Measurement (linked to Geography)	Statistics (linked to Science)
	Transportation & Transpiration **What would a journey through your body look like?** • Identify the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Describe the ways in which nutrients and water and transported within animals, including humans.	Electricity & Circuits **Could you be the next Nintendo apprentice?** • Identify and name the basic parts of a simple electric circuit (cell, wires, bulbs, switches and buzzers). • Compare and give reasons for variations in how components functions, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches. • Use recognised symbols when representing a simple circuit in a diagram.	Sight & Light **How can you light up your life?** • Recognise that light appears to travel in straight lines. • 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. • 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. • Use the ideas that light travels in straight lines to explain why shadows have the same shape as the object that cast them.	**Science** Evolution & Inheritance **Have we always looked like this?** • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Give reasons why offspring are not identical to each other or to their parents. • Explain the process of evolution and describe the evidence for this. • Identify how plants and animals are adapted to suit their environment in different ways and how adaptation may lead to evolution.	Classification of Living Things (including micro-organisms) **Could Spiderman really exist?** • Can they describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals? • Can they give reasons for classifying plants and animals based on specific characteristics?	

Year 5 Science Working Scientifically	**Skills for working Scientifically (Planning) runs across all topics:**	**Skills for working Scientifically (Obtaining and presenting evidence) runs across all topics:**	**Skills for working Scientifically (Considering evidence and obtaining) runs across all topics:**
Year 6 Science Working Scientifically	**Skills for working Scientifically (Planning) runs across all topics:** • Can they explore different ways to test an idea, choose the best way, and give reasons? • Can they vary one factor whilst keeping the others the same in an experiment? Can they explain why they do this? • Can they plan and carry out an investigation by controlling variables fairly and accurately? • Can they make a prediction with reasons? • Can they use information to help make a prediction? • Can they use test results to make further predictions and set up further comparative tests? • Can they explain, in simple terms, a scientific idea and what evidence supports it? • Can they present a report of their findings through writing, display and presentation?	**Skills for working Scientifically (Obtaining and presenting evidence) runs across all topics:** • Can they explain why they have chosen specific equipment? (incl ICT based equipment) • Can they decide which units of measurement they need to use? • Can they explain why a measurement needs to be repeated? • Can they record their measurements in different ways? (incl bar charts, tables and line graphs) • Can they take measurements using a range of scientific equipment with increasing accuracy and precision?	**Skills for working Scientifically (Considering evidence and obtaining) runs across all topics:** • Can they find a pattern from their data and explain what it shows? • Can they use a graph to answer scientific questions? • Can they link what they have found out to other science? • Can they suggest how to improve their work and say why they think this? • Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models? • Can they report findings from investigations through written explanations and conclusions? • Can they identify scientific evidence that has been used to support to refute ideas or arguments? • Can they report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations?
History	**Vikings** **Were the Vikings always victorious and vicious?** • Can they say where a period of history fits on a timeline? • Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? • Can they describe features of historical events and people from past societies and periods they have studied? • Can they describe a key event from Britain's past using a range of evidence from different sources? **Topic Focus Areas:** • Viking invasion • Viking way of life • Viking longboats • Viking settlements in Britain • Impact of King Alfred	**Theme of British History: Impact of World War II** **How did the Battle of Britain change World War II?** • Can I identify on a timeline when the war started? • Can I place on a timeline key events from WW II? • Can I explore the significance of key events during WW II? • Can I explain how and why the changing role of women was significant to the war effort? • Can I explain how different people were treated during the war (men, women, children, religions)? • Can I explain what life was like in London and Plymouth during WW II? • Can I explain why London and Plymouth were bombed during the war?	**Indus Valley** **How can we rediscover the wonders of the Indus Valley?** • Locate the Indus Valley civilisation. Find out about the environment of the Indus Valley and how this could have affected settlement patterns and lifestyles. • Use BC and AD appropriately. • Understand how the Indus Valley civilisation relates to other historical periods and to the chronology of world history. • Understand how the Indus Valley civilisation was discovered, who by, and when and what was discovered. • Ask questions that can be answered from archaeological discoveries that cities have some features in common. • Use pictures of artefacts to find out about a particular aspect of life in Mohenjo-Daro. • Answer a historical question in an organised and structured way. • Consider how objects are presented in museums and answer how and why artefacts are classified. • Learn about written evidence of the Indus Valley civilisation. • Find out how people wrote before alphabets. • Understand what an ideogram is. • Summarise what they have found out about the Indus Valley civilisation.
Local History		**What was the impact of World War II on our local area?**	

