

**Jennett's Park Primary School - Year 6 Long Term Plan 2024-25**

	Who were the Mayans?	Why become a spy?	How is Victorian life different to today?  How does Electricity work?	What will humans look like in 1000 years?	Is there anything left to find?	Should the Olympics be banned?
<b>WOW, trips, resources</b>	Mayan workshop		Victorian day		Residential	Olympics event
<b>Literacy</b> <b>See long term literacy overview</b>	<p><u>Writing to entertain</u> Narrative The story of the Learning Owl (Hedwig's back story) A Monster Calls – Short writing unit – sentence structure</p> <p>Maya report.</p> <p><u>Writing to inform</u> Non-chron report on the Mayans for British Museum- For Year 3 or a comparison between Maya and ancient Egyptians.</p>	<p><u>Writing to entertain</u> Narrative inspired by Stormbreaker</p> <ul style="list-style-type: none"> <li>- Design gadgets – advertise them</li> <li>- Create a spy story</li> <li>- Instructions on why they should become a spy</li> </ul> <p>Scene from a Christmas carol-scrooge.</p>	<p><u>Write to Entertain Description:</u> Character description and setting description of Wild Boy of story opening</p> <p><u>Write to Entertain</u> Little freak: Setting and character description</p> <p><u>Write to inform Recount:</u> Diary entry from Wild Boy, recounting his ventures from the workhouse to the fairground. Recount and description, setting the mood and formality.</p>	<p><u>Writing to Entertain</u></p> <p><u>Writing to discuss:</u> Balanced argument: Is Wild Boy a good or evil character?</p> <p><u>Writing to inform</u> <u>Writing to inform</u> News reports based on the murders in WildBoy and then the ending of Dominic's discovery or the dialogue at the beginning of Dominic's Discovery (depending on time)</p>	<p><u>Writing to persuade</u> Persuade Mrs Savage to let the children go to Thorpe Park. Focus on emotive language and rhetorical questions</p> <p><u>Residential leaflet</u> <u>Writing to inform</u> Fact file/ blog on keeping healthy/Who should be the next country to host the Olympics</p> <p><u>Writing to entertain:</u> Random write- a letter, a photograph, some mementos. Who was this person? Why have they left these? Children write a story about this character, explaining what happened. Focus on developing character, cohesion and description</p>	<p><u>Writing to entertain: Poetry:</u> Poems for leavers service, emotive language is focus, and the symbolism of home. What memories of school can they apply here? Recite and perform.</p> <p><u>Writing to entertain: Script:</u> Write an alternative ending to the Year 6 production to perform to year 5</p> <p><u>Writing to inform: speech:</u> To write their emotional leavers speech</p>
<b>Maths</b>	<p><b>Place value</b> read, write, order and compare numbers up to 10 000000 and determine the value of each digit (appears also in Reading and Writing Numbers)</p> <p><b>Addition and subtraction</b> Recap Yr5 add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) move onto including decimals</p>	<p>Fractions compare and order fractions, including fractions &gt;1 use common factors to simplify fractions; use common multiples to express fractions in the same denomination add and subtract fractions with different denominators and mixed numbers, using the</p>	<p>recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. 3 / 8 )</p>	<p>express missing number problems algebraically find pairs of numbers that satisfy number sentences involving two unknowns generate and describe linear number sequences recognise when it is possible to use</p>	<p>recognise, describe and build simple 3-D shapes, including making nets (appears also in Drawing and Constructing) illustrate and name parts of circles, including radius, diameter and circumference and know that the</p>	<p>solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts solve problems involving similar shapes where the scale factor is</p>

