



Year 6

Granby Junior School

Where a topic title is stated rather than detailed with declarative and procedural knowledge, please refer directly to the Granby Progression documents.

	Transition Project 1-week	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading		Holes	Street Child	Wolf Wilder	Arctic/Antarctic extracts Ice Trap	Goodnight Mr Tom	The Machine Gunners Bombs and Blackberries - Play
Writing	Presentation Expectations Rainbow Grammar recap Spelling	- Descriptive Writing - Short Stories - Formal Persuasive Adverts - Blogs	- Historical narrative (Narrative, 2 weeks) - Biographies (Joseph Lister + Ada Lovelace)	- Adventure narrative (Wolf Wilder) - Emotive Speech - Poem	- Non-chronological report - Polar Exploration diaries (Scott of the Antarctic, Shackleton)	- Letters (Goodnight Mr Tom) - Retelling a narrative (The Machine Gunners) - Explanation Text	- WW2 Poetry - Non-chron reports (The Blitz) - Diary of a Woman in WW2 (e.g. munitions factory worker)
Maths	Presentation Expectations Number Facts Times Tables	Place value and calculation	Calculation Fractions, decimals Position and direction	Fractions Decimals Percentages	Measures Area and perimeter volume	Shape Ratio Algebra Scaling Mixed revision	Transition Unit
Topic Theme	Week 1 – Who, What, Where and When – A Year 6 View	Monumental Maya	Victorians (Revolution)	Frozen Kingdoms	Frozen Kingdoms	Britain at War	Britain at War
Main Curriculum Driver	History	History	History	Geography	Geography	History	History
Co - Curriculum Driver	Geography	Geography	Science	Science	Science	Geography	Science
Science – Knowledge	Scientists we will learn about this year Timeline: Carl Linnaeus, Charles Darwin and Alfred Wallace. When were they alive? World map: Where are they from?	Light Declarative: To know that light sources give out light. To know that light travels in a straight line. To know that light can be natural or artificial. To know that light from a source or reflected light enter the eye. To know that shadow appears when an object blocks the passage of light. To know that shadows are the same shape as the object blocking the light.	Electricity and Circuits Recall from Y4 curriculum Declarative: To know there are recognised symbols for different components of circuits. To know that a circuit needs a power source, such as a battery or cell, with wires connected to both the positive and negative terminals. To know that when a switch is open, it creates a gap, and the current cannot travel around the circuit. To know that when a switch is closed, it completes the circuit	Living Things and Habitats, Food Chains Declarative: To know how living things are classified into broad groups according to common observable characteristics of living things, based upon similarities and differences. To know that classification keys help us identify living things based on their physical characteristics. Procedural: To know how to classify living things into groups based on specific characteristics, and give reasons for their choice. Key Vocabulary:	Evolution and Inheritance Declarative: (Golden nugget recap from year 3) To know that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. To know that scientists compare fossilised remains from the past to living species that exist today to hypothesise how living things have evolved over time. To know that animals that sexually reproduce, generate new offspring of the same		Animals Including Humans Declarative: To know that the circulatory system includes the heart, blood vessels and blood. To know that the heart pumps blood through the blood vessels and around the body. To know that there are three types of blood vessel: arteries, veins and capillaries. To know that the blood carries gases (oxygen and carbon dioxide), water and nutrients where they are needed.

