



Play scripts Year 6 Yearly overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	<p>Number - Place value</p> <ul style="list-style-type: none"> <li>Numbers to 1,000,000</li> <li>Numbers to 10,000,000</li> <li>Read and write numbers to 10,000,000</li> <li>Powers of 10</li> <li>Number line to 10,000,000</li> <li>Compare and order any integers</li> <li>Round any integer</li> <li>Negative numbers</li> </ul> <p>Number – Addition, Subtraction, Multiplication and Division</p> <ul style="list-style-type: none"> <li>Add and subtract integers</li> <li>Common factors</li> <li>Common multiples</li> <li>Rules of divisibility</li> <li>Primes to 100</li> <li>Square and cube numbers</li> <li>Multiply up to a 4-digit number by a 2-digit number</li> <li>Solve problems with multiplication</li> <li>Short division</li> <li>Division using factors</li> </ul>	<p>Number – Fractions</p> <ul style="list-style-type: none"> <li>Equivalent fractions and simplifying</li> <li>Equivalent fractions on a number line</li> <li>Compare and order (denominator)</li> <li>Compare and order (numerator)</li> <li>Add and subtract simple fractions</li> <li>Add and subtract any two fractions</li> <li>Add mixed numbers</li> <li>Subtract mixed numbers</li> <li>Multi-step problems</li> <li>Multiply fractions by integers</li> <li>Multiply fractions by fractions</li> <li>Divide a fraction by an integer</li> </ul>	<p>Number – Ratio</p> <ul style="list-style-type: none"> <li>Add or multiply?</li> <li>Use ratio language</li> <li>Introduction to the ratio symbol</li> <li>Ratio and fractions</li> <li>Scale drawing</li> <li>Use scale factors</li> <li>Similar shapes</li> <li>Ratio problems</li> <li>Proportion problems</li> <li>Recipes</li> </ul> <p>Number – Algebra</p> <ul style="list-style-type: none"> <li>1-step function machines</li> <li>2-step function machines</li> <li>Form expressions</li> <li>Substitution</li> <li>Formulae</li> <li>Form equations</li> <li>Solve 1-step equations</li> <li>Solve 2-step equations</li> </ul>	<p>Number – Fractions, Decimals and Percentages</p> <ul style="list-style-type: none"> <li>Decimal and fraction equivalents</li> <li>Fractions as division</li> <li>Understand percentages</li> <li>Fractions to percentages</li> <li>Equivalent fractions, decimals and percentages</li> <li>Order fractions, decimals and percentages</li> <li>Percentage of an amount – one step</li> <li>Percentage of an amount – multi-step</li> <li>Percentages – missing values</li> </ul> <p>Measurement – Area, Perimeter and Volume</p> <ul style="list-style-type: none"> <li>Shapes – same area</li> <li>Area and perimeter</li> </ul>	<p>Geometry – Shape</p> <ul style="list-style-type: none"> <li>Measure and classify angles</li> <li>Calculate angles</li> <li>Vertically opposite angles</li> <li>Angles in a triangle</li> <li>Angles in a triangle – special cases</li> <li>Angles in a triangle – missing angles</li> <li>Angles in a quadrilateral</li> <li>Angles in polygons</li> <li>Circles</li> <li>Draw shapes accurately</li> <li>Nets of 3-D shapes</li> </ul> <p>Geometry – Position and Direction</p> <ul style="list-style-type: none"> <li>The first quadrant</li> <li>Read and plot points in four quadrants</li> <li>Solve problems with coordinates</li> <li>Translations</li> <li>Reflections</li> </ul>	<p>Themed projects</p> <p>Consolidation</p> <p>Problem Solving</p>