	<p>Multiplication multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>Division divide numbers up to 4-digits by a two-digit whole number using the formal written method of short division where appropriate for the context divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p>	<p>concept of equivalent fractions multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. <math>1/4 \times 1/2 = 1/8</math>)</p>	<p>Find efficient ways to find percentages of numbers divide proper fractions by whole numbers (e.g. <math>1/3 \div 2 = 1/6</math>) multiply one-digit numbers with up to two decimal places by whole numbers</p>	<p>formulae for area and volume of shapes calculate the area of parallelograms and triangles calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [e.g. mm<sup>3</sup> and km<sup>3</sup>]. multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places</p>	<p>diameter is twice the radius compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles interpret and construct pie charts and line graphs and use these to solve problems calculate and interpret the mean as an average</p>	<p>known or can be found solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. Convert between measurements Including miles and kilometres</p>
<b>Science Investigations</b>	<p><b>Focus</b> Evolution and inheritance -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 -identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>Investigations – Darwin’s Finches Pepper Moth Fossils</p>	<p><b>Focus</b> Light -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 idea that light travels in straight lines to explain why shadows have the same</p>	<p><b>Focus</b> Living things and habitats -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 -give reasons for classifying plants and animals based on specific characteristics</p>	<p><b>Focus</b> Animals including humans The circulatory system Investigation – lung capacity, does Lucozade improve performance?  -identify and name 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</p>	<p><b>Focus:</b> Plants Living things Dissecting flowers Revisit of prior learning</p>	<p><b>Focus:</b> Electricity -associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit -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 -use recognised symbols when representing a simple circuit in a diagram</p>
<b>Living things and their habitats</b>						
<b>Evolution and Inheritance</b>						
<b>Animals including humans</b>						
<b>Light</b>						
<b>Electricity</b>						
<b>Plants</b>						

		<p>shape as the objects that cast them</p> <p>Investigations – torches and angles of Reflection and refraction</p> <p>Create Periscopes</p>	<p>Investigation – proving mould is a living thing. What helps it grow. Proving yeast is a living thing.</p>	<p>-describe the ways in which nutrients and water are transported within animals, including humans</p> <p>Investigation – dissect a heart</p> <p>Smoking investigation with straws</p>		<p>Investigation</p>
<p><b>Art</b></p> <ul style="list-style-type: none"> <li>▪ Drawing</li> <li>▪ Printing</li> <li>▪ Sculpture</li> <li>▪ Textiles</li> <li>▪ Painting</li> </ul>	<p><b>Artist – Media –</b> Pencil sketches and water colours</p> <p><b>Focus –</b> to improve their mastery of art and design techniques, including drawing by beginning with detailed sketches and moving onto 3d perspective</p> <p>Use tone to add depth and light to my sketches(all with just an art pencil)</p> <p>Include detail in my sketches when making observational sketches</p> <p>Use parallel lines when drawing 3d</p> <p>Use my knowledge of parallel lines to draw 1-point perspective 3d sketches</p> <p>Use tone to add depth to 3d sketches</p> <p>Outcomes Darwin’s finches (science link) Peppered Moth (Science link) Monsters symbolic (literacy link) additional option depending on time. One-point perspective street Temple drawings (Topic link)</p>	<p><b>Artist – Media –</b> Pencil sketches</p> <p><b>Focus –</b> to improve their mastery of art and design techniques, including drawing by beginning with detailed sketches and moving onto 3d perspective</p> <p>Outcomes – Literacy links Book covers – Stormbreaker Eye 3d cars into a storm Remembrance Day art</p>	<p><b>Artist – William Morris Media –</b> Repeated patterns and print</p> <p><b>Focus –</b> To continue to develop an increasing awareness of different kinds of art and design</p> <p>Outcomes Repeated pattern in the style of William Morris</p> <p>Book covers – Wild Boy</p>	<p><b>Artist – Banksy Media –</b> Paint and print</p> <p><b>Focus –</b> To continue to develop an increasing awareness of different kinds of art and design</p> <p>Outcomes Banksy art work on rocks or wooden hearts Pebble pattern art</p>	<p><b>Artist – Media –</b> Pencil sketches</p> <p><b>Focus –</b> To continue to develop an increasing awareness of different kinds of art and design</p> <p>Outcome Book covers – silhouettes of athletes 3d progression from autumn term of sports stadiums.</p>	<p><b>Artist – Media –</b> Pencil sketches</p> <p><b>Focus –</b> To continue to develop an increasing awareness of different kinds of art and design</p> <p>Outcome Prop and staging design Production programme</p>
<p><b>Computing</b></p>	<p>Can independently understand and apply the fundamental principles and concepts of computer science -focus algorithms</p> <p>Nested loop codes and functions</p> <p>Resource – Swift playgrounds 1 <a href="https://studio.code.org/s/express-2021/lessons/21/levels/1?redirect_warning=true">https://studio.code.org/s/express-2021/lessons/21/levels/1?redirect_warning=true</a> or Minecraft <a href="https://studio.code.org/s/express-2021/lessons/20/levels/2?redirect_warning=true">https://studio.code.org/s/express-2021/lessons/20/levels/2?redirect_warning=true</a></p>	<p>Can independently understand and apply the fundamental principles and concepts of computer science -focus algorithms</p> <p>Nested loop codes and functions</p> <p>Coding gadget</p> <p>Create an on-screen presentation with slide transitions, advanced animation effects and action buttons.</p> <p>Applying other useful effects to documents such as hyperlinks; importing sounds to accompany and enhance the text in the document.</p>	<ul style="list-style-type: none"> <li>• To use nested loops in code</li> <li>• To use variables within code</li> </ul> <p>(lessons 19 -23) <a href="https://studio.code.org/s/express-2019">https://studio.code.org/s/express-2019</a></p> <p>Can independently understand and apply the fundamental principles and concepts of computer science -focus algorithms</p>	<ul style="list-style-type: none"> <li>• To use nested loops in code</li> <li>• To use variables within code</li> </ul> <p><a href="https://microbit.org/lessons/getting-active-unit-overview/">https://microbit.org/lessons/getting-active-unit-overview/</a> They are introduced to variables and develop their understanding through a mixture of unplugged and practical</p>	<p>Information Technology</p> <p>Create and edit a video.</p> <p>Outcome: SAT’s revision videos</p>	<p>Write spreadsheet formulae to solve maths problems</p> <p>Outcome: cost out leavers party and trip</p> <p>Information Technology</p> <p>Create and edit a video. Outcomes – All about me – transition project</p>