		Key vocabulary: light source, light/dark, absence of light, transparent/translucent/opaque, shadow and reflect, light rays, straight lines, cornea, lens, retina and optic nerve.	and allows a current to flow all the way around. To know that a response can be affected (such as lighting a lamp or turning a motor) when an electric current runs through various types of circuit component (include lamps, buzzers or motors). Procedural: To know how to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. To know how to use recognised symbols when representing a simple circuit in a diagram. Key vocabulary: voltage, volts, amp, current.	vertebrates, invertebrates, micro-organisms, flowering and non-flowering.	kind by combining the genetic material of two individuals. To know that adaptation is a physical or behavioural trait that allows a living thing to survive and fill an ecological niche. To know that adaptations evolve by natural selection. To know that adaptation may lead to evolution. To know that environmental factors can affect the distribution of living things within a habitat. (move to evolution and inheritance). Key vocabulary: evolve, fossil, genetics, gene, species, sexual reproduction, vary, characteristics, suited, adapted, environment, inherited and species.		To know that red blood cells carry oxygen and carbon dioxide around the body. To know that blood also contains white blood cells, which protect the body from infection. To know the role of the circulatory system in transporting oxygen, water and nutrients around the body via blood. Key vocabulary: heart, pulse, rate, blood vessels, cells, lungs, oxygen, carbon dioxide, circulatory system, diet, nutrients, exercise, drugs, lifestyle
Science – Working Scientifically		Declarative: To know that a prediction is a statement about what might happen in an investigation based on some prior knowledge, understanding or scientific research. To know that questions can help us find out about the world and can be answered using a range of scientific enquiries, including fair tests, research and observation. To know that an observation involves looking closely at objects, materials and living things. To know that accurate observations can be made repeatedly or at regular intervals to identify changes over time, identify processes and make comparisons. To know that specialised equipment is used to take accurate measurements in standard units. Examples include data loggers plus sensors, such as light (lux), sound (dB) and temperature (°C); timers (seconds, minutes and hours); thermometers (°C) and measuring tapes (millimetres, centimetres, metres). To know that a variable is something that can be changed during a fair test. To know that data can be recorded and displayed in different ways, including tables, bar and line charts, scatter graphs, classification keys and labelled diagrams. To know that results are information, such as measurements or observations, that have been collected during an investigation. To know that a conclusion is an explanation of what has been discovered, using correct, precise terminology and collected evidence.					
		How does light travel? Observing Procedural: To know how to make an observation, looking closely at objects, materials and living things. To know how to make accurate observations, repeatedly or at regular intervals, to identify changes over time, identify processes and make comparisons.	Can you turn a light down? Comparative Fair Test Procedural: To know how to pose questions to help them find out about the world, and find answers using a fair test.	Where do wild plants grow? Grouping, classifying and identifying Procedural: To know how to use a variety of ways to group and classify items – venn diagrams, branching data bases etc –, giving a reasoned comment as to why these groupings have been decided upon. To know how to explain the findings they have identified from the groups.		Why do birds have different beaks? Pattern Seeking Procedural: Recall Autumn 1 To know how to make accurate observations, repeatedly or at regular intervals, to identify changes over time, identify processes and make comparisons. To know how to identify the patterns that have observed in terms of comparison statements, which explain why the particular pattern occurred.	How does blood flow? Secondary Sources Procedural: To know how select appropriately from secondary sources of information, to research the answer to a given question, collating from a variety of information.

STEM/Enterprise		Careers in STEM	Bennerley Viaduct visit Building Bridges: http://www.stem.org.uk/resources/elibrary/resource/467665/bridge-bonanza	Secondary science visit and STEM club	Science Week Robotic Ocean Grabber http://www.stem.org.uk/resources/elibrary/resource/411620/ocean-grabber	Science Secondary School visit	Science Secondary School visit
History 1 Areas of Study		To be able to describe a non-European society that provides contrasts with British history To complete a study of the Maya that contrasts with British history.	To know about the impact of the Victorian era (linking to Industrial revolution) in Britain, linked to local history.			Tio know about the impact of WW2 in Britain, linked to local history.	
History 2 Chronological Understanding	Chronology (Y2/3/4/5 history revisited Y6 relevant historical eras added) Declarative: To be able to identify and compare changes within and across different periods in terms of chronology. Declarative: To know that timelines demonstrate the chronology and links between key events and with note to significant inventions in world history. Procedural: To know how the power of the monarchy has changed over the last thousand years Procedural: To be able to place the ancient Maya civilisation, Victorian era and WW2 on a time line						
History 3 Historical communication		Declarative: To know that historical information can be presented as a fact file, timeline, description or within a balanced argument. Procedural: To know how to present ideas and information about the past in variety of ways. Procedural: To know how the				Declarative: To know that historical information can be presented as a fact file, timeline, description or within a balanced argument. Procedural: To Know how to present ideas and information about the past in variety of ways Procedural: To know how the key historical concepts have affected the area of study: monarchy, church, invasion, civilisation, revolution, government, slavery, empire	