History Year 5 Knowledge and Skills	Skills for working Historically (Chronological understanding) runs across all topics:	Skills for working Historically (Knowledge and interpretation) runs across all topics:	Skills for working Historically (Historical enquiry) runs across all topics:
	•Can they use dates and historical language in their work? • Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? • Can they use their mathematical skills to work out exact time scales and differences as need be? • *Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.*	• Can they describe historical events from the different period/s they are studying/have studied? • Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? • Can they explain the role that Britain has had in spreading Christian values across the world? • Can they begin to appreciate that how we make decisions has been through a Parliament for some time? • Do they appreciate that significant events in history have helped shape the country we have today? • Do they have a good understanding as to how an aspect of British History has changed over the years? •*Do they appreciate how major events have created huge differences to the way Britain has developed?*	• Can they test out a hypothesis in order to answer a question? • Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? • *Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?*
History Year 6 Knowledge and Skills	Skills for working Historically (Chronological understanding) runs across all topics:	Skills for working Historically (Knowledge and interpretation) runs across all topics:	Skills for working Historically (Historical enquiry) runs across all topics:
	• Can they say where a period of history fits on a timeline? • Can they place a specific event on a timeline by decade? • Can they place features of historical events and people from past societies and periods in a chronological framework?	• Can they summarise the main events from a specific period in history, explaining the order in which key events happened? • Can they summarise how Britain has had a major influence on world history? • Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? • Can they describe features of historical events and people from past societies and periods they have studied? • Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?	• Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? • Can they identify and explain their understanding of propaganda? • Can they describe a key event from Britain's past using a range of evidence from different sources?
Geography	Rivers **Will you ever see the water you drink again?** • Use a variety of resources to investigate rivers and streams. • Understand the formation, locations and activities of rivers. • To know the stages in the water cycle and the associated vocabulary. • Have an understanding of river processes and patterns. • Understand riverine vocabulary. • Produce labelled/annotated diagrams of rivers – label, describe and explain process. • To identify some of the physical aspects of a local river using secondary sources. • Develop observational skills and fieldwork techniques to gather information. • To identify and describe physical aspects of a local river first-hand. • Present findings clearly using text, maps and diagrams.	Local Area Study – Beyond the Village **I'm a KS2 pupil…can you get me out of here?** • Observe and ask questions about geographical features. • Respond to geographical questions. • Use geographical vocabulary. • Use secondary sources • Identify physical and human features of a landscape and land uses. • Understand how people affect the environment. • Collect evidence to answer questions using fieldwork skills. • Use ICT to handle data. • Analyse evidence, draw conclusions and communicate findings. • Use and interpret maps and plans • To use secondary sources. Understand how people affect the environment and speculate about how places may change.	Climate Change **What is the impact of climate change on our local environment and other world habitats?** • Recognise that the Earth's climate is changing • Understand that human activities are contributing towards this change • To understand what a carbon footprint is • To recognise that everybody in the world has a carbon footprint • To identify, investigate and discuss some current and future impacts of climate change on people and the planet • To understand what climate change adaptation means • To identify a range of possible actions that could be taken against climate change • To understand what climate change adaptation means • To identify a range of possible actions that could be taken against climate change

