

Year 6 Curriculum

2020 – 2021



Year 6 Yearly National Curriculum, Knowledge and Skills Overview

Autumn 1 (1a)	Autumn 1 (1b)	Autumn 2 (2)	Spring 1 (3)	Spring 2 (4)	Summer 1 (5)	Summer 2 (6)
If the world was a village	The Home Front		Extreme Earth	Mayans, Myths and Monsters		Entertainers and Entrepreneurs
Key to understanding this document: Black = National Curriculum objectives Red = Knowledge/Skills to be taught Green = Resources to be used						

	The Discovery School curriculum this year will look and feel different up until December 2020. There will be initially a stronger focus on English and Maths in order to close any gaps in learning that may have occurred as a result of the national COVID 19 lock down in the previous academic year. This will be done through both discreet and focused teaching. During this time, the foundation subjects of: Science, RE, PSHE, PE must be taught. The other subjects can be touched upon but do not need to be a focus. From January 2021 the full curriculum will resume with the expectation that all subjects will be taught; including the new sex and relationships curriculum from term 5.
English	See English Year 6 progression of skills for reading, writing and SPaG – also see interim framework for Writing moderation from the DfE
Maths	See Maths Year 6 progression of skills (White Rose) also follow times table programme of study
PSHE	See PSHE and Sex and Relationships curriculum – Year 6