		key historical concepts have affected the area of study: monarchy, church, invasion, civilisation, revolution, government, slavery, empire			
History 4 Historical enquiry		Declarative: To know that sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer. Declarative: To know that questions can be used to evaluate the usefulness of a historical source. Declarative: To know that sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer. Declarative: To know that sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written Procedural: To know how to examine artefacts and explain what they show us about that time in history.			Declarative: To know that sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer. Declarative: To know that questions can be used to evaluate the usefulness of a historical source. Declarative: To know that sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer. Declarative: To know that sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written Procedural: To know how to examine artefacts and explain what they show us about that time in history.
History Key Concepts/Knowledge		Power: Declarative- To know that the Maya had influence through great leaders such as Pakal the great. Invasion / Struggle of minority groups: Procedural- To know how the Maya were conquered by the Spanish as the new world was discovered. Empire: Declarative- To know that the Mesoamerican civilisation existed and its reach of power. Civilisation - Lifestyle: Declarative- To know that the Maya grew food and how it is sourced.	Lifestyle Declarative -To know that many schools were built during the Victorian era including ours. (local links) Declarative- To know the railways were used effectively during the Industrial Revolution. Power: Declarative- To know that Queen Victoria reigned and her impact on the era. Procedural- To know how Queen Victoria's reign impacted the Victorian era.		Power Declarative- To know that Britain struggled for power as WW2 approached. Procedural- To know how Britain struggled for power due to Hitler's effect on the world. Declarative- To know that the Battle of Britain, Dunkirk and the Blitz took place. Procedural- To know how the battle of Britain, Dunkirk and the Blitz affected British life and their impact in the war. Declarative- To know that the holocaust is the name given to the genocide of Jewish people. Procedural- To know how the Holocaust affected Britain. Declarative- To know of the events of D-day Procedural- To know how the events of D-day lead to it being considered one of the most successful operations in history. Invasion / Struggle of minority groups. Declarative- To know that the war had devastating effects for Jewish people.

		Beliefs - Religion / Rituals: Procedural- To know how the Maya developed their polytheistic religion and the practise of animism. Inventions/Discoveries: Declarative- To know that the Maya used and discovered the number system.	Invasion/struggle of minority groups: Procedural- To know how the children lived in the Victorian era and the impact of Lord Shaftsbury. Empire: Declarative- To know that the Victorian era was a 63-year era Procedural- To know how the Victorian era and reign impacted Britain and the expansion of the empire across the globe. Beliefs – Religion/rituals: Declarative- To know that the Victorians followed Christianity with the introduction to Judaism. Procedural- To know how Judaism increased through the escape from persecution in Russia. Inventions/Discoveries: Declarative- To know that the Victorians invented the telephone, light bulb, flushing toilet and computer.		Procedural- To know how the war affected Jewish people and the impact of the anti-Jewish law. Empire: Declarative- To know the role of the appeasement and Neville Chamberlain Procedural- To know how the role of the appeasement impacted Britain Declarative- To know the role of Winston Churchill and his legacy. Procedural- To know how Winston Churchill impacted Britain. Civilisation - Lifestyle: Declarative- To know that the role and men and women within the war differed. Procedural- To know how the role of men and women differed within the war. Declarative- To know that Ilkeston was affected by the war. Procedural- To know how Ilkeston was affected including the bombings used to target the railways. Beliefs - Religion / Rituals: Declarative- To know of the anti-Jewish law and the persecution of Jewish people Procedural- To know how Jewish people were persecuted and how this directly led to WW2. Procedural- To know how the persecution of Jewish people evoked a moral response. Inventions/Discoveries: Britain at War- Anne Frank’s diary and what this tells us about historical events. The use of propaganda. Declarative- To know that Anne Frank’s diary is considered a primary source. Procedural- To know how Anne Frank’s diary gives us information about the war. Declarative- To know that propaganda was used within the war. Procedural- To know how propaganda was used and its influence.	
Geography	Locational Knowledge (Y2/3/4 geography revisited – 7 continents, 5 oceans, UK countries and capitals Y4 relevant geographical locations) Declarative: To know that the prime Greenwich meridian is a longitudinal line which divides the planet into east and west hemispheres To know that time zones are calculated using the prime Greenwich meridian To know the Arctic Circle is a line of latitude, which is	] Human and Physical. (G3) Intent Statement: To be able to compare a region of the UK, a region of a European country and a region within North or South America To be able to describe and understand a range of physical processes, e.g. climate zones, biomes, vegetation belts		Location and Place Knowledge. (G1) Intent Statement: To be able to locate the Equator, Northern and Southern Hemispheres and the Arctic and Antarctic Circles To be able to locate the Tropics of Cancer and Capricorn, the Greenwich Meridian and times zones Declarative: To know the meaning of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the tropic of Cancer and tropic of Capricorn and identify them on an atlas To know that the prime Greenwich meridian is a longitudinal line which divides the planet into east and west hemispheres	Skills and Fieldwork. (G2) Intent Statement: To be able to use world maps, atlases, globes and digital/ computer mapping to identify latitude, longitude, equator, Northern and Southern Hemispheres, Tropic of Cancer and Capricorn, the Arctic and Antarctic Circle and time zones To be able to use an OS map, Political map, Climatical maps, topographic map and maps	Sustainability. (G4) Intent Statement: To be able to understand and make reasoned links between the location of natural resources and further economic development. Declarative: To know that energy sources are important. To know that there are benefits and drawbacks of different energy sources.