Geography Year 5 Knowledge and Skills	**Geographical Enquiry** •Can they collect information about a place and use it in a report? •Can they map land use? •Can they find possible answers to their own geographical questions? •Can they make detailed sketches and plans; improving their accuracy later? **Physical Geography** • Can they explain why many cities of the world are situated by rivers? • Can they explain how a location fits into its wider geographical location; with reference to physical features? • Can they explain how the water cycle works? • Can they explain why water is such a valuable commodity? • *Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features?* **Human Geography** •Can they explain why people are attracted to live by rivers? •Can they explain how a location fits into its wider geographical location; with reference to human and economical features? •Can they explain what a place might be like in the future, taking account of issues impacting on human features? • *Can they report on ways in which humans have both improved and damaged the environment?* **Geographical Knowledge** •Can they name and locate many of the world's major rivers on maps?	**Geographical Enquiry** •Can they collect information about a place and use it in a report? •Can they map land use? •Can they find possible answers to their own geographical questions? •Can they make detailed sketches and plans; improving their accuracy later? **Physical Geography** • Can they explain how a location fits into its wider geographical location; with reference to physical features? • *Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features?* **Human Geography** • Can they explain how a location fits into its wider geographical location; with reference to human and economical features? • Can they explain what a place might be like in the future, taking account of issues impacting on human features? • *Can they report on ways in which humans have both improved and damaged the environment?* **Geographical Knowledge**	**Geographical Enquiry** •Can they collect information about a place and use it in a report? •Can they find possible answers to their own geographical questions? •Can they plan a journey to a place in another part of the world, taking account of distance and time? •*Can they work out an accurate itinerary detailing a journey to another part of the world?* **Physical Geography** • Can they explain how a location fits into its wider geographical location; with reference to physical features? • *Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features?* **Human Geography** • Can they explain how a location fits into its wider geographical location; with reference to human and economical features? • Can they explain what a place might be like in the future, taking account of issues impacting on human features? • *Can they report on ways in which humans have both improved and damaged the environment?* **Geographical Knowledge** •Can they name and locate many of the world's major rivers on maps? •Can they locate and name the main countries in South America on a world map and atlas? • *Can they begin to recognise the climate of a given country according to its location on the map?*
Geography Year 6 Knowledge and Skills	**Geographical Enquiry** •Can they make careful measurements and use the data? •Can they use OS maps to answer questions? •Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? •*Can they define geographical questions to guide their research?* •*Can they use a range of self-selected resources to answer questions?* **Physical Geography** •Can they give extended descriptions of the physical features of different places around the world? •Can they describe how some places are similar and others are different in relation to their physical features? •Can they accurately use a 4-figure grid reference? •Can they create sketch maps when carrying out a field study? **Human Geography** •Can they give an extended description of the human features of different places around the world? •Can they map land use with their own criteria?	**Geographical Enquiry** •Can they confidently explain scale and use maps with a range of scales? •Can they choose the best way to collect information needed and decide the most appropriate units of measure? •Can they make careful measurements and use the data? •Can they use OS maps to answer questions? •Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? •*Can they define geographical questions to guide their research?* •*Can they use a range of self-selected resources to answer questions?* **Physical Geography** •Can they accurately use a 4-figure grid reference? •Can they create sketch maps when carrying out a field study? **Human Geography** •Can they give an extended description of the human features of different places around the world? •Can they map land use with their own criteria?	**Geographical Enquiry** •Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? •*Can they define geographical questions to guide their research?* •*Can they use a range of self-selected resources to answer questions?* **Physical Geography** •Can they give extended descriptions of the physical features of different places around the world? •Can they describe how some places are similar and others are different in relation to their physical features? •*Can they plan a journey to another part of the world which takes account of time zones?* •*Do they understand the term sustainable development? Can they use it in different contexts?* **Human Geography** •Can they give an extended description of the human features of different places around the world? •Can they describe how some places are similar and others are different in relation to their human features?