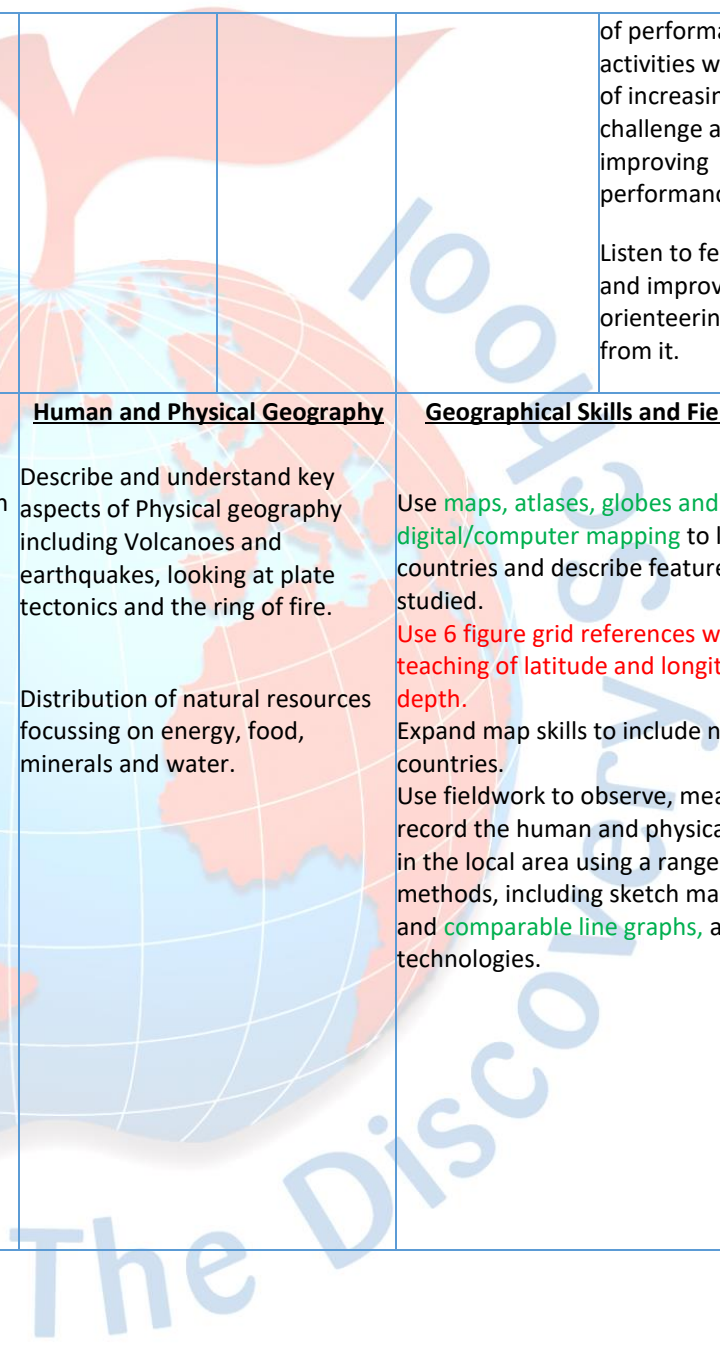
<p style="text-align: center;">Science (Please see the full science plan for teaching ideas)</p>	<p><u>Living things and their habitats</u></p> <p>Working Scientifically: Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>LT1: 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.</p> <p>Working Scientifically: recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>LT2: give reasons for classifying plants and animals based on specific characteristics.</p>	<p><u>Animals including humans</u></p> <p>Working scientifically: Using models to describe scientific ideas.</p> <p>AH1 Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Make blood, investigate the heart.</p> <p>Working scientifically: Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>AIH2 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Affect smoking has on the human body.</p> <p>Working scientifically: Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>AIH3 describe the ways in which nutrients and water are transported within animals including humans.</p>	<p><u>Light</u></p> <p>Working scientifically: Using simple models to describe scientific ideas.</p> <p>L1:To understand that light appears to travel in straight lines.</p> <p>Working scientifically: Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>L2: To be able to use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Working scientifically: Recording data of increasing complexity using a labelled diagram.</p> <p>L3:To be able to explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Working scientifically: Using simple models to describe scientific ideas.</p> <p>L4:To be able to use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p>	<p><u>Electricity</u></p> <p>E1To be able to use recognised symbols when representing a simple circuit in a diagram.</p> <p>Working scientifically: Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Using test results to make predictions to set up further comparative and fair tests .</p> <p>Reporting and presenting 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</p> <p>E2To be able to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Working Scientifically: Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Taking measurements, using a range of scientific equipment, with increasing.</p> <p>Reporting and presenting 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</p> <p>E3.To be able to compare and give reasons for variations in how</p>	<p><u>Revision of key KS2 concepts in Science including:</u></p> <p>Forces</p> <p>Materials</p> <p>Plants</p> <p>Sound</p> <p>Rocks</p> <p>These can be explored through other areas of the curriculum including Geography.</p>
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				<p>components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Working Scientifically: Recording data and results of increasing complexity using scientific diagrams and labels.</p> <p>E4To be able to use recognised symbols when representing a simple circuit in a diagram.</p>	
	<p><u>Key Vocabulary and resources</u></p> <p>Plant Animal Microorganism</p> <p>Classification Key Children will develop vocabulary through own research.</p> <p>School ground, pictures of birds, plants microorganism . I pads.</p>	<p><u>Key Vocabulary and resources</u></p> <p>Diet, exercise, drugs, muscular, digestive system, smoking, caffeine, lungs</p> <p>Balloons Skewer Straws Pulse meters</p> <p>Red coloured sweets Corn syrup</p> <p>White marshmallows</p>	<p><u>Key Vocabulary and resources</u></p> <p>Simple comparisons: dark, dull, bright, very bright</p> <p>Comparative vocabulary: brighter, duller, and darker</p> <p>Superlative vocabulary: brightest, dullest, and darkest</p> <p>Opaque, translucent, transparent</p> <p>Shadow – block, absence of light</p> <p>Reflect – bounce, mirror, reflection</p> <p>See – light source</p> <p>Sun – sunset, sunrise, position</p> <p>A range of equipment used for observing and measuring</p> <p>Index cards, Plasticene, Torches, Hole puncher, Ruler, Square shapes, Materials for making a screen, Spaghetti, Shoe boxes, Small mirrors, Post-its</p>	<p><u>Key Vocabulary and resources</u></p> <p>Electricity Volts Series circuit, Cell bulb (lamp), bulb (lamp) holder, buzzer, crocodile clip, leads, wires, switch, brighter, duller, slow, fast, quiet, Component, loud, Conductor, insulator, Resistance, Light, sound, movement, heat, Voltage</p> <p>Circuit components e.g. – bulb, wires, batteries, motor etc, buzzer, range of materials to test, symbol cards</p>	