	<p>Samsung energy project – code microbits as sensors on plugs Information Technology Create and edit a video. Outcomes – friendship videos, narrated e-books</p>	<ul style="list-style-type: none"> <li>Edit images using layering techniques. Use this skills to create interactive powerpoint games about a book they are reading (Stormbreaker and a typed story that prints as a book</li> </ul>	<p>If functions nested loop functions and variables within the energy in school project</p>	<p>programming activities. Pupils design and program the micro:bit to be a star-jump and step counter and a family activity selector.</p> <p>They learn to use repeated if functions</p>		
<p><b>Design Technology</b> levers, sliders, wheels and axles</p>	<p><b>Focus –</b> Cutting, fixing, joining accurately</p> <p><b>Evaluate –</b>  Technical Knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures <b>Design and Make–</b> A Mayan temple</p>	<p><b>Focus –</b> Moving parts</p> <p><b>Evaluate –</b> Range of celebration cards with varying features</p> <p><b>Design and Make–</b> Christmas card featuring a pop up lever</p>	<p><b>Focus –</b></p> <p><b>Evaluate –</b></p> <p><b>Design and Make–</b></p>	<p><b>Focus –</b></p> <p><b>Evaluate –</b></p> <p><b>Design and Make–</b></p>	<p><b>Focus –</b> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Evaluate –</b> investigate and analyse a range of existing products</p> <p><b>Design and Make–</b> understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Make fairground moving toys. Start this term and feed into next – Science cross curriculum link with electrical circuits.</p>	<p><b>Focus –</b> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <b>Evaluate –</b> Range of wall clocks</p> <p><b>Design and Make–</b> leavers gift – a clock. Challenge and progression to drill holes and insert fairy lights</p>
<p><b>Cooking and Nutrition</b></p>	<p><b>Focus</b> -understand and apply the principles of a healthy and varied diet -prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques -understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed Outcome : Harvest festival link Bread and chutney for harvest</p>	<p><b>Focus</b></p>	<p><b>Focus</b> -understand and apply the principles of a healthy and varied diet -prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Science link – design and make healthy meals</p>	<p><b>Focus</b> -understand and apply the principles of a healthy and varied diet -prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Science link – design and make healthy meals</p>	<p><b>Focus</b></p>	<p><b>Focus</b></p>