	•Can they describe how some places are similar and others are different in relation to their human features? *•Can they explain how human activity has caused an environment to change?* *•Can they analyse population data on two settlements and report on findings and questions raised?* **Geographical Knowledge** •Can they name some key rivers on different continents in the world? •Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?		•Can they describe how some places are similar and others are different in relation to their human features? *•Can they explain how human activity has caused an environment to change?* *•Can they analyse population data on two settlements and report on findings and questions raised?* **Geographical Knowledge** • Can they recognise key symbols used on ordnance survey maps? •Can they name the largest desert in the world? •Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles? •Can they explain how the time zones work? *•Can they name and locate the main canals that link different continents?* *•Can they name the main lines of latitude and meridian of longitude*		*•Can they explain how human activity has caused an environment to change?* *•Can they analyse population data on two settlements and report on findings and questions raised?* **Geographical Knowledge** •Can they name the largest rainforest in the world? •Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?	
Art & Design	**PRINTING/3D – Textiles/COLLAGE** **Textile Hangings** **(link to Geography: Rivers)**		**COLLAGE/PRINTING/IT** **Bren Unwin** **(link to Geography: mapping/local village)**		**DRAWING/PAINTING** **Frida Kahlo – Portraits** **(link to Science/PSHE: Have we always looked like this?)**	**3D – CLAY** **Indus Civilisation Seal** **(linked to History/DT)**
Year 5 Knowledge and Skills	**Printing** •Can they print using a number of colours? •Can they create an accurate print design that meets a given criteria? •Can they print onto different materials? **3D - Textiles** •Do they experiment with and combine materials and processes to design and make 3D form? •Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery. **Collage** •Can they combine visual and tactile qualities to express mood and emotion?		**Collage** •Can they combine visual and tactile qualities to express mood and emotion? **Printing** •Can they print using a number of colours? •Can they create an accurate print design that meets a given criteria? •Can they print onto different materials? **IT** •Can they create a piece of art work which includes the integration of digital images they have taken? •Can they combine graphics and text based on their research?		**Drawing** •Can they identify and draw simple objects, and use marks and lines to produce texture? •Do they successfully use shading to create mood and feeling? • Can they organise line, tone, shape and colour to represent facial features? •Can they show reflections? •Can they explain why they have chosen specific materials to draw with? **Painting** •Can they create a range of moods in their paintings? •Can they express their emotions accurately through their painting and sketches?	**3D - Clay** •Can they sculpt clay and other mouldable materials? **3D – Clay (Design & Technology)** •Are they motivated enough to refine and further improve their product using mouldable materials?
Year 6 Knowledge and Skills	**Printing** •Can they overprint using different colours? •Do they look very carefully at the methods they use and make decisions about the		**Collage** •Can they justify the materials they have chosen? •Can they combine pattern, tone and shape? **Printing** • Can they overprint using different colours?		**Drawing** •Do their sketches communicate emotions and a sense of self with accuracy and imagination? •Can they explain why they have combined different	**3D – Clay (art)** •Can they include both visual and tactile elements in their work? **3D – Clay (Design & Technology)**

effectiveness of their printing methods? **3D – Textiles** •Can they create work which is open to interpretation by the audience? •Can they include both visual and tactile elements in their work? **Collage** •Can they justify the materials they have chosen? •Can they combine pattern, tone and shape?		• Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods? **IT** • Can they create a piece of art which can be used as part of a wider presentation?		tools to create their drawings? •Can they explain why they have chosen specific drawing techniques? **Painting** •Can they explain what their own style is? •Can they use a wide range of techniques in their work? •Can they explain why they have chosen specific painting techniques?		•Can they justify why the chosen material was the best for the task? •Can they justify design in relation to the audience?
(Objectives run throughout all art units of learning)	**Year 5** **Sketch Books** • Do their sketchbooks contain detailed notes, and quotes explaining about items? • Do they compare their methods to those of others and keep notes in their sketchbooks? • Do they combine graphics and text-based research of commercial design, for example magazines etc, to influence the layout of their sketchbooks? • Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketchbooks? **Knowledge** • Can they make a record about the styles and qualities in their work? • Can they say what their work is influenced by? • Can they include technical aspects in their work, e.g. architectural design?			**Year 6** **Sketch Books** • Do their sketchbooks contain detailed notes, and quotes explaining about items? • Do they compare their methods to those of others and keep notes in their sketchbooks? • Do they combine graphics and text-based research of commercial design, for example magazines etc, to influence the layout of their sketchbooks? • Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketchbooks? **Knowledge** • Can they make a record about the styles and qualities in their work? • Can they say what their work is influenced by? • Can they include technical aspects in their work, e.g. architectural design?		
DT		**STIFF & FLEXIBLE SHEET MATERIALS** **'Viking Longboat'** **(linked to history)** **Autumn B**		**ELECTRICAL/MECHANICAL COMPONENTS** **'Code Breaking Cypher'** **(linked to History - WWII)** **Spring B**	**TEXTILES** **Textile hanging (Art)** **(link to geography: Rivers)** **Summer A**	**COOKING/NUTRITION** **'Biscuits'** **(Stand Alone)** **Summer B**
Year 5 Knowledge and Skills		**Stiff & Flexible Sheet Materials** •Are their measurements accurate enough to ensure that everything is precise? •How have they ensured that their product is strong and fit for purpose?		**Electrical/Mechanical Components** •Can they incorporate a switch into their product? •Can they refine their product after testing it? •Can they incorporate hydraulics and pneumatics?	**Textiles** •Do they think what the user would want when choosing textiles? •How have they made their product attractive and strong? •Can they make up a prototype first? •Can they use a range of joining techniques?	**Cooking/Nutrition** •Can they describe what they do to be both hygienic and safe? •How have they presented their product well?
Year 6 Knowledge and Skills		**Stiff & Flexible Sheet Materials** •Can they justify why they selected specific materials? •How have they ensured that their work is precise and accurate? •Can they hide joints so as to improve the look of their product?		**Electrical/Mechanical Components** •Can they use different kinds of circuit in their product? •Can they think of ways in which adding a circuit would improve their product?	**Textiles** •Have they thought about how their product could be sold? •Have they given considered thought about what would improve their product even more?	**Cooking/Nutrition** •Can they explain how their product should be stored with reasons? •Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different foods?