	an imaginary horizontal line around the Earth. The lands and ocean north of the Arctic Circle is called the Arctic. To know that the Antarctic Circle is a special line of latitude that circles the Earth near the South Pole. All the lands between the Antarctic Circle and the South Pole are called Antarctica and to locate other areas studied in the year.	Declarative: To know the human (including politics and culture) and physical features of Scotland. To know the human (including politics and culture) and physical features of Switzerland. To know the human (including politics and culture) and physical features of Mexico. To know that vegetation belt is an area with distinct plant types, determined by climate, soil, drainage and elevation. To know that the climate zone are areas grouped together, based on similar climates To know the climate zones of Scotland, Switzerland and Mexico. To know the similarities and differences between Scotland, Switzerland and Mexico.		To know that time zones are calculated using the prime Greenwich meridian To know that the Arctic Circle is a line of latitude, which is an imaginary horizontal line around the Earth. The lands and ocean north of the Arctic Circle is called the Arctic To know that the Antarctic Circle is a special line of latitude that circles the Earth near the South Pole. All the lands between the Antarctic Circle and the South Pole are called Antarctica	which are best suited Declarative: To know that contour lines are added to a map to show height and gradient. To know OS symbols: water features, land features, human features including transport networks and major buildings Procedural: To know how to use the key to interpret symbols and marks on an OS map for routes To know how to identify and interpret relief maps	Procedural: To know how a settlement has grown around an energy source. To know how energy sources are distributed in an area. To be accessed during ‘Sustainability Week’ (Summer 2)
Religious Education (Derbyshire Syllabus)		Christians & Humanists Living What matters most to Christians and Humanists? Declarative: To know that Christians, Hindus Humanists and/or nonreligious people have different beliefs about life after death. Declarative: To know that Christians believe that humans are made in the image of God and what that means.	Arts + Architecture Vs Charity Expressing Is it better to express your beliefs in arts and architecture or in charity and generosity? Declarative: To know that there is value in sacred buildings and art, both spiritually and monetarily. Procedural: To know how to describe and make connections between examples of religious creativity (buildings and art).	What do religions say when life gets hard? Believing What do religions say to us when life gets hard? Procedural: To know how to express ideas about how and why religion can help believers when times are hard, giving examples.	What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)? Living What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)? Procedural: To know how to make connections between beliefs and behaviour in different religions. To know how to make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions. To know how to discuss and reason about the challenges of being a Hindu, Christian or Muslim in Britain today. To know how to consider similarities and differences between beliefs and behaviour in different faiths.	

		Procedural: To know how to explain some similarities and differences between beliefs about life after death. Procedural: To know that Christians believe in the concept of being ‘fallen’, giving examples and be able to discuss what that means. To know how to describe some Christian and Humanist values in a simple form. To know how to express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied. To know how to suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.	To know how to suggest reasons why some believers see generosity and charity as more important than buildings and art.				
Art Evaluating Work (Art 1) Exploring and Developing Ideas (Art 2)		Art 1 - Evaluating work Procedural: To know how to give a personal opinion about artwork, including reference to purpose and intention (Process – When & how was the work made? What materials & techniques are used?) To know how to select and record, including annotations, and explore ideas for different purpose To question ideas and make thoughtful selections and processes to use in their work To know how to replicate images by well-known artists Art - 2. Exploring and developing ideas Declarative: To know how artists such as William Morris (Printing), Frida Kahlo (Portraits) Kenojuak Ashevak (Inuit Sculpture), Evelyn Dunbar (War Artist), Henry Moore (Shelter Drawings) Barbra Hepworth use formal elements and study significant works of art using the following method: •Content – Describe the art. What social, historical factors affect the work? • Process – When & how was the work made? What materials & techniques are used? • Formal elements – line, tone, colour, shape, form, composition, pattern, texture • Mood – what emotions does the work convey? Increase understanding of art purpose & intention To know that art has a role to play in society, and know that there are many vocations that use art/artist skills. To know that art is important to the UK economy To know that the making process is very difficult and so pupils should know that they should not be too self-critical. They should know that most artists struggle with this and that it is a vital part of the art process. Procedural: To know how to give a personal opinion about artwork, including reference to content, process, formal elements and mood To know how to discuss art and its wider role in society To know how to adapt their own work and describe how it could be further developed in line with the piece's intention					
Art Focus Artist(s)	Artists we will learn about this year Timeline: William Morris, Frida	Frida Kahlo (Portraits)	William Morris (Printing)	Inuit Art - Kenojuak Ashevak	Comparison with Barbara Hepworth	Evelyn Dunbar (Wartime artists, women in the war, perspective)	Comparison with Henry Moore (Shelter Drawings)

