Year 6 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	<u>One Day</u> Diary entry Formal letter	<u>The lost book of undersea adventure</u> <u>Rescuing Titanic</u> Underwater narrative Survivors letter home	<u>Origin of the species</u> Discovery narrative Explanation text	<u>Ways of the Wolf</u> Documentary Narrative Balanced argument Hunted Narrative	<u>The Invisible Story</u> <u>The Mysteries of Harris Burdick</u> First person narrative Private investigator report	<u>Varmits</u> <u>Stories for boys who dare to be different</u> <u>Goodnight stories for rebel girls 2</u> Environmental change narrative Daily Blog
Reading	<u>Autumn 1:</u> P – The Final Year NF – The Final Year F – The Wolves of Willaby Chase NF- Women in science F – Black beauty P – Overheard in the tower block	<u>Autumn 2:</u> NF – The place for me F – Refugee P – On the move NF -Rise F – Boy in the tower P – New and collected poems for children	<u>Spring 1:</u> NF – Story of science F – Safiyah's war P- Digging for victory NF – Diary of a young girl F- When the sky falls P- Poems 2nd world war	<u>Spring 2:</u> NF – Can you see me? F- Asha and the spirit bird P – A child's garden of verse NF – Can you get rainbows in space? F – Grimm's fairy tale	NF- Cheeky treats F- The great sea dragon P- Stars with flaming tails NF- 100 books to check out F- The orphans of the tide P- My heart was a tree	NF- You can do it F – Island at the end of everything P – Everyone's song NF – Follow your dreams F – House of chicken legs P – A poem for every summer day
Maths focus	**Place Value** Step 1: Numbers to 1,000,000 (Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit • Solve number and practical problems that involve the above) Step 2: Numbers to 10,000,000 (As above) Step 3: Read and write numbers to 10,000,000 (As Above) Step 4: Powers of 10 (As Above) Step 5: Number line to 10,000,000 (as Above) Step 6: Compare and order any integer (As Above) Step 7: Round any integer (As Above) Step 8: Negative Numbers (As Above) **Addition Subtraction Multiplication Division** Step 1: add and subtract integers Step 2: common factors Step 3: common multiples Step 4: Rules of divisibility Step 5: Primes to 100 Step 6: Square and cube numbers		**Decimals** Step 1 1-step function machines Step 2 2-step function machines Step 3 Form expressions Step 4 Substitution Step 5 Formulae Step 6 Form equations Step 7 Solve 1-step equations Step 8 Solve 2-step equations Step 9 Find pairs of values Step 10 Solve problems with two unknowns **Fractions, Decimals and Percentages** Step 1 Decimal and fraction equivalents Step 2 Fractions as division Step 3 Understand percentages Step 4 Fractions to percentages Step 5 Equivalent fractions, decimals and percentages Step 6 Order fractions, decimals and percentages		**Themed Projects** (Consolidation and Problem Solving) **Ratio** Step 1 Add or multiply? Step 2 Use ratio language Step 3 Introduction to the ratio symbol Step 4 Ratio and fractions Step 5 Scale drawing Step 6 Use scale factors Step 7 Similar shapes Step 8 Ratio problems Step 9 Proportion problems Step 10 Recipes **Algebra** Step 1 1-step function machines Step 2 2-step function machines Step 3 Form expressions	