(Objectives run throughout all art units of learning)	Year 5 **Developing, planning and communicating ideas** • Can they come up with a range of ideas after they have collected information? • Do they take a user's view into account when designing? • Can they produce a detailed step-by-step plan? • Can they suggest some alternative plans and say what the good points and drawbacks are about each? **Working with tools, equipment, materials and components to make quality products** • Can they explain why their finished product is going to be of good quality? • Can they explain how their product will appeal to the audience? • Can they use a range of tools and equipment expertly? • Do they persevere through different stages of the making process? **Evaluating processes and products** • Do they keep checking that their design is the best it can be? • Do they check whether anything could be improved? • Can they evaluate appearance and function against the original criteria?			Year 6 **Developing, planning and communicating ideas** • Can they use a range of information to inform their design? • Can they use market research to inform plans? • Can they work within constraints? • Can they follow and refine their plan if necessary? • Can they justify their plan to someone else? • Do they consider culture and society in their designs? **Working with tools, equipment, materials and components to make quality products** • Can they use tools and materials precisely? • Do they change the way they are working if needed? **Evaluating processes and products** • How well do they test and evaluate their final product? • Is it fit for purpose? • What would improve it? • Would different resources have improved their product? • Would they need more or different information to make it even better? • Does their product meet all design criteria? • Did they consider the use of the product when selecting materials?		
Computing (Purple Mash)	Coding & Computational Thinking *Coding* **Unit 5.1** **(6 weeks)**	Online Safety *Online Safety* **Unit 5.2** **(3 weeks)**	Spreadsheets *Spreadsheets* **Unit 5.3** **(6 weeks)**	Communication & Networks *Databases* **Unit 5.4** **(4 weeks)**	Coding & Computational Thinking *Game Creator* **Unit 5.5** **(5 weeks)**	Coding & Computational Thinking *3D Modelling* **Unit 5.6** **(4 weeks)**	Writing & Presenting *Concept Maps* **Unit 5.7** **(4 weeks)**
	• To represent a program design and algorithm. • To create a program that simulates a physical system using decomposition. • To explore string and text variable types so that the most appropriate can be used in programs. • To use the Launch command in 2Code Gorilla • To program a playable game with timers and scorepad.	• To gain a greater understanding of the impact that sharing digital content can have. • To review sources of support when using technology and children's responsibility to one another in their online behaviour. • To know how to maintain secure passwords. • To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this. • To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. • To learn about how to reference sources in their work • To search the Internet with a consideration for the reliability of the results of sources to check validity and	• Using the formula wizard to add a formula to a cell to automatically make a calculation in that cell. • To copy and paste within 2Calculate. • Using 2Calculate tools to test a hypothesis. • To add a formula to a cell to automatically make a calculation in that cell. • Using a spreadsheet to model a real-life situation and answer questions.	• To learn how to search for information in a database. • To contribute to a class database. • To create a database around a chosen topic.	• To set the scene. • To create the game environment. • To create the game quest. • To finish and share the game. • To evaluate their and peers' games.	• To be introduced to 2Design and Make and the skills of computer aided design. • To explore the effect of moving points when designing. • To understand designing for a purpose. • To understand printing and making.	• To understand the need for visual representation when generating and discussing complex ideas. • To understand and use the correct vocabulary when creating a concept map. • To create a concept map. • To understand how a concept map can be used to retell stories and present information. • To create a collaborative concept map and present this to an audience.

		understand the impact of incorrect information. • Ensuring reliability through using different methods of communication				