PE

<u>Swimming</u>	<u>Invasion games</u>	<u>Tactics</u>	<u>Gymnastics</u>	<u>Dance</u>	<u>Yoga</u>	<u>Athletics</u>	<u>Outdoor and Adventurous activities</u>	<u>Feedback</u>
<p>(For those children who did not make 25 meters in Year 3)</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively.</p> <p>Perform safe-rescue in different water-based situation.</p>	<p>Perform a range of skills (throwing, catching, kicking, and striking) with greater speed, fluency and accuracy during invasion, striking and net games.</p> <p>(Invasion games, striking and fielding, net games)</p>	<p>Understand, use and apply a range of tactics and strategies for defence and attack.</p>	<p>Combine and perform actions, shapes and balance with fluency and an increasingly difficult sequence.</p> <p>Create and perform a longer, fluent sequence, using planned variation and contrasts in actions and speed.</p>	<p>Combine and perform movement patterns with control and balance with fluency and an increasingly difficult sequence.</p> <p>Create and perform a longer, fluent movement patterns, using planned variation and contrasts in actions and speed.</p>	<p>Describe how exercise can help us in different situations in life (e.g. when stressed)</p> <p>Create yoga routines linked to specific themes which the yoga poses are linked together and consideration is taken around their breathing.</p> <p>Select different shapes using the body, which appropriately stretch different muscle.</p> <p>Select which breathing techniques are best for them in order to calm body and mind.</p>	<p>Choose the best pace for a running event, in order to sustain running and improve their personal target.</p> <p>Show control, balance and power in take-off and landing activities.</p> <p>Show accuracy and good technique when throwing for distance.</p> <p>Choose appropriate techniques for specific event.</p> <p>Organise and judge events and challenges well.</p>	<p>Orientate themselves with confidence around an orienteering course when under pressure.</p> <p>Design an orienteering course that is clear to follow and offers challenge to others.</p> <p>Use navigation equipment to improve a trail.</p> <p>Communicate clearly and effectively with others when under pressure.</p> <p>Demonstrate leadership skills when necessary.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p> <p>Successfully use a map to complete an orienteering activity.</p> <p>Give detailed and effective evaluation</p>	<p>Evaluate their own and others performances, and explain how they can be refined and improved.</p> <p>Know the different types of fitness and how difference activities can contribute to a healthy lifestyle.</p> <p><u>Key vocabulary and Resources:</u></p> <p>Invasion Games: Fluency</p> <p>Tactics: Game awareness, Strengths of others</p> <p>Gymnastics: Fluency, Variation, Contrasting</p> <p>Athletics: Pace, Event, Sustain, Targets, Judge,</p> <p>Dance: Challenge, Cultural understanding</p> <p>Feedback: Refine, Improve, Healthy Lifestyle</p> <p>OAA: Pressure leadership, Orienteering</p> <p>Evaluation</p>

							<p>of performances and activities with an aim of increasing challenge and improving performance.</p> <p>Listen to feedback and improve an orienteering course from it.</p>	
<p>Geography</p>	<p>Locational Knowledge Locate the main countries in North, Central and South America. Locate and name principal cities. Canada United States Brazil Chile Argentina Peru Mexico</p> <p>Simple outline of North, Central and South America Map showing the outlines of the different countries.</p> <p>Linking with local History, map how land use has changed in local area over time. WW2, London, Chatham Docks</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p>	<p>Place Knowledge Compare a region in UK with a region in N. or S. America with significant differences and similarities.</p>	<p>Human and Physical Geography Describe and understand key aspects of Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Distribution of natural resources focussing on energy, food, minerals and water.</p>	<p>Geographical Skills and Field work Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and comparable line graphs, and digital technologies.</p>	<p>Key vocabulary:</p> <p>North America South America Boarder Coast Erosion Hills Mountains</p>			



History

<u>Chronological understanding</u>	<u>Knowledge and understanding</u>	<u>Interpretation</u>	<u>Enquiry</u>	<u>Organisation and communication</u>
<p>Uses timelines to place events, periods and cultural movements from around the world.</p> <p>-Uses timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>-Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>- Names the date of any significant event studied from the past and places it correctly on a timeline. Dates should include: Stone Henge built 3000BC, Roman invasion 43AD, Bronze Age – Iron Age 1200 – 500 BC, Modern Calendar 45BC, Alfred the Great ruled from 871, Great Pyramid built 2560BC, Great Fire of London 1666, Power of Steam engine 1663-1801, Railways 1802-1830, End of African slavery 1888, first moon landing 1966, Elizabeth II born 1926, World War I 1914-1918, World War II 1939-1945, Internet 1983.</p> <p>Show any identified changes from the eras studied on a timeline.</p> <p><i>Encourage all children to learn these key dates by heart.</i></p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 e.g.</p> <p>How did the Battle of Britain influence World War 2?</p> <p>A non-European society that provides contrasts with British history e.g. Mayan civilization c. AD 900</p> <p>Study where and when they appeared</p> <p>Explore their achievements</p> <p>e.g. Who were the Mayans and why were they important?</p> <p>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p>-Identifies how any of above may have changed during a time period.</p> <p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Describes similarities and differences between some people, events and objects studied.</p> <p>Describes how some changes affect life today.</p> <p>Make links between some features of past societies and today.</p>	<p>Understands that the past has been represented in different ways.</p> <p>- Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>- Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>	<p>Identifies and uses different sources of information and artefacts.</p> <p>-Evaluates the usefulness and accurateness of different sources of evidence.</p> <p>-Selects the most appropriate source of evidence for particular tasks.</p> <p>-Forms own opinions about historical events from a range of sources.</p>	<p>Presents information in an organised and clearly structured way.</p> <p>-Makes use of different ways of presenting information.</p> <p>- Presents information in the most appropriate way (e. g. written explanation/tables and charts/labelled diagram).</p> <p>- Makes accurate use of specific dates and terms.</p> <p>Key Vocabulary</p> <p>Propaganda, civilisation, misinformation, influence and society</p>