	Step 7: Multiply up to 4 digit number by a two digit number Step 8: Solve problems with multiplication Step 9: Short Division Step 10: Division using factors Step 11: Introduction to long division Step 12: Long division with remainders Step 13: Solve problems with division Step 14: Solve multi-step problems Step 15: Order of operations Step 16: Mental calculations and estimations Step 17: Reason from known facts **Fractions A** Step 1 Equivalent fractions and simplifying Step 2 Equivalent fractions on a number line Step 3 Compare and order (denominator) Step 4 Compare and order (numerator) Step 5 Add and subtract simple fractions Step 6 Add and subtract any two fractions Step 7 Add mixed numbers Step 8 Subtract mixed numbers Step 9 Multi-step problems **Fractions B** Step 1 Multiply fractions by integers Step 2 Multiply fractions by fractions Step 3 Divide a fraction by an integer Step 4 Divide any fraction by an integer Step 5 Mixed questions with fractions Step 6 Fraction of an amount Step 7 Fraction of an amount – find the whole	Step 7 Percentage of an amount – one step Step 8 Percentage of an amount – multi-step Step 9 Percentages – missing values **Area, Perimeter and Volume** Step 1 Shapes – same area Step 2 Area and perimeter Step 3 Area of a triangle – counting squares Step 4 Area of a right-angled triangle Step 5 Area of any triangle Step 6 Area of a parallelogram Step 7 Volume – counting cubes Step 8 Volume of a cuboid **Statistics** Step 1 Line graphs Step 2 Dual bar charts Step 3 Read and interpret pie charts Step 4 Pie charts with percentages Step 5 Draw pie charts Step 6 The mean **Converting Units** Step 1 Metric measures Step 2 Convert metric measures Step 3 Calculate with metric measures Step 4 Miles and kilometres Step 5 Imperial measures **Shape** Step 1 Measure and classify angles Step 2 Calculate angles Step 3 Vertically opposite angles Step 4 Angles in a triangle Step 5 Angles in a triangle – special cases Step 6 Angles in a triangle – missing angles **Position and Direction** Step 1 The first quadrant Step 2 Read and plot points in four quadrants Step 3 Solve problems with coordinates Step 4 Translations Step 5 Reflections	Step 4 Substitution Step 5 Formulae Step 6 Form equations Step 7 Solve 1-step equations Step 8 Solve 2-step equations Step 9 Find pairs of values Step 10 Solve problems with two unknowns **Shape** Step 7 Angles in a quadrilateral Step 8 Angles in polygons Step 9 Circles Step 10 Draw shapes accurately Step 11 Nets of 3-D shapes

Science focus	Body Health: Lesson Objectives: 1. How do we make healthy choices? 2. What can happen if you don't eat a balanced diet? 3. How does physical activity affect heart rate? 4. How does smoking or vaping affect your health? Key Vocabulary: Arteries, heart rate, pulse, veins, malnutrition	Human circulation Lesson objectives: 1. What is blood made of? 2. What is the circulatory system and what does it do? 3. What is heart and what does it do? 4. What are the blood vessels and valves and what do they do? 5. What did William Harvey find out about the circulatory system? Key Vocabulary: aorta, blood vessels, atrium, ventricle, oxygenated/deoxygenated blood Key person - Marie Maynard Daly	Light Lesson Objectives: 1. To know how light travels. 2. To create shadows and explore how to change them. 3. To explore how you might change the size of a shadow. 4. To investigate how to change the size of a shadow. 5. To understand how light is reflected. 6. To explore how we see objects. Key Vocabulary: reflection, refraction, shadow, light source, opaque		Evolution and Inheritance Lesson Objectives: 1. To know how living things are different 2. To know organisms adapt to their habitat 3. To know how animals adapt to survive 4. To see what fossils tell us 5. To understand evolution 6. To research Wallace and Darwin Key Vocabulary: evolution, inheritance, adaptation, species, traits Classification of living things Lesson Objectives: 1. To re-cap classification and sorting 2. To question whether all plants flower? 3. To classify animals 4. To understand what lives other than animals and plants 5. To identify living things and where they live 6. To organise organisms using a key Key Vocabulary: taxonomy, classification, microorganism, kingdom, branching key	
Topic Focus	History Mayans: Key Person - Rigoberta Menchú Lesson Objectives: 1. To order periods of time chronologically from Mayan era to now.	Geography Mapwork Prior learning: 8 compass points, symbols and key, scale and direction 1. Map symbols and keys 2. Physical features that are represented on maps – contours,	History WW2 Key person – Alan Turing and Nancy Wake Link to Computing – History of Computers	Geography Biomes and Climate zones Vegetation Belts Prior Learning Water cycle, rivers, settlements around rivers, trade Lesson Objectives: 1. Identify the position and	History (Local History) Rochdale over time (Trip to Town Hall?) Key person – John Ellis, Joseph A.Sladen, Edgar Wood 1. To place key events in Rochdale's history on a	Geography Our Changing World Focus – Pollution and Climate Change Prior Learning: Oceans role, Water cycle, biomes, landuse Lesson Objectives