E-Safety **(Purple Mash)**

E-Safety **(Google Legends)**

PSHE (Jigsaw)	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PSHE Knowledge Year 5/6	• **Understand how democracy and having a voice benefits the school community** • **Understand how to contribute towards the democratic process** • **Understand the rights and responsibilities associated with being a citizen in the wider community and their country** • Know how to face new challenges positively • Understand how to set personal goals • Know how an individual's behaviour can affect a group and the consequences of this	• **Know external forms of support in regard to bullying e.g. Childline** • **Know that bullying can be direct and indirect** • **Know what racism is and why it is unacceptable** • **Know what culture means** • Know that differences in culture can sometimes be a source of conflict • Know that rumour-spreading is a form of bullying online and offline • Know how their life is different from the lives of children in the developing world	• **Know about a range of jobs that are carried out by people I know** • **Know the types of job they might like to do when they are older** • **Know that young people from different cultures may have different dreams and goals** • Know that they will need money to help them to achieve some of their dreams • Know that different jobs pay more money than others • Know that communicating with someone from a different culture means that they can learn from them and vice versa • Know ways that they can support young people in their own culture and abroad	• **Know basic emergency procedures, including the recovery position** • Know the health risks of smoking • Know how smoking tobacco affects the lungs, liver and heart • **Know how to get help in emergency situations** • **Know that the media, social media and celebrity culture promotes certain body types** • **Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure** • Know some of the risks linked to misusing alcohol, including antisocial behaviour • Know what makes a healthy lifestyle	• **Know that there are rights and responsibilities in an online community or social network** • **Know that there are rights and responsibilities when playing a game online** • **Know that too much screen time isn't healthy** • **Know how to stay safe when using technology to communicate with friends** • Know that a personality is made up of many different characteristics, qualities and attributes • Know that belonging to an online community can have positive and negative consequences	• **Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally** • **Know that sexual intercourse can lead to conception** • **Know that some people need help to conceive and might use IVF** • **Know that becoming a teenager involves various changes and also brings growing responsibility** • Know what perception means and that perceptions can be right or wrong
PSHE Skills Year 5/6	• **Empathy for people whose lives are different from their own** • **Consider their own actions and the effect they have on themselves and others** • **Be able to work as part of a group, listening and contributing effectively**	• **Appreciate the value of happiness regardless of material wealth** • **Identify their own culture and different cultures within their class community** • **Identify their own attitudes about people from different faith and cultural backgrounds** • **Develop respect for cultures different from their own**	• **Verbalise what they would like their life to be like when they are grown up** • **Appreciate the contributions made by people in different jobs** • **Reflect on the differences between their own learning goals and those of someone from a different culture** • **Appreciate the differences between**	• **Respect and value their own bodies** • **Can reflect on their own body image and know how important it is that this is positive** • **Recognise strategies for resisting pressure** • **Can identify ways to keep themselves calm in an emergency** • Can make informed decisions about whether or not they choose to	• Can suggest strategies for building self-esteem of themselves and others • **Can identify when an online community/social media group feels risky, uncomfortable, or unsafe** • Can suggest strategies for staying safe online/ social media	• **Can celebrate what they like about their own and others' self-image and body image** • **Can suggest ways to boost self-esteem of self and others** • **Recognise that puberty is a natural process that happens to everybody and that it will be OK for them**