Theme/Style	Kahlo, Kenojuak Ashevak, Evelyn Dunbar, Henry Moore/Barbra Hepworth – When were they alive? World map: Where is the focus of their art? Declarative: To know about the role of art in society			(Animal art)			
Art Topic Specific (Art 3, 4, 5, 6))		Painting and Colouring (Art 5) Intent Statement To be able to work from a variety of sources, incl. those researched independently, creating paintings based on observations which convey realism or an impression of what is observed Declarative: To know that paintings are created in a variety of ways using composition. To know that there are different types of paint media, and that they can be used for different purposes. To know that there are colour relationships such as complimentary & harmonious colours To know that there are different papers and surfaces on which to paint, and that they have different names. Procedural: To know how to mix colours with care and sensitivity to show feeling and ideas To know how to control paint to make things appear lighter and further away To know how to sketch, using different strengths of pencil/charcoal etc to create different affects, using a developing ability to skilfully control the outcomes.	Printing (Art 2) Intent Statement To independently refine a print, using screen printing techniques Declarative: To know that there are various printing techniques, recalling previous learning from other year groups (focusing on stencil making). To know that prints can be layered to create depth and develop designs. Procedural: To know how to extend their printing skills by using a stencil as part of a screen print. To know how to layer pattern, colour and shape to be able to produce a digital print.	3D Form (Art 3) Intent Statement To be able to independently design and create models or sculptures, both small and large scale Focus: Clay or other media: Individually chosen sculpture or model, Declarative: To know the differences in modelling and sculpting. (Recap from Y5) Procedural: To know how to plan, design and adapt from their chosen media, to create an independently determined outcome	Drawing (Art 4) Intent Statement To be able to independently create more complex drawings using the properties of line, shape, tone, pattern and colour, depth, form, scale, ratio, composition and form, distance, perspective and proportion Declarative: (Recap from Y5) To know the concepts of scale and proportion and use the terms scale, ratio. To know that harder pencils produce lighter marks as less material is released. To know that softer pencils are best used for expressing shading and harder pencils can be used for technical drawing Procedural: To know how to control perception of distance, perspective and proportion in drawings. To know how to manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape using a range of media and techniques including cross-hatching, pointillism, sidestrokes, use of rubber to draw/highlight. To know how & when to sketch and when to render more confident line, to skilfully control the outcomes. To know how to describe form from several different light sources. To know and apply very basic one-point perspective. To develop ideas using different using a sketchbook to show how ideas have been improved.		

		To know how to use acrylic paint. To know how to choose appropriate paint, paper and implements to adapt and extend their work To know how to carry out preliminary studies, test media and materials and mix appropriate colours					
Music (Charanga Scheme)		Happy	Classroom Jazz 2	A New Year Carol	Charanga – You’ve Got a Friend	Wartime Tunes	Leavers’ Performance/end of year play
Design and Technology – Focus Task			Engineering Bridges Project: Analysing existing structures and influential designers throughout history Isambard kingdom Brunel- famous architect and civil engineer (instrumental in bridge designs and inspired many) Texts to support learning Bridges: Heroic Designs that changed the world (Dan Cruikshank) Crossing Boundaries, Building Bridges: Comparing the history of Women Engineers (Various) Bennerley Viaduct: (Phillip Crowe)		CAD Robots Using robotic kits and programmable software to control designs Texts to support learning Everything Robotics (Jennifer Swanson) Working with Computers and Robotics (Sonya Newland) Robotics Engineering (Edwin Sobey)		Food Technology War stew and dumplings. Researching historically available ingredients. Designing and making. Texts to support learning Rationing (Alison Cooper) The Kitchen Front (Jennifer Ryan) The Kitchen Front (Jennifer Ryan)
Design and Technology 1 - Design			Declarative: To know that lives have improved due to inventions throughout history. Declarative: To know that designs should include intended use, final appearance and target audience, showing consideration to culture and society in design Declarative: To know that the design process involves changing and improving upon the original design		Declarative: To know that sustainability of a product is important to the environment Procedural: To know how to justify plans to someone else Procedural: To know how to design a product in accordance to a specification linked to a set of design criteria. Procedural: To know how to annotate designs, to explain their decisions.		Declarative: To know that ingredients and supply changed throughout history and seasonally.