	2. To locate where the Maya live? (Look at countries) What did the Mayan people believe in? (discuss religion and Mayan Gods) How are the Mayan people different to people now (focus on diet, counting, art) What difficulties did the Mayan people face? (focus on wars, environmental changes and **Rigoberta Menchú)** Why is the Chichen Itza important and what does it tell us? **Key Vocabulary: Civilisation, Heiroglyphs, Astronomy, Codex, City-state** Historical concepts - Civilization, Monarchy and Rulers and Trade Key Place – Chichen Itza - Mexico	water and wooded areas 3. Using direction, orientation and scale 4. 4 and 6 grid figure references 5. Do orienteering outside school – assessment Key vocabulary: contour, grid reference, ordinance survey, orientation, key Key Location: Local area	Learning Objectives: 1. Understand how WW2 started and order key events chronologically 2. To compare what life was like during WW2 to now 3. To understand what propaganda was and its impact 4. To know what The Blitz was and why children had to be evacuated. 5. Know why air raid shelters were used. 6. Compare and contrast women in history: Gracie Fields and Nancy Wake **Key Vocabulary: Blitz, allies, axes, propaganda, frontline, Anderson Shelters** Historical concepts - Invasion, Legacy and Invention	significance of latitude, longitudes, equator, southern and northern hemisphere, tropics and arctic and Antarctic circle. 2. Identify different types of climate across the world using the Koppen System 3. Identify and describe different types of biomes on maps 4. Compare and contrast 2 different climates 5. Does the climate impact the human features/ land use of an area of interest? Key vocabulary: latitude, longitude, biomes, Koppen System, vegetation	chronological timeline (Industrial Revolution, Victorian Era, modern Britain). 2. To explain why Rochdale grew during the Industrial Revolution (including the roll of mills, canals and industry). 3. To analyse how everyday life in Rochdale changed over time. (Using historical sources: photos, maps, records). (Life in Victorian Rochdale) 4. To study the significance of a local historical figure (Edgar Wood/ John Ellis) and explain their impact on Rochdale. 5. To compare Rochdale in the past with Rochdale today, identifying continuity and change. Historical concepts - Legacy, Trade	1. Identify causes of climate change and the role of greenhouse gases. 2. Identify effects of climate change (Rising temperatures, melting ice caps, extreme weather, rising sea levels) 3. Explain how human activities cause pollution and how it affects people, animals and ecosystems. 4. Explore examples of environmental problems around the world. 5. Identify ways people can reduce pollution and protect the planet. 6. Interpret climate graphs and environmental statistics Key vocabulary: climate, pollution, sustainability, renewable energy, fossil fuels, environment. Key Person – Erin Brockovich, Greta Thunburg