	• Be able to identify what they value most about school • Identify hopes for the school year • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices • Know how to regulate my emotions	• Identify a range of strategies for managing their own feelings in bullying situations • Identify some strategies to encourage children who use bullying behaviours to make other choices • Be able to support children who are being bullied	**themselves and someone from a different culture** • Understand why they are motivated to make a positive contribution to supporting others • Appreciate the opportunities learning and education can give them	smoke when they are older • Can make informed decisions about whether they choose to drink alcohol when they are older • Accept and respect themselves for who they are • Be motivated to keep themselves healthy and happy	• **Can say how to report unsafe online/social network activity** • **Can identify when an online game is safe or unsafe** • Can suggest ways to monitor and reduce screen time • **Can suggest strategies for managing unhelpful pressures online or in social networks**	• **Can ask questions about puberty to seek clarification** • Can express how they feel about having a romantic relationship when they are an adults • Can express how they feel about having children when they are an adult • Can express how they feel about becoming a teenager • Can say who they can talk to if concerned about puberty or becoming a teenager/adult
R.E. (Devon Agreed Syllabus)	**U2.6 For Christians, what kind of king is Jesus? (Kingdom of God)**	**U2.8 What does it mean to be a Muslim in Britain today?**	**U2.4 How do Christians decide how to live? 'What would Jesus do'? (Gospel)**	**U2.10 What matters most to Humanists and Christians?**	**U2.2 – Creation and Science; conflicting or complimentary?**	**U2.11 Why do some people believe in God and some people not?**
	Make sense of belief: • Explain connections between biblical texts and the concept of the kingdom of God • Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations **Understand the impact:** • Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice • Show how Christians put their beliefs into practice in different ways **Make connections:** • Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today • Articulate their own responses to the idea of the importance of love and service in the world today.	**Make sense of belief:** • Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) **Understand the impact:** • Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) • Give evidence and examples to show how Muslims put their beliefs into practice in different ways **Make connections:** • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Devon and Torbay today • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how	**Make sense of belief:** • Identify features of Gospel texts (for example, teachings, parable, narrative) • Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts **Understand the impact:** • Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives **Make connections:** • Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives • Articulate their own responses to the issues studied, recognising different points of view.	**Make sense of belief:** • Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') **Understand the impact:** • Make clear connections between Christian and Humanist ideas about being good and how people live • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view **Make connections:** • Raise important questions and suggest answers about how and why people should be good • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.	**Make sense of belief:** • Identify what type of text some Christians say Genesis 1 is, and its purpose • Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations **Understand the impact:** • Make clear connections between Genesis 1 and Christian belief about God as Creator • Show understanding of why many Christians find science and faith go together **Make connections:** • Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.	**Make sense of belief:** • Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs • Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from • Give examples of reasons why people do or do not believe in God **Understand the impact:** • Make clear connections between what people believe about God and the impact of this belief on how they live • Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) **Make connections:** • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging

			far they are valuable to people who are not Muslims • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.			• Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not • Make connections between belief and behaviour in their own lives, in the light of their learning.
Music (Charanga) Y6	**Happy (Pop/Motown)** What makes us happy?	**Classroom Jazz 2 (Jazz, Blues, Latin)** History of music: Jazz in historical context.	**A New Year Carol (Benjamin Britten: Gospel, Bhangra)** The historical context of Gospel music and Bhangra.	**You've Got a Friend (Music of Carol King)** Representation of identify within the music industry.	**Music and Me** Inspirational women in the music industry	**Reflect, Rewind and Replay (Western Classical Music)** History of music in context.

Music (Charanga) Y6 (continued)

Year 5 **Performing** • Do they breathe in the correct place when singing? • Can they sing and use their understanding of meaning to add expression? • Can they maintain their part whilst others are performing their part? • Can they perform 'by ear' and from simple notations? • Can they improvise within a group using melodic and rhythmic phrases? • Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? **Composing (incl notation)** • Can they change sounds or organise them differently to change the effect? • Can they compose music which meets specific criteria? • Can they use their notations to record groups of pitches (chords)? • Can they use a music diary to record aspects of the composition process? • Can they choose the most appropriate temp for a piece of music? **Appraising** • Can they describe, compare and evaluate music using musical vocabulary? • Can they explain why they think their music is successful or unsuccessful? • Can they suggest improvements to their own or others' work? • Can they choose the most appropriate temp for a piece of music? Can they contrast the work of famous composers and show preferences?	**Year 6** **Performing** • Can they sing a harmony part confidently and accurately? • Can they perform parts from memory? • Can they perform using notations? • Can they take the lead in a performance? • Can they take on a solo part? • Can they provide rhythmic support? **Composing (incl notation)** • Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords)Do they recognise that different forms of notation serve different purposes? • Can they use different forms of notation? • Can they combine groups of beats? **Appraising** • Can they refine and improve their work? • Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? • Can they analyse features within different pieces of music? • Can they compare and contrast the impact that different composers from different times will have had on the people of the time?

MFL French (Twinkl)	**Let's Visit a French Town** Places in a town, directions and homes	**Let's Go Shopping (Y6)** Colours, prepositions, questions and phrases for shopping	**This is France (Y6)** Countries, cities in France, Paris, Landmarks	**All in a Day (Y6)** Tell the time, timetables, intervals of time

Year 5 **Listening and Responding** • Do they understand s **Speaking** • Can they hold a simple conversation with at least 3-4 exchanges? • Can they use their knowledge of grammar to adapt and substitute single words and phrases? **Reading and Responding** • Can they understand a short story or factual text and note some of the main points? • Can they use context to work out unfamiliar words? **Writing** • Can they write a paragraph of about 3-4 simple sentences? • Can they adapt and substitute individual words and set phrases? • Can they use a dictionary or glossary to check words they have learnt?	**Year 6** **Listening and Responding** • Do they understand longer passages made up of familiar language in simple sentences? • Can they identify the main points and some details? **Speaking** • Can they hold a simple conversation with at least 3-4 exchanges? • Can they use their knowledge of grammar to adapt and substitute single words and phrases? **Reading and Responding** • Can they understand a short story or factual text and note some of the main points? • Can they use context to work out unfamiliar words? **Writing** • Can they write a paragraph of about 3-4 simple sentences? • Can they adapt and substitute individual words and set phrases? • Can they use a dictionary or glossary to check words they have learnt?