	Topic link – Maya foods - Avocado brownies/ Tortillas		MFL link – create Spanish food			
<b>Topic focus</b>	<b>Where were the Mayans ?</b>	<b>Where is the best location for a villain’s lair ?</b>	<b>Digital Quizzes</b>	<b>The sun never set on the British Empire</b>	<b>Olympics or Football tournament Where has it been held? Why host the games?</b>	<b>Presentations about the benefits and disadvantages of hosting a major sporting events</b>
<b>Geography Maps and Atlases</b>	<p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Whilst studying the Mayans, children will consider where Mesoamerica was and more specific locations of settlements. Children will consider why there was a Spanish invasion and why Spain explored this region.</p> <p>Whilst studying the Mayans children will make comparisons between South America then and now and compare to UK</p> <p>Whilst learning about the Mayans, children will learn about the types of foods Mayans ate and how the climate zones affects different types of foods grown.</p>	<p>Children will compare 3 different locations in the UK and present a case for the best suitability for a villain’s lair.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Children will create Kahoot quizzes for each other about the locations of countries, capital cities and mountain ranges in the different continents</p> <p>Planning a trip to Reading: Using maps/atlases to plan their trip and understanding how to locate landmarks using these. Using 8 point compasses to help find directions. Fieldwork of local area</p>	<p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Whilst study the Victorians, children will locate all the countries of the British Empire and consider the impact of the British Empire during that time compared to now.</p> <p>During their residential trip, children will use maps for location and orienteering skills.</p>	<p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Children will find all the countries across the world that have hosted the Olympics or a world cup (depending on when the next major sporting event is)</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night</p> <p>As part of international week, children will draw up travel guides for Bolivia (South America and make comparisons with an EU country)</p>	<p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Comparing economic activity and the impact of a major international sports festival, children will look at countries that have hosted the Olympics or world cups and consider the impact on the country. They will then pitch a continent and country to host the next major sporting event.</p>
<b>Locational knowledge</b>						
<ul style="list-style-type: none"> <li>The world’s seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>						
<b>Place knowledge</b>						
<b>Human and physical geography</b>						
<b>History Skills</b>	<b>Focus?</b> Is it better to look forwards or to look back ?	<b>Focus</b>	<b>Focus</b>	<b>Focus</b>	<b>Focus</b>	<b>Focus</b>