Computing	**Computing systems and networks – Communication and collaboration** Lesson Objectives: To explain the importance of internet addresses To recognise how data is transferred across the internet, identifying the main parts of a data packet. To access shared files stored online and identify how these can help people work together. To recognise how we communicate using technology and to choose suitable methods of communication for different purposes. E-safety thread – discuss digital footprint, responsible use of online communication tools and online risks.	**Creating Media – Web Page Creation** Lesson Objectives: To explore and review an existing website and consider its structure and to understand that websites are written in HTML. To plan the features of a web page, draw a web page layout and suggest media to include on my page. To consider the ownership and use of images (copyright). To find copy-right free images and to understand what is meant by fair-use. To add content to my own web page and to preview my web page. To outline the need for a navigation path and to use hyperlinks. E-safety Thread – Discuss real-world implications, copyright, privacy and online reputation.	**Programming A – variables in games** Lesson objective To define a 'variable' as something that is changeable To explain why a variable is used in a program To choose how to improve a game by using variables To design a project that builds on a given example To use my design to create a project To evaluate my project	**Data and information – introduction to spreadsheets** Lesson objectives To create a data set in a spreadsheet To build a data set in a spreadsheet To explain that formulas can be used to produce calculated data To apply formulas to data To create a spreadsheet to plan an event To choose suitable ways to present data	**Creating Media – 3d modelling** Lesson objectives **Lesson 1** To recognise that you can work in three dimensions on a computer I can add 3D shapes to a project I can view 3D shapes from different perspectives I can move 3D shapes relative to one another **Lesson 2** To identify that digital 3D objects can be modified I can resize an object in three dimensions I can lift/lower 3D objects I can recolour a 3D object **Lesson 3** To recognise that objects can be combined in a 3D model I can rotate objects in three dimensions I can duplicate 3D objects I can group 3D objects **Lesson 4** To create a 3D model for a given purpose I can accurately size 3D objects I can show that placeholders can create holes in 3D objects	**Programming B – Sensing movement** Lesson objectives **Lesson 1** To create a program to run on a controllable device I can apply my knowledge of programming to a new environment I can test my program on an emulator I can transfer my program to a controllable device **Lesson 2** To create a program to run on a controllable device I can apply my knowledge of programming to a new environment I can test my program on an emulator I can transfer my program to a controllable device **Lesson 3** To explain that selection can control the flow of a program I can identify examples of conditions in the real world I can use a variable in an if, then, else statement to select the flow of a program I can determine the flow of a program using selection

					I can combine a number of 3D objects **Lesson 5** To plan my own 3D model I can analyse a 3D model I can choose objects to use in a 3D model I can combine objects in a design **Lesson 6** To create my own digital 3D model I can construct a 3D model based on a design I can explain how my 3D model could be improved I can modify my 3D model to improve it	**Lesson 4** To update a variable with a user input I can use a condition to change a variable I can experiment with different physical inputs I can explain that checking a variable doesn't change its value **Lesson 5** To use an conditional statement to compare a variable to a value I can use an operand (e.g. qG=) in an if, then statement I can explain the importance of the order of conditions in else, if statements I can modify a program to achieve a different outcome **Lesson 6** To design a project that uses inputs and outputs on a controllable device I can decide what variables to include in a project I can design the algorithm for my project I can design the program flow for my project
RE	• Describe and explain differences	• Notice, list and explain similarities and differences	Describe examples of connections between anti-racism and religion (A1). Understand the challenges racism presents to		• Describe Jesus' teaching on how his	• Describe what Christians mean about humans

	within Anglican and Baptist churches ● Make links between Christian beliefs and features of these places of worship. ● Describe differences between worship in the home and at the mandir ● Describe the differences between different Jewish synagogues. ● Make links between Jewish beliefs and features of Jewish places of worship. ● Describe what places of worship are for ● Describe what people from different religions would say the most important function of their place of worship is ● Make links between Hindu beliefs and worship. ● Give examples of how places of worship are	between different sacred buildings. ● Notice, list and explain similarities and differences between Christian and Muslim sacred buildings. ● Describe and make connections between examples of religious creativity in Muslim buildings ● Describe why mosques matter to the Muslim community ● Understand different reasons why some buildings are sacred ● Consider, discuss and weigh up different views about why mosques are important. ● Consider, discuss and weigh up different views about why Christian sacred buildings are important. ● Consider, discuss and weigh up different views about why religious art is important.	human communities and consider different religious responses (B2). Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies (C3).	followers should live. ● Describe the 'mission' of Jesus and give examples of how this might mean Christians should live ● Interpret the widows offering and the story of Zaccheus saying what they show Christians about how they should handle wealth ● Describe some of Jesus' stories, teachings and example to show why he saw forgiveness as so important. ● Explore and explain the impact of Jesus' teaching on some examples of major Christian charities in the UK today. ● Use some examples of Christian text (scripture and prayer) to understand the way Christians	being made in the image of God and being 'fallen', giving examples (A2). ● Describe some Christian and Humanist values simply (B3). ● Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). ● Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).