	WT children to use the timeline from the previous year.			
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Key Vocabulary (suggested)

*reed switch, toggle switch, push-to-make switch, push-to-break switch, light light emitting diode (LED), bulb, bulb holder, battery, battery holder, USB cable, wire, insulator, conductor, crocodile clip control, program, system, input device, output device, series circuit, parallel circuit

*seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings,

*ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out,

DT	Technical Knowledge	Evaluate Existing Products	Design:	Generating, developing, modelling and communicating ideas.	Make: Planning/ Practical skills and Techniques	Evaluate: Own products and ideas	Nutrition and Healthy Eating: Where food comes from	Food preparation, cooking and nutrition
	<p>Understand and use more complex electrical systems in their products e.g. series circuits incorporating switches, bulbs, buzzers and motors.</p> <p>MORSE CODE MACHINE</p> <p>That a combination of fabric shapes can be used to make a 3D textile product.</p> <p>DECORATION</p>	<p>Investigate and analyse a range of existing products:</p> <p>What is the product and how is it used?</p> <p>How well do products work, achieve their purpose and meet the user's needs and wants?</p> <p>Why materials have been chosen – what properties do they have?</p> <p>How well have the products been designed and made? What methods of construction have been used?</p> <p>How have key events and</p>	<p><u>Understanding contexts, users and purpose</u></p> <p>Use research and develop design criteria that informs the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups:</p> <p>Gather information including web-based sources to inform own design criteria.</p> <p>Identify the needs and wants, preferences of individuals and groups – WW2</p>	<p>Pupils should:</p> <p>Generate, develop, model and communicate their ideas through: discussion, annotated sketches, pattern pieces and prototypes.</p> <p>Describe how the product is fit for purpose.</p> <p>Indicate the design features of their product that will appeal to the intended user.</p> <p>Explain how particular parts of their product will function.</p> <p>Generate innovative ideas having identified the user and their needs.</p> <p>Independently use cross-sectional diagrams and exploded diagrams.</p>	<p>Pupils should: List tools, equipment and materials needed.</p> <p>Independently formulate detailed step by step plans as a guide to making.</p> <ul style="list-style-type: none"> Follow procedures for safety and hygiene. <p>Measure, mark out, cut and shape materials and components accurately using a range of tools: ruler, scissors, pencil, chalk, needle, pins</p> <ul style="list-style-type: none"> Assemble, join and combine materials and components accurately with a wider range of techniques. Use a wider range of materials and 	<p>Critically evaluate the quality of design, manufacture and fitness for purpose as they design and make against original design criteria.</p> <p>Evaluate and feedback on the work of others against their design criteria.</p>	<p>To understand seasonality.</p> <p>To understand the principles of organic farming.</p> <p>To understand how organic food is processed into ingredients that can be eaten or used in cooking.</p>	<p>That food and drink contain different substances – nutrients, fibre and water that are needed for health.</p> <ul style="list-style-type: none"> How to prepare and cook a savoury dish safely and hygienically using a heat source and melting and baking to make bread.

	<p>individuals helped shape the world? Focus: Samuel Morse the inventor of the telegraph.</p> <p>What was the impact of the telegraph?</p>	<p>child, WW2 code talker, customers</p> <p>Work in a range of relevant contexts:</p> <p>Enterprise, industry, home</p> <p>Enterprise Week: questionnaires, costings, sustainability</p>		<p>components including textiles, food ingredients, and electrical components.</p> <ul style="list-style-type: none"> •Use a wider range of finishing techniques accurately. •Demonstrate resourcefulness when tackling practical problems. 	<p>To instil a love of cooking whilst learning the crucial life skill that enables pupils to feed themselves affordably and well.</p> <p>How to use the techniques mixing, spreading and kneading to make a variety of WW2 recipes.</p>
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Art	Key Vocabulary						
	Chalk Collage collage Composition Contrast Emotion Fabric Ink Light Mixed media Mood Observation Paint Pastels Pattern texture Print Proportion Scale Screen print Shades Textures Tints Tonal Tones Watercolour Wet media						
	<u>Drawing</u>	<u>Colour</u>	<u>Sculpture</u>	<u>Printing</u>	<u>Textiles and collage</u>	<u>Developing and exploring ideas/ evaluating and developing work</u>	<u>Artist or architect and designer studies</u>
Experiment with wet media to make marks, lines, patterns, textures and	Mix and match colours to create light, thinking about direction of	Shape, form, model and join using malleable and rigid materials – wire/junk modelling,	Screen printing	Use fabrics to create a 3D structure Use a range of mixed media to create collages, textiles, fabric, sew onto canvas, card etc	To create sketch books to record their observation and use them to review and revisit ideas. Compare ideas, methods and approaches used by themselves and others.	World War 2 topic Michael Foreman (illustrator) and Norman Wilkinson (1878-1971) a prolific painter, illustrator,	