<ul style="list-style-type: none"> <li>To use primary resources to make explanations about the past</li> </ul>	<p>To know when early civilisations appeared including the Mayans and place key events on a timeline using the terminology BC and AD, explaining why it goes backwards. What calendar did they use?</p>		<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 The Victorians</p>			<p>To know when early civilisations appeared including the Shang Dynasty and place key events on a timeline using the terminology BC and AD, explaining why it goes backwards. What calendar did they use?</p>
<ul style="list-style-type: none"> <li>Changes within living memory.</li> </ul>	<p>To explain the impact of the Mayan civilisation on the wider world</p>		<p>To know where and why the cities expanded during Victorian times. including Reading's development locally.</p>			<p>To explain the impact of the Shang Dynasty on the wider world</p>
<ul style="list-style-type: none"> <li>Events beyond living memory</li> </ul>	<p>To describe the events of the Mayan Civilisation, including the periods before and after</p>		<p>To be able to place key events on their historical timeline that is developing through primary school.</p>			<p>To ask and answer complex questions about the significance of technological advances during the Shang Dynasty</p>
<ul style="list-style-type: none"> <li>Lives of significant individuals</li> </ul>	<p>To ask and answer complex questions about the significance of civilised culture during the Mayan dynasty</p>		<p>To know and understand the impact of Queen Victoria on the development of Britain and how certain key elements (such as industrialisation) contributed to this on a local and national scale – link to pepper moths covered in science in Term 1</p>			<p>To examine the accomplishments of Maya civilisations with those of the Shang Dynasty</p>
<ul style="list-style-type: none"> <li>Significant historical events, people and places in their own locality</li> </ul>	<p>To compare the evidence available for the Mayan civilisation to that which is available for other early civilisations, and discuss the validity of the sources.</p> <p>To discuss how the Maya relate to other early civilisations (Ancient Egypt studied in Year 5) and analyse trends over time (who, when, where, advances etc.)</p> <p>To use reliable information to argue which would be better to live in, the Mayan Civilisation or Ancient Egypt – outcome discussion text</p>		<p>To explain the story of the development of Britain's industrialisation what life and entertainment was like during that period – link with WildBoy class text</p> <p>To ask and answer more complex questions about city changes during the Victorian period of industrialisation compared to now. Consider north/south divides</p> <p>To compare a range of sources of evidence (including maps, photos etc.) of the local area that contributes to our understanding of what life was like for people at this time</p> <p>To know the contrast in daily life in Reading compared to now</p> <p>To use reliable historical evidence to discuss the contrast between life before and after industrialisation</p>			<p>Overview of where &amp; when the earliest civilisations appeared &amp; their achievements How did the technological achievements of the Shang Dynasty compare to those of Maya times.</p> <p>To compare the evidence available for the Shang Dynasty to that which is available for other early civilisations (Maya), and discuss the validity of the sources.</p> <p>To use reliable information to argue which would be better to live in, the Shang Dynasty or the Maya Times</p>

			Follow-up in the spring Term - The life of Mary Seacole is explored in three video episodes - beginning with Mary's arduous journey to the Crimea, her actions during the Crimean War and what happened to her after the war had ended.			
<b>Languages</b> Language Angels - Spanish	Fonética (Spanish phonetics) listen attentively to spoken language and show understanding by joining in and responding *explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words *engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help *read carefully and show understanding of words, phrases and simple writing	Yo aprendo Español (I'm learning Spanish ) listen attentively to spoken language and show understanding by joining in and responding *explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words *engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help *read carefully and show understanding of words, phrases and simple writing	Puedo (I can) listen attentively to spoken language and show understanding by joining in and responding *explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words *engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help *read carefully and show understanding of words, phrases and simple writing	Los animals (animals) listen attentively to spoken language and show understanding by joining in and responding *explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words *engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help *read carefully and show understanding of words, phrases and simple writing	Canciones infantiles (nursery rhymes) listen attentively to spoken language and show understanding by joining in and responding *explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words *engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including	Las estaciones (the seasons) speak in sentences, using familiar vocabulary, phrases and basic language structures *develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* *present ideas and information orally to a range of audiences* write phrases from memory, and adapt these to create new sentences, to express ideas clearly *describe people, places, things and