			Declarative: To know that products can be sustainable in their design.		Procedural: To know how to write a design brief from information submitted by a client, developing design criteria to fulfil the client's request. Procedural: To know how to develop a product idea through annotated sketches. Procedural: To know how to choose materials as part of a product concept. Procedural: To know how to build a range of structures drawing upon new and prior knowledge of structures. Procedural: To know how to cost of products need to be worked out in order to make it affordable and profitable		
Design and Technology 2 - Make					Procedural: To know how to use a range of materials to reinforce and add decoration to structures. Declarative: To know that a product can be coded and programmed using ICT. Procedural: To know how to assemble components to make working models. Procedural: To know how to use ICT to control a product.		Declarative: To know that recipes can be adapted to change the appearance, taste, texture and aroma. Procedural: To know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically: including using a heat source. Procedural: To know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Procedural: To know how to confidently select appropriate tools, materials, components and techniques and use them. Procedural: To use tools safely and accurately. Procedural: To know how to prepare food safely and hygienically
Design and Technology 3 - Evaluate			Declarative: To know that different people may have different opinions about the same product Declarative: To know that certain designers have had				Procedural: To know how to evaluate a meal and consider if they contribute towards a balanced diet

			a significant impact on our world and the products we use: Victorian inventors Procedural: To know how to explain the key functions and features of their product to the client as part of a product concept pitch. Procedural: To know how to test and adapt a design to improve it as it is developed. Procedural: To know how to collate feedback from others about their own work.				
Design and Technology 4 - Cooking							Declarative: To know what vegetables were available seasonally, during WW2 Declarative: To know a variety of wartime recipes.
Design and Technology 5 - Technical Knowledge and vocabulary			Declarative: (vocabulary) To know the meaning of the key words: concept, client, customer		Declarative: (vocabulary) To know the meaning of the key words: specification, annotate design brief Procedural: To know how to program a computer to control their products Procedural: To know how to apply their understanding of computing to program, monitor and control their products.		
Computing (Purple Mash)		Digital Literacy	Networks	Coding		Spreadsheets (Excel)	Quizzing
PSHE/RSE (Derbyshire Syllabus)		Being Me	Black History + Being Safe	Money Matters	Growing Up	Drugs – DaaRT programme	Sex Ed
MFL (Planned by a French specialist)	Châlons-en-Champagne Twin town project (Festisol – Festival des Solidarités – The rights of children to healthcare: Le droit à la santé pour tous les enfants	French Describing me and others Back to school in Haiti Dates, festivals The verb ‘être’ = to be	French Saying what I and others have Describing town/village Comparing	French Saying what I and others do Activities in school Québec Carnival La Fête des Lumières	French Saying where you’re going and what there is there Describing town/village in Haiti	French Saying what I and others do At the kite festival A weekend at home Sports and instruments The verb ‘faire’ = to make/do (1 st , 2 nd , 3 rd person singular)	French Expressing likes and dislikes What I want/would like to do At a café