	<p>shapes – ink, paint, watercolour pencils</p> <p>Produce accurate drawings from observation and use tonal contrast in drawings</p> <p>Use mixed media in artworks using a combination of areas taught – print, ink, paint, fabric, collage etc – use pattern and texture</p> <p>Develop an awareness of composition, scale and proportion, foreground, middle</p>	<p>light and its effect on images</p> <p>Use different media to create tints, tones, shade and mood – ink, paint, pastels oil and chalk</p> <p>Identify how colour can portray emotion and use this in their own artwork</p>	<p>paper, card and mod rock.</p>		<p>Add collage to a printed or painted background.</p>	<p>Discuss how they feel about their own and others work.</p> <p>What might they change? Describe how they may change their work and why. Adapt work accordingly. Then discuss how they could change it further.</p> <p>Use a sketchbook to record close observations and other visual information from different sources.</p> <p>Annotate ideas.</p> <p>Question, discuss and make observations about starting points/artists and artworks.</p> <p>What can they magpie for their own work?</p>	<p>poster artist, and wartime camoufleur.</p> <p>Extreme Earth and Mayans</p> <p>Study volcano artwork by Andy Warhol, Turner, Joseph Wright and Clarkson Frederic Stanfield (pupils can produce own mixed media)</p> <p>Mayans and ENTERPRISE</p> <p>Study historical artefacts, sculptures, drawings and paintings.</p>
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	ground and background.						
Computing	<p>Scale up and down images.</p>	<p>Using Technology</p> <p>To continue to produce work using a computer, using more advanced features of programs and tools e.g. organisational features, background with audience in mind, text boxes.</p> <p>To competently create documents and presentations that serve a purpose and suit the needs of an intended audience.</p> <p>To undertake market research, collecting relevant data, analysing and evaluating before presenting using a suitable software.</p> <p>To use complex sound editing technology to manipulate a range of sound. Use 'Audacity' on a laptop to create and manipulate sound (this could be linked to the Y6 production or Enterprise).</p>	<p>Using the Internet</p> <p>To be able to use advanced search tools and check plausibility of information, understanding the impact of incorrect information.</p> <p>To understand the issues surround copyright and plagiarism and the importance of acknowledging sources.</p> <p>To understand that search results and ranked in order of relevance and compare a range of sources to check validity of information.</p> <p>To create a website and analyse its effectiveness. Google apps to create website.</p>	<p>Programming & Control</p> <p>To be able to make choices about which software is most appropriate to use and explain why.</p> <p>To continue to design, write and debug (correct errors) more complex algorithms that accomplish specific goals.</p> <p>To problem solve using knowledge of variables to see the impact upon inputs and outputs.</p> <p>To create an efficient sequence of algorithms to control a physical system. Ensure children seek to use shortest most efficient way to achieve intended outcome – looping & repeat / repeat until blocks etc</p> <p>The above objectives will be covered by complete the following compulsory projects:</p> <p>1) Make the link between coding and block code</p>	<p>Online Safety</p> <p>To use their understanding that information published online is public and permanent to underpin their use of the internet.</p> <p>To understand how the digital consent age of 13 is relevant to the apps used (relevant to the individual class)</p> <p>To know that privacy settings on websites will affect communicating and collaborating online.</p> <p>To understand which kinds of behaviours constitute cyberbullying and know how to prevent or respond to it e.g. trusted adult or report/block features on websites.</p> <p>To recognise warning signals to identify that someone may not be who they say they are online. E.g. asking for personal information, photos, school, address, phone number.</p> <p>To demonstrate an age-related understanding of E-safety when communicating online. Ensure that this is appropriate to your class e.g. what videos and photos it is appropriate to upload to social media only if an adult has given you permission. Conversation around self-esteem using social media.</p> <p>Dove Real Beauty campaign discussing photo-shopping images:</p>	<p>Key Vocabulary</p> <p><i>debug</i></p> <p><i>algorithm</i></p> <p>plagiarism</p> <p>plausibility</p> <p>phishing</p>	

	<p>To manipulate an image using Augmented Reality (AR) on a digital device. Use 'Augment' or 'Arkit' on the iPads to add AR to a photograph or poster (this can be easily applied to the Y6 Enterprise project posters).</p>		<p>using the app 'Hopscotch' on the iPads. 2) Following this, use Python in pieces on the laptop to continue to link coding and block code.</p>	<p>https://www.youtube.com/watch?v=wpM499XhMJQ Photo-shopped image link: https://www.youtube.com/watch?v=17cTgVwfGK4 https://www.youtube.com/watch?v=6j4xMDXDJMY</p>	
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RE
Religions
covered,
Humanists +
non-religious
beliefs

BELIEVING - Understand and know about a range of religions and worldviews

Outline Christian, Hindu and/non-religious beliefs about life after death.