					through using a dictionary	actions orally* and in writing
<b>PE</b>	<p>I review, analyse and evaluate my own and others' strengths and weaknesses.</p> <p>I can read and react to different situations as they develop.</p> <p>I can develop methods to outwit opponents.</p> <p>I can recognise and suggest patterns of play which will increase chances of success.</p> <p>I have a clear idea of how to develop my own and others' work.</p> <p>I can identify specific parts of performance to work on.</p> <p>I can understand ways (criteria) to judge performance.</p> <p>I can use my awareness of space and others to make good decisions</p> <p>Jasmine Unit 1 – Cognitive cog Coordination – Ball skills Agility – Reaction/Response</p> <p>Team games – Tag Rugby</p>	<ul style="list-style-type: none"> <li>I can effectively disguise what I am about to do next.</li> <li>I can use variety and creativity to engage an audience.</li> <li>I can respond imaginatively to different situations.</li> <li>I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others.</li> <li>I can link actions and develop sequences of movements that express my own ideas.</li> <li>I can change tactics, rules or tasks to make activities more fun or more challenging.</li> </ul> <p>Jasmine unit 2 Creative Cog Static balance</p> <p>Cross Country Relays</p>	<ul style="list-style-type: none"> <li>I can involve others and motivate those around me to perform better.</li> <li>I can negotiate and collaborate appropriately.</li> <li>I can give and receive sensitive feedback to improve myself and others</li> <li>I cooperate well with others and give helpful feedback.</li> <li>I help organise roles and responsibilities and I can guide a small group through a task</li> </ul> <p>Jasmine unit 3 Social Cog Dynamic balance on a line Counter balance with a partner</p> <p>Events – Indoor athletics</p>	<ul style="list-style-type: none"> <li>I can effectively transfer skills and movements across a range of activities and sports.</li> <li>I can perform a variety of skills consistently and effectively in challenging or competitive situations.</li> <li>I can use combinations of skills confidently in sport specific contexts.</li> <li>I can perform a range of skills fluently and accurately in practice situations</li> <li>I can perform a variety of movements and skills with good body tension.</li> <li>I can link actions together so that they flow.</li> </ul> <p>Jasmine unit 4 <b>Physical cog</b> <b>Dynamic Balance to agility – jumping and landing</b> <b>Static Balance – one leg</b> <b>Events – Hockey</b></p>	<ul style="list-style-type: none"> <li>I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event.</li> <li>I can plan and follow my own basic fitness programme.</li> <li>I can self select and perform appropriate warm-up and cool down activities.</li> <li>I can identify possible dangers when planning an activity.</li> <li>I can describe the basic fitness components.</li> <li>I can explain how often and how long I should exercise to be healthy.</li> <li>I can record and monitor how hard I am working</li> </ul> <p>Jasmine unit 5 Health and fitness cog Static balance – Stance Coordination – Footwork</p>	<ul style="list-style-type: none"> <li>I can create my own learning plan and revise that plan when necessary.</li> <li>I can accept critical feedback and make changes.</li> <li>I see all new challenges as opportunities to learn and develop.</li> <li>I recognise my strengths and weaknesses and can set myself appropriate targets.</li> <li>I can persevere with a task and improve my performance through regular practice.</li> <li>I cope well and react positively when things become difficult.</li> </ul> <p>Jasmine unit 6 <b>Personal Cog</b> <b>Coordination – sending and receiving</b> <b>Agility – ball chasing</b></p> <p><b>Events Kwik Cricket</b></p>
<b>PSHE</b>	<p><b>Relationships</b></p> <p>To consider the rights and responsibilities we have in friendships and that we can have successful friendships</p> <p>To explore physical and emotional behaviour in relationships</p> <p>To explore positive and negative ways of communicating in a relationship</p> <p>To recognise and explain different forms of bullying</p> <p>To know where to turn in times of unhappiness or when witnessing something you are unsure about</p> <p>To understand and explain similarities and differences between different people</p> <p>To understand and explain how we might disagree and respect different people</p> <p>To understand the possible repercussions of feeling excluded</p>	<p>Health and Wellbeing</p> <p>To explain what makes up a healthy meal</p> <p>To explain the importance of nutrients and fibre</p> <p>To explain the importance of hydration</p> <p>To explain the importance of portion control</p> <p>To interpret and understand the information on food labels</p> <p>To know that legal and illegal drugs exist</p> <p>To be aware of the risks associated with drug misuse</p> <p>To understand the benefits of a growth mindset and explain how we can further develop growth mindsets</p> <p>To understand the importance of exercise and understand the effects of exercise on the body</p>	<p>Living in the Wider World</p> <p>To think critically about online information, knowing that some information is false</p> <p>To know what to do and where to turn if you are uncomfortable about anything online, or anyone trying to talk to you online</p> <p>To explain how to keep safe online</p> <p>To understand the risks you may face</p> <p>To understand what risky behaviours are</p> <p>To explain what charity is and explain why people donate to charities</p> <p>To fundraise for a charity</p>			