	helpful to believers in difficult times Explain how and some people see the place of worship as being more about the people than the building	• Suggest reasons, quoting religious sources, why Muslims consider charity and generosity important • Apply ideas about worship and belief for themselves in a creative activity, using Christian scripture • Apply ideas about generosity from scriptures, Muslim and Christian, to the title question. • Suggest reasons why some people may be critical of religious art / architecture, and why some would defend it as important			believe we should treat each other in modern times, • Give examples of how following the example of Jesus might have on Christians and other communities • Discuss, argue about and develop a range of answers to moral dilemmas, using the teaching of Jesus to suggest what might be good or bad about different decisions.	
PE	Handball <u>Learning objectives</u> 1. To play in a game abiding by the double dribble rule. 2. The concept of screening and attempting it in a game. 3. Patience around the D to find the best position to shoot. 4. To show control of the ball when dribbling under pressure. 5. To counterattack into space with speed.	Gymnastics unit 1 <u>Learning objectives</u> 1. to use controlled flight onto high apparatus. 2. What a base and a flyer are in partner balances and learning to perform both roles. 3. to perform more advanced partner balances and evaluate others' work 4. to incorporate equipment such as	Gymnastics unit 2 <u>Learning objectives</u> 1. to perform a 10-element sequence using both floor and apparatus. 2. to perform with equipment and respond creatively to music. 3. to create judging criteria and assess performances against it. 4. to create and perform interesting patterns as part of a group. 5. to select and apply the appropriate	Dance unit 1 <u>Learning objectives</u> 1. how to perform key Street Dance actions. 2. how to build conflict into our dance using choreographic devices. 3. how to prepare for and perform a street dance 4. what physical theatre is and how to perform it 5. how to show intention and tell a	Dance unit 2 <u>Learning objectives</u> 1. To portray the theme of gangs through our movements and gestures. 2. To use devices such as contrast and variation in a group dance. 3. To use formations to demonstrate tension in relationships between performers. 4. To use claps, stamps and slaps to perform a live aural setting.	Yoga <u>Learning objectives</u> 1. To perform the breather technique needed for each Yoga pose. 2. To perfom poses that involve flexibility. 3. To perform poses that involve balancing. 4. To perform poses that involve movement. 5. To create their own Yoga routine using the poses that they have been taught.