Describe and make connections between examples of religious creativity (buildings and art).

Describe what Christians mean about humans being made in the image of God and being fallen', giving examples.

Make connections between beliefs and behaviour in different religions.

Make connections between belief in ahimsa(harmlessness), grace and Ummah (community), teachings and sources of wisdom in the three religions.

EXPRESSING -Express ideas and insights about nature, significance and impacts of religions and worldviews

Express ideas about how and why religions can help believers when times are hard, giving examples.

* Explain some similarities and differences between beliefs about life after death.

* Explain some reasons why Christians and Humanists have different ideas about the afterlife.

* Show understanding of value of sacred buildings and art.

* Suggest reasons why some believers see generosity and charity as more important than buildings and art.

* Describe some Christian and Humanist values simply.

* Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.

*Outline the challenges of being a Hindu, Christian or Muslim in Britain today.

* Consider similarities and differences between beliefs and behaviour in different faiths.

LIVING -Gain and deploy skills needed to engage seriously with religions and worldviews

Apply ideas about values and from scriptures to the title question.

* Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied.

Key Vocabulary and resources

Life after death, judgement, karma, reincarnation, art, calligraphy, geometrical art, architecture, charity, fairness, honesty, code for living (Humanist).

<p style="text-align: center;">MUSIC</p>	<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>Perform significant parts from memory and from notations with awareness of my own contribution.</p> <p>Refine and improve my own work.</p> <p>Sing or play from memory with confidence, expressively and in tune.</p> <p>Perform alone and in a group, displaying a variety of techniques.</p> <p>Take turns to lead a group.</p> <p>Sing a harmony part confidently and accurately.</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Improvise melodic and rhythmic material within given structures.</p> <p>Show thoughtfulness in selecting sounds and structures to convey an idea.</p> <p>Create my own musical patterns.</p> <p>Use a variety of different musical devices including melody, rhythms, and chords.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Notice, comment on and compare the use of musical devices.</p> <p>Notice, comment on and compare the relationship between sounds.</p> <p>Notice, comment on, compare and explore how music reflects different intentions.</p>	<p>Use and understand staff and other musical notations.</p> <p>Use of a variety of notation when performing and composing.</p> <p>Compose music for different occasions using appropriate musical devices.</p> <p>Quickly read notes and know how many beats they represent.</p> <p>Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence).</p> <p>Describe music using musical words and use this to identify strengths and weaknesses in music.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Analyse and compare musical features choosing appropriate musical vocabulary.</p> <p>Explain and evaluate how musical elements, features and styles can be used together to compose music.</p>	<p>Develop an understanding of the history of music.</p> <p>Notice and explore how music reflects time, place and culture.</p> <p>Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural music.</p> <p>Understand how different venues and occasions are used to vary performances.</p>
<p style="text-align: center;">Key vocabulary and Resources:</p> <p>Melodic, rhythmic, control, improvise, lyrics, notation, drone, ostinato, accompaniment, harmony, expressively, technique, compose, effect, phrase, layers, pattern, structure, chords, crotchet, quaver, semi-quaver, minim, semibreve, breve, bar, stave, time signature, treble clef, key signature</p> <p>Charanga, glockenspiels, xylophones, keyboards, a range of tuned and untuned instruments.</p>						

French

Unit 7: Le week-end

- Ask and talk about regular activities.
- Say what you don't do.
- Ask and say what other people do.
- Talk about what you like/dislike doing.
- Use several verbs in 1st person.
- Use negatives.
- Use verbs in 3rd person.
- Use *j'aime/je n'aime pas* etc. with an infinitive.
- Recognise patterns in French.
- Build longer sentences.
- Adapt sentences to say different things.
- Listen for clues.
- Plan and prepare a task and evaluate others.

Unit 8: Les vêtements

- Ask and say what clothes you'd like.
- Give opinions about clothes.
- Say what clothes you wear.
- Ask and talk about prices (including 60-80)
- Use *des* with plural words.
- Give opinions using *c'est...*
- Use *et* and *mais* to make longer sentences.
- Agreement of adjectives.
- Practise new language with a friend.
- Techniques for memorising language.