P.E./Games	**YEAR 5**	**YEAR 6**	**YEAR 5**	**YEAR 6**	**YEAR 5**	**YEAR 6**
	Games	**Games**	**Gymnastics**	**Gymnastics**	**Athletics**	**Athletics**

	• Can they gain possession by working as a team? • Can they pass in different ways? • Can they use forehand and backhand with a racquet? • Can they field? • Can they choose the best tactics for attacking and defending? • Can they use a number of techniques to pass, dribble and shoot?	• Can they gain possession by working as a team? • Can they pass in different ways? • Can they use forehand and backhand with a racquet? • Can they field? • Can they choose the best tactics for attacking and defending? • Can they use a number of techniques to pass, dribble and shoot?	• Can they make complex or extended sequences? • Can they combine action, balance and shape? • Can they perform consistently to different audiences? • Are their movements accurate, clear and consistent? **Outdoor/Adventurous** • Can they follow a map in an unknown location? • Can they use clues and compass directions to navigate a route? • Can they change their route if there is a problem? • Can they change their plan if they get new information?	• Can they make complex or extended sequences? • Can they combine action, balance and shape? • Can they perform consistently to different audiences? • Are their movements accurate, clear and consistent? **Outdoor/Adventurous** • Can they follow a map in an unknown location? • Can they use clues and compass directions to navigate a route? • Can they change their route if there is a problem? • Can they change their plan if they get new information?	• Can they run over a long distance? • Can they spring over a short distance? • Can they throw in different ways? • Can they hit a target? • Can they jump in different ways? **Dance** • Can they take the lead when working with a partner or group? • Can they use dance to communicate an idea? • Can they work on their movements and refine them? • Is their dance clear and fluent?	• Are they controlled when taking off and landing in a jump? • Can they throw with accuracy? • Can they combine running and jumping? • Can they follow specific rules **Dance** • Can they work creatively and imaginatively on their own and/or with a partner to compose motifs and structure simple dances? • Can they perform to an accompaniment expressively and sensitively? • Can they perform dances fluently and with control? • Can they warm-up and cool-down independently? • Do they understand how dance helps to keep them healthy? • Do they use appropriate criteria to evaluate and refine their own and others' work? • Do they talk about dance with understanding, using appropriate language and terminology?

	Year 5 (Continuous throughout the term)			Year 6 (Continuous throughout the term)		
	Acquiring and developing skills • Can they link skills, techniques and ideas and apply them accurately and appropriately? • Do they show good control in their movements? **Evaluating and improving** • Can they compare and comment on skills, techniques and ideas that they and others have used? • Can they use their observations to improve their work? **Health and fitness** • Can they explain some important safety principles when preparing for exercise? • Can they explain what effect exercise has on their body? • Can they explain why exercise is important?			**Acquiring and developing skills** • Do they apply their skills, techniques and ideas consistently? • Do they show precision, control and fluency? **Evaluating and improving** • Can they analyse and explain why they have used specific skills or techniques? • Can they modify use of skills or techniques to improve their work? • Can they create their own success criteria for evaluating? **Health and fitness** • Can they explain how the body reacts to different kinds of exercise? • Can they choose appropriate warm ups and cool downs? • Can they explain why we need regular and safe exercise?		

GLOBAL CITIZENSHIP	• Embedding Rights Respecting • Eco-Council • British Values • Play Leaders					
CURRICULUM ENRICHMENT	Hello Yellow Anti-Bullying PCSO Safety Assemblies	World Toilet Day Christmas Production Visit to local Community Centre Children In Need Buckfast Abbey Trip	We The Curious Trip Just One Tree Project Eco-Summit Day	World Book Day DAISI Artist in school Cultural Champion Visit		Summer Production Skern Residential Crealy