	6. To develop decision-making skills in game situations. OAA <u>Learning objectives:</u> 1. To work with a partner to successfully orient and follow a map 2. To work in partnership and use our knowledge to answer questions under pressure. 3. To safely perform a small group balance 4. To work efficiently as part of a team to complete a range of tasks 5. To create a fin and challenging game for others to complete 6. To listen to others to refine and adapt ideas to complete a complex task	hoops and balls into a sequence. 5. to incorporate musicality and timing into a group sequence. 6. to combine our skills in partner balances and rhythmic gymnastics in a team performance. Netball <u>Learning objectives</u> 1. Ways to improve coordination. 2. To mark the pass or the shot. 3. Organisation in and around the semicircle. 4. To compete to win the rebounding ball. 5. To stay active to intercept a pass. 6. To stay onside in games depending on the position being played.	walk and presentation to start a sequence. 6. to perform a 10-element sequence with a 1-minute time limit. Hockey <u>Learning objectives:</u> 1. To shoot under pressure from close range 2. To perform long corner routines as part of a team 3. To use goal-side marking to prevent an attacker from getting close to goal 4. To use a banana run to force an oncoming attacker out wide 5. To use a hit out to successfully to restart a game 6. Indian dribble and to play competitively using new skills	story with our physical theatre 6. how to create and perform a physical theatre duet Cricket 1. To create pressure on a batter by using a ring field. 2. To track and catch a high ball consistently. 3. To perform a short-pitched bowl to get a batter to hit the ball in the air. 4. To work in a pair to restrict runs scored when fielding. 5. To play an on-drive. 6. To set an attacking field.	5. To dance as opposing gangs attacking each other. 6. To show performance qualities in our gang Athletics <u>Learning objectives</u> 1. Sprint start technique to increase our running speed. 2. The three phrases of triple jump. 3. The heave throw technique and what it is used for. 4. To assess our own ability to play our role in parlauff. 5. The scissor jump technique and when it would be used in athletics. 6. To record and relay results over a range of track and field events.	6. To deliver a Yoga lesson and deliver to a small group. Rounders <u>Learning objectives</u> 1. attacking, tactical bowling to make it more difficult for the batter to hit. 2. to track and catch a high ball. 3. the difference between attacking and defensive batting. 4. to work in a pair in the field to restrict scoring. 5. to apply tactics when running around bases to avoid overtakes. 6. to apply attacking and defensive tactics in a competitive situation.
Art/D.T Focus	**<u>D.T</u>** **<u>Cooking and Nutrition – Come Dine with me</u>** Learning Objectives: To identify and describe safe and hygienic practices when handling,	**<u>Art:</u>** 1. To understand the cultural significance and history of Mayan worry dolls and explore how art can express human emotions 2. To create a 2D design for a 3D sculpture using historical inspiration.	**<u>D.T:</u>** **<u>Textiles- Making Waistcoats</u>** Lesson Objectives: To design a waistcoat. To mark and cut fabric according to a design.	**<u>Art:</u>** Drawing – Architecture Lesson Objectives: To identify the horizon line and vanishing point	**<u>Electrical Systems- Steady Hand Game</u>** Learning Objectives: To research and analyse a range of children's toys. To design a steady hand game.	**<u>Art:</u>** Craft and Design – Photo Opportunities and Murals Lesson Objectives: To understand how photography can

	preparing, cooking and storing food. To explain the use of complimentary flavours. To research and design a three- course meal. To explain recipe choices. To apply culinary skills and knowledge when making a starter, main and dessert. Link to Science – Body Health Key person - Yotam Ottolenghi	3. To learn manipulation techniques using wire to create a strong, stable 3D skeleton (armature) and use basic sculpting techniques using air-dry clay to form the body. 4. To use wrapping and fastening techniques to decorate their sculpture and bring it to life. 5. To evaluate their 3D sculptures and discuss the designing and making process. Refine, contour, armature, pliers, character traits	To assemble a waistcoat. To decorate a waistcoat. Key Vocabulary: decorate, design criteria, fabric, target customer, waistcoat, Key Person – Vivienne Westwood	To use a ruler to draw accurate perspective lines To apply shading to enhance the 3D appearance of drawings and create depth To apply perspective drawing skills to create convincing 3D depth and volume on a 2D surface Key Vocabulary – Shade, proportion, scale, enlarge, observation Key Person – Zaha Hadid	To construct a stable base. To assemble electronics and complete their electronic game. Key Vocabulary: Component, function, LED, conductor, benefit (Link to Science – Electricity)	communicate ideas, stories and emotions. To look at how cameras have changed throughout History and powerful images they have captured. To recognise how photographers use images to capture places, people and events. To learn how to take photos safely on a tablet considering angles and framing. To explore how murals are used to communicate messages, themes and can celebrate culture, history or identity. To work together to design and create a class mural using photographs as inspiration or reference material. To Know and be able to discuss the work of Hayley Garner/ Aylo Nomad Clan Key Vocabulary – Composition, exposure, perspective, scale, community Key Person – Hayley Garner/ Aylo Nomad Clan