Unit 9: Ma journée

- Ask and talk about daily routine.
- Talk about times of daily routine.
- Ask and talk about breakfast.
- Talk about details of a typical day.
- Use *et* to join sentences together.
- Use adverbs and time expressions to make longer paragraphs.
- Formulate questions.
- Cope with longer reading texts.
- Reflect and share ideas about language learning.
- Use 1st person present tense including some reflexives.
- Make longer sentences with times.
- Use prepositions *en* and *à* with transportation.
- Listen for clues to meaning.

Unit 10: Les transports

- Talk about forms of transport.
- Talk about where you're going and how you get there.
- Talk about plans for a trip.
- Buy tickets at the station.
- Use knowledge of word, text and structure to build texts.
- Use *on va* + infinitives to talk about future plans.
- Use time indicators.
- Use context and previous knowledge to help reading.
- Ask politely for things.
- Use prepositions *au/à la/à l'* with places.

Unit 11: Le sport

- Talk about which sports you like.
- Say what you think of different sports.
- Give reasons for preferences.
- Talk about a sporting event.
- Use the definitive article with sports.
- Spot patterns in French.
- Use conjunctions *et* and *mais*.
- Devise and ask questions.
- Give reasons for opinions.
- Use known language in new contexts.
- Read and write longer texts.
- Present information about sports

Unit 12: On va faire la fête!

- Revise forms of transport, places and future plans.
- Revise descriptions of people and clothes.
- Revise opinions of food and clothes.
- Order food in a café.
- Prepositions: *au/à la/à l'* + places; *en/à* + means of transport.
- Use *je vais* + infinitive to talk about future plans.
- Revisit known language in a different context.
- Use 3rd person verbs including *avoir* and *être*.
- Use agreement of adjectives.
- Use negatives.
- Re-combine known language in different ways.
- Express opinions in different ways.
- Use plurals of food words.
- Use reading strategies to cope with authentic texts.
- Ask for things politely.
- Present information on an aspect of French culture using song and sketches.

Key vocabulary and Resources:

Rigolo 2

- *Qu'est-ce que tu fais [le mercredi/le samedi] ?*
Le lundi... j'écoute de la musique, je joue (au basket), je mange (du gâteau), je regarde [la télé], je bois [du chocolat chaud], je fais du vélo, je fais du roller.
Tu fais...? joues... ? regardes...?
- *Je n'écoute pas... Je ne regarde pas... Je ne joue pas... Je ne bois pas de... Je ne mange pas de... Je ne fais pas de... (+ activities from Lesson 1 + negatives).*
- *Qu'est-ce qu'il/elle fait le week-end?... Le lundi matin/après-midi/soir?*
Le lundi matin, il/elle...fait [du sport/du vélo], écoute [la radio/des CD], mange [un sandwich], boit [du jus d'orange], regarde (la télé), joue [au tennis/au foot].
Est-ce que tu aimes faire/écouter/jouer/regarder...?
J'aime, Je n'aime pas, J'adore, Je déteste...faire du vélo, écouter des CD/la radio, regarder la télé, jouer au football/tennis, faire du sport.

Key vocabulary and Resources:

Rigolo 2

- *Qu'est-ce que tu veux... ? Tu veux..? Je voudrais un t-shirt, un pantalon, un chapeau, une veste, une jupe, une chemise, des chaussures, des lunettes de soleil + et.*
- *C'est comment? C'est moche, beau, trop grand, trop petit, trop cher...et/mais...*
- *Je porte...un pantalon, un chapeau, un t-shirt, une veste, une chemise, une jupe, des chaussures, des lunettes de soleil... rose, orange, marron, rouge(s), jaune(s), vert(e)(s), bleu(e)(s), noir(e)(s), blanc(s), blanche(s).*
- *C'est combien? Ça coûte (soixante-douze) euros.*
Numbers 60 to 80.

Key vocabulary and Resources:

Rigolo 2

- *Je me lève, Je prends mon petit déjeuner, Je vais à l'école, Je prends mon déjeuner, Je quitte l'école, Je prends mon dîner, Je me couche.*
- *Daily routine phrases (Lesson 1) + à...une heure, deux heures (moins) cinq, dix, vingt, vingt-cinq.*
- *Qu'est-ce que tu prends au petit déjeuner? Je prends...un chocolat chaud, un café, un jus de pomme, un croissant, un pain au chocolat, des céréales, une tartine.*
- *Normalement, d'abord, ensuite, enfin, après l'école + language from Lesson 3.*

Key vocabulary and Resources:

Rigolo 2

- *Merci [Monsieur]. Au revoir... Bon voyage!*
- *Où vas-tu? Je vais à l'école...en voiture, en bus, en train, en métro, à pied, à vélo, en avion, en bateau.*
- *Où vas-tu? Comment vas-tu...? Je vais...à la boulangerie, au marché, à la piscine, au centre sportif, au château, au jardin public, au supermarché, à l'école...en voiture, etc.*
- *Samedi, à 10 heures...D'abord, ensuite, enfin... Qu'est-ce qu'on va faire? On va...aller au parc d'attractions, prendre le train/l'avion, acheter des souvenirs, faire des manèges, regarder un film.*
- *Bonjour [Monsieur]. Je voudrais des billets pour [Paris]. Combien de billets? [Quatre] billets: [un] adulte et [trois] enfants. Aller-retour ou aller simple? [Aller-retour] s'il vous plaît.*

Key vocabulary and Resources:

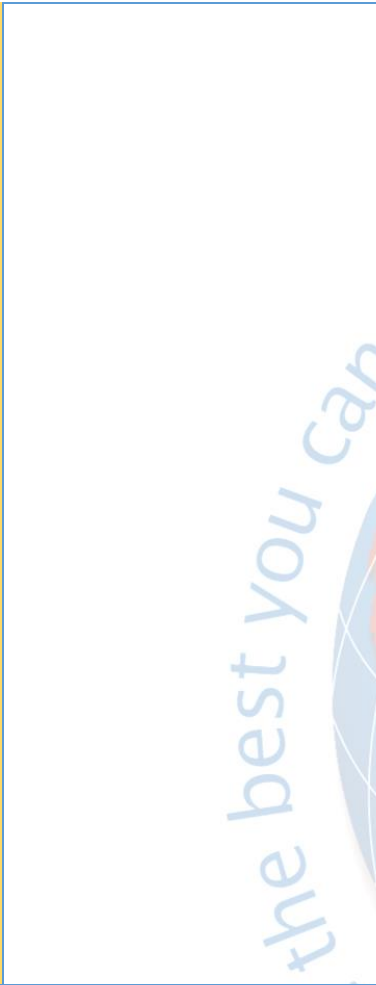
Rigolo 2

- *Tu aimes quels sports? J'aime la natation, le vélo, la danse, le football, le tennis, l'équitation, la gymnastique, le roller.*
- *Qu'est-ce que tu préfères? J'aime, Je n'aime pas, Je déteste, J'adore, Je préfère...[+ names of sports] J'aime...mais/et je préfère...*
- *J'aime [le football] parce que c'est amusant, facile, passionnant. Je n'aime pas [le football] parce que c'est ennuyeux, cher, difficile.*
- *Le samedi on va au match de foot. On mange un sandwich et on boit un chocolat chaud. On regarde [Bordeaux] contre [Lyon]. Le match commence à trois heures. X marque un but. C'est passionnant! Lyon gagne 2-0.*

Key vocabulary and Resources:

Rigolo 2

- *Il/Elle est [+ nationality]. Il/Elle est (n'est pas) grand(e), petit(e), sympa, drôle, sportif/sportive, timide, beau/belle, sévère, intelligent(e). Il/Elle a les cheveux long/courts et les yeux bleus/marron/verts. Il/Elle a... ans. Il/Elle porte un pantalon, un t-shirt, un chapeau, une veste, une jupe, une chemise, des chaussures [+ colour].*
- *J'aime, je n'aime pas, J'adore, Je déteste... le chocolat chaud, le café, le jus de pomme, les croissants, les pains au chocolat, les céréales, les tartines, les frites, les gâteaux, les bonbons, les pommes, les carottes, les haricots, les sandwichs au poulet/au thon/au fromage/ à la tomate, les glaces au chocolat/ à l'orange/ à la fraise/ à la vanille. C'est bien, cool, chouette, nul, fantastique, délicieux, beau/belle, moche, trop grand, trop petit, trop cher, bon, mauvais... pour la santé.*



be the best you can be

C'est combien?
C'est [trente-cinq] euros.
Le train part à quelle
heure? [Dix heures et
demie].

- *Qu'est-ce que tu veux/vous voulez manger/boire? Je voudrais un ...s'il te plaît, s'il vous plaît. Merci. C'est combien? C'est ... euros. Voilà...Merci, au revoir.*
- *Où vas-tu? Je vais au marché, au château, au supermarché, au jardin public, au centre sportif, à l'école, à la boulangerie, à la piscine, à la montagne, à la campagne.*
- *Comment vas-tu ? Je vais en bus, en voiture, en avion, en train, en métro, en bateau, à pied, à vélo. Qu'est-ce que tu vas faire samedi ? Je vais/On va... regarder un film, visiter un parc d'attractions, nager, faire la fête, faire les manèges, prendre le train, prendre l'avion, acheter des souvenirs, faire du ski, faire du bateau, faire du sport, faire du vélo, voir mes grands-parents.*

The Discovery School