		Adjective agreement for m/f Simple greetings Numbers 16-31 Time adverbs	Physical description (celebrities) The verb 'avoir' = to have Places in town Items at home Place prepositions Adjectives for face and hair Christmas in Haiti	La Chandeleur Mardi gras Regular 'er' verbs Des + plural nouns Est-ce que questions Negation ne ... pas Adverbs of frequency	The verb 'aller' = to go (1 st , 2 nd and 3 rd person sing) Simple and continuous present tense Where questions Numbers 1-31 revisit Cardinal points Nouns and proper nouns	Il fait for weather expressions Faire = to do + sports Jouer = to play + instruments 'Est-ce que' questions Seasons, sports, adjectives Time adverbs	The verb 'faire' in 1 st , 2 nd and 3 rd person plural The verb 'vouloir' = to want (singular) Food and drink TRANSITION - BASIC GERMAN
PE (GetSet4PE) Teacher Led		Fitness To develop an awareness of what your body is able to do. To develop speed and stamina. To develop strength using my own body weight. To develop co-ordination. To develop agility. To develop balancing with control.	Basketball To dribble with control under pressure. To move into and create space to support a teammate. To choose when to pass and when to dribble. To use the appropriate defensive technique for the situation. To develop shooting technique and make decisions about when to pass, dribble or shoot. To apply principles, rules and tactics to a tournament.	Dodgeball To throw under pressure and apply this to a target game. To select the appropriate dodging skill for the situation. To develop catching with increasing consistency under pressure. To develop defensive techniques and select the appropriate action for the situation. To understand and apply tactics in a game. To develop officiating skills and referee a game.	Hockey To develop dribbling to beat a defender. To send and receive the ball with control under pressure. To select the appropriate skill, choosing when to pass and when to dribble. To move into and create space to support a teammate. To use the appropriate defensive technique for the situation. To apply rules, skills and principles to play in a tournament.	Athletics To develop my own and others sprinting technique. To identify a suitable pace for the event. To develop power, control and technique for the triple jump. To develop power, control and technique when throwing for distance. To develop throwing with force and accuracy for longer distances. To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.	Tennis To develop placement of the ball using a forehand. To develop placement using a backhand. To develop the volley and understand when to use it. To employ tactics when playing with a partner. To develop accuracy and consistency using the underarm serve. To apply rules, skills and principles to play against an opponent.
PE Coach Led (PPA)		Netball To develop passing and moving to maintain possession. To use a variety of attacking skills to lose a defender. To move into and create space to support a teammate. To use defending skills to gain possession. To develop accuracy in the shooting action under pressure.	Dance <u>THEME: Stamp, Clap</u> To copy and repeat a dance phrase showing confidence in movements. To work with others to explore and develop the dance idea. To use changes in dynamics in response to the stimulus. <u>THEME: Bhangra</u> To demonstrate a sense of rhythm and energy when performing bhangra style motifs. To perform a bhangra dance, showing an	Gymnastics To develop the straddle, forward and backward roll. To develop rolling into sequence work and on apparatus. To develop counter balance and counter tension. To develop counter balance and counter tension into sequence work with apparatus. To develop jumps and explore the effect of height. To explore jump sequence work with consideration of performance tools.	Tag Rugby To select the appropriate skill, choosing when to run and when to pass. To move into space to support a teammate abiding by the rules. To use defending skills to gain possession. To work as a defending unit to prevent attackers from scoring. To use a variety of attacking skills to beat a defender.	Football To maintain possession when attacking. To apply attacking skills with control under pressure. To select the appropriate skill, choosing when to pass and when to dribble. To move into and create space to support a teammate. To use the appropriate defensive technique for the situation. To apply rules, skills and principles to play in a tournament.	Cricket To develop throwing and catching under pressure and apply these to a striking and fielding game. To develop bowling under pressure whilst abiding by the rules of the game. To strike a bowled ball with increasing consistency. To develop fielding techniques and select the appropriate action for the situation. To understand and apply tactics in a game.

		To use and apply skills, principles and tactics to a game situation.	awareness of timing, formations and direction. To select, order, structure and perform movements in a bhangra style, showing various group formations. <u>THEME: Waiting for...</u> To develop a dance phrase using actions, dynamics, space and relationships. To copy and create actions with consideration to stimulus. To use choreographic devices to improve the aesthetics of a performance.	To develop inverted movements with control. To develop inverted movements with control. To use flight from hands to travel over apparatus.	To apply rules, skills and tactics learnt to play in a tag rugby tournament.		To apply skills and knowledge to compete in a tournament.
Special Opportunities, Cultural Capital Engage days, trips, seasonal events Parent sharing days etc		Now Press Play – Maya	Victorian Classroom Day Bennerley Viaduct	Whitehall Residential trip ‘Home Team’ Activities/Mount Cook	Titanic experience – Role Playing Now Press Play - Titanic	SATs! Fire safety talk DAaRT sessions	Cinema trip Leaver’s disco
Performance			Carols Around the Tree				Leavers’ ceremony Y6 Performance