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	<ul style="list-style-type: none"> <li>• Introduction to long division</li> <li>• Long division with remainders</li> <li>• Solve problems with division</li> <li>• Solve multi-step problems</li> <li>• Order of operations</li> <li>• Mental calculations and estimation</li> <li>• Reason from known facts</li> </ul>	<ul style="list-style-type: none"> <li>• Divide any fraction by an integer</li> <li>• Mixed questions with fractions</li> <li>• Fraction of an amount</li> <li>• Fraction of an amount – find the whole</li> </ul> <p>Measurement – Converting Units</p> <ul style="list-style-type: none"> <li>• Metric measures</li> <li>• Convert metric measures</li> <li>• Calculate with metric measures</li> <li>• Miles and kilometres</li> <li>• Imperial measures</li> </ul>	<ul style="list-style-type: none"> <li>• Find pairs of values</li> <li>• Solve problems with two unknowns</li> </ul> <p>Number – Decimals</p> <ul style="list-style-type: none"> <li>• Place value within 1</li> <li>• Place value – integers and decimals</li> <li>• Round decimals</li> <li>• Add and subtract decimals</li> <li>• Multiply by 10, 100 and 1,000</li> <li>• Divide by 10, 100 and 1,000</li> <li>• Multiply decimals by integers</li> <li>• Divide decimals by integers</li> <li>• Multiply and divide decimals in context</li> </ul>	<ul style="list-style-type: none"> <li>• Area of a triangle – counting squares</li> <li>• Area of a right-angled triangle</li> <li>• Area of any triangle</li> <li>• Area of a parallelogram</li> <li>• Volume – counting cubes</li> <li>• Volume of a cuboid</li> </ul> <p>Statistics</p> <ul style="list-style-type: none"> <li>• Line graphs</li> <li>• Dual bar charts</li> <li>• Read and interpret pie charts</li> <li>• Pie charts with percentages</li> <li>• Draw pie charts</li> <li>• The mean</li> </ul>		
English writing	<p><b><i>War Horse – Michael Morpurgo</i></b> Non-chronological report – Military Animals (2 weeks)</p> <p><u>Purpose:</u> To inform</p>	<p><b><i>Suffragette – David Roberts</i></b> Play scripts (2 Weeks)</p> <p><u>Purpose:</u> To entertain/instruct</p> <p><u>Audience:</u></p>	<p><b><i>When Hitler Stole Pink Rabbit – Judith Kerr</i></b> Explanation (3 weeks)</p> <p><u>Purpose:</u> To explain the build up to World War 2</p>	<p><b><i>Alma – Literacy Shed Plus</i></b> Newspaper Report (2 Weeks)</p> <p><u>Purpose:</u> To inform</p> <p><u>Audience:</u></p>	<p><b><i>Survival In Space – David Long</i></b> Narrative (3 Weeks)</p> <p><u>Purpose:</u> To entertain</p> <p><u>Audience:</u></p>	<p>Iambic Pentameter Poetry (1 Week)</p> <p><u>Purpose:</u> To entertain</p> <p><u>Audience:</u></p>



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	<p><u>Audience:</u> Anyone who is interested in the subject</p> <p><u>Ingredients:</u></p> <ul style="list-style-type: none"> <li>Coordinating and subordinating conjunctions</li> <li>Conjunctive adverbs</li> <li>Subheadings for sections</li> <li>Facts and figures</li> <li>Subject specific vocabulary</li> <li>Simple, Compound and complex sentences</li> <li>Fronted adverbials</li> <li>Past tense</li> </ul> <p style="text-align: center;"><b>War Horse – Michael Morpurgo</b> Letter Writing – Letters from the Trenches (2 weeks)</p> <p><u>Purpose:</u> To communicate and inform</p> <p><u>Audience:</u> Close family or friends</p> <p><u>Ingredients:</u></p> <ul style="list-style-type: none"> <li>Informal/colloquial language</li> <li>Present simple and present continuous tense</li> <li>Censoring</li> </ul>	<p>Directors, actors/actresses, crew</p> <p><u>Ingredients:</u></p> <ul style="list-style-type: none"> <li>Cast list</li> <li>Props</li> <li>Stage directions</li> <li>Colons</li> <li>Formal and informal</li> <li>Appropriate register</li> <li>Scene settings</li> <li>Punctuation for effect</li> </ul> <p style="text-align: center;"><b>Suffragette – David Roberts</b> Discussion / Debate (2 Weeks)</p> <p><u>Purpose:</u> To educate and promote objectivity</p> <p><u>Audience:</u> Anyone interested/undecided about a subject</p> <p><u