Music Focus	**Dynamics, pitch and texture** **(Theme: Coast)** Lesson objectives: 1. To appraise the work of a classical composer. 2. To improvise as a group using dynamics and pitch. 3. To improvise as a group using texture. 4. To use knowledge of dynamics, texture and pitch to create a group composition. 5. To use teamwork to create a group composition featuring changes in texture, dynamics and pitch. KEY VOCABULARY: Classical, composition, Conductor, pitch, texture. KEY PERSON: Mendelssohn	**Theme and variations** **(Theme : Pop Art)** Lesson objectives: 1. To explore the musical concept of theme and variations. 2. To compare and contrast different variation on the piece The Young Person's Guide to the orchestra. 3. To use complex rhythms to be able to perform a theme. 4. To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in ¾ time. 5. To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms. KEY VOCABULARY: 3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato Pulse, quaver, rhythm, rhythmic elements Section, semi-quaver, staccato, tempo, theme TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, vocal line, woodwind.		**Baroque** Lesson objectives: 1. To understand Montervedi and the invention of opera. 2. To read and play a conon from staff notation. 3. To demonstrate an understanding of Baroque music features when composing. 4. To combine knowledge of staff notation and aural awareness to play a fugue. 5. To apply their understanding of fugue structure when performing with others. Key People: Montervdi, Pachelbel KEY VOCABULARY: Canon counter melody melodic ostinato melody ostinato part		**Composing and performing a Leavers' song** Lesson objectives: 1. To listen to and describe music. 2. To write lyrics for a song. 3. To organise lyrics into a song structure. 4. To use vocal improvisation and known melodies against a backing track. 5. To compose a melody. 6. To compose a verse melody. KEY VOCABULARY: Allegro Verse Notation chorus crescendo =
PSHE Focus	Book - Aaron Slater Illustrator	Book = Marcus Rashford I can tell you what racism is and how I can stand up to it.	Book – Mary Earps I can tell you what a stereotype is and how	Book – Sunny Side Up I can tell you the facts about legal and illegal harmful substances and	Book - Making a Baby	Book - Finding My Voice 1.I can tell you how I feel about the transition to secondary school.

	1.I can set myself challenging goals. 2.I can identify what will help me achieve my goal and what will hold me back. 3.I can tell you some strategies that can help me overcome the things that might hold me back. 4.I can break goals down into smaller manageable steps. 5.I can tell you about a range of careers. Link to British Values - Mutual Respect, Tolerance, Individual Liberty	I can tell you some strategies to manage difficult situations and how to seek help or advice from others. I can tell you how I could prevent difficult situations online. I can tell you about people who have stood up for what they believe in. I can tell you how I can stand up for what I believe in. Mutual respect and tolerance, individual liberty, the rule of law, democracy	stereotypes can be unfair, negative or destructive I can challenge stereotypes I can tell you what influences people's career choices I can tell you the benefits of exercise I can tell you what I need to look after my physical health Mutual respect and tolerance, Individual liberty	associated risks, including smoking, alcohol use and drug-taking and how they affect everyone differently. I can tell you some strategies for resisting peer pressure related to drugs, smoking and alcohol and how I would get help if I was worried about myself or someone else taking drugs, smoking or drinking alcohol. I can tell you why consent and permission seeking are important in a relationship. I can express my needs calmly and assertively. I can tell you how to be safe around water. Mutual Respect and Tolerance, Individual Liberty, and the Rule of Law.	1.I can describe how a baby is made using accurate language. 2.I can explain that reproduction requires maturity and why there is a legal age to have sex. 3.I can tell you what happens between conception and birth. 4.I can tell you about the needs of newborn babies and what it is like to be a parent. 5.I can tell you what makes me, me! Link to British Values - Mutual Respect, Tolerance, Individual Liberty	2.I can tell you some of the practical things I can do to help me manage the transition to secondary school. 3.I can tell you some of the strategies that will help me to manage the emotions related to the transition to secondary school. 4.I can tell you my goals for my time at secondary school. 5.I can tell you my goals for beyond secondary school, including my career and other plans. Link to British Values - Mutual Respect, Tolerance, Individual Liberty

Phonics and reading: We use 'Read, Write, Inc.' for our phonics across school. We use 'Ready Steady Read' for reading. Please see our phonics and reading page on the website for more information and videos which explain how to support at home.

Writing: We use 'Ready Steady Write' for more information on this, please visit our Writing page on the website.

Maths: We use 'White Rose Maths' for more information on this, please visit our Maths page on the website.