To challenge gender stereotypes  
 To know I have the right to say no  
 Outcomes:  
 Recipe for what makes a good friend, followed by an imovie about friendship  
 red = friendship  
 blue = relationships  
 green = identity  
 purple = diversity and equality  
 orange = NSPCC PANTS

To explain the risks associated with alcohol  
 To explain the associated risks of volatile substance abuse, e.g. cannabis use  
 To explain the link between puberty and reproduction  
 To explore the process of conception and pregnancy  
 To know the types of difficulties people with dementia may experience  
 To explore ways in which communities can support people living with dementia  
 To understand how to develop positive self-talk  
 red = healthy living  
 blue = cleanliness and hygiene (including smoking, alcohol and drug use)  
 purple = emotions and mindset  
 Links with Science and cooking/nutrition

To understand that different jobs have different salaries  
 To explore what value for money means  
 To understand the reasons why some people may be homeless  
 To explain what hidden homelessness is  
 To challenge stereotypes associated with homelessness  
 To understand how beauty is portrayed around the world  
 To understand how a Parliamentary debate takes place in the House of Commons  
 To set own short and long term goals and aspirations for the future  
 To consider the emotional and physical changes occurring during puberty  
 To explore male and female changes in more detail  
 To consider the impact of puberty on the body and understand the importance of physical hygiene  
  
 red = online safety  
 blue = charities and donating  
 green = lives of different people  
 purple = goals, aspirations and changes  
 green = puberty, reproduction and the human body



**RE**

We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.  
**Enquiry question**  
 What is the best way for a Muslim to show commitment to God?  
 Do religious people lead better lives?  
 Do all religious beliefs influence people to behave well towards each other?

We are learning to analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians,  
**Enquiry question**  
 How significant is it that Mary was Jesus' mother? Do sacred texts have to be 'true' to help people understand their religion?

We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this.  
**Enquiry question**  
 Is anything eternal?  
 Should religious people be sad when someone dies?  
 How well do funeral and mourning rituals tell you about what a religion believes and about what happens after death?

We are learning to examine the influences Christianity still has in the world and evaluate whether it is still a strong religion.  
**Enquiry question**  
 Is Christianity still a strong religion 2000 years after Jesus was on Earth?  
 Do sacred texts have to be true to help people understand their religion? Does participating in worship help people to feel

We are learning to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this.  
  
 Enquiry question  
 Does belief in Akhirah (life after death) help Muslims?  
  
 Should religious people lead better lives?  
 Do all religious beliefs influence people to behave well towards others?

**We are learning to challenge stereotyping though understanding different Muslim interpretations of Jihad and how this links to getting to Heaven**

				closer to God or their faith community? Is religion the most important influence and inspiration in everyone's life?		
<p><b>Music</b></p> <ul style="list-style-type: none"> <li>▪ Singing songs and speaking chants and rhymes</li> <li>▪ play tuned and untuned instruments musically</li> <li>▪ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>▪ experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>Know and be able to talk about: ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to</p> <p>● Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session.</p> <p>To sing in unison and to sing backing vocals. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being 'in tune'.</p>	<p>To know and be able to talk about: ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave ● The instruments they might play or be played in a band or orchestra or by their friends</p> <p>● Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session.</p> <p>Music throughout the decades- song writing</p>	<p>To know and be able to talk about: ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave</p> <p>● The instruments they might play or be played in a band or orchestra or by their friends</p> <p>● Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session.</p>	<p>To know and be able to talk about: ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave</p> <p>● The instruments they might play or be played in a band or orchestra or by their friends</p> <p>● Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session.</p>	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Leavers song with garage band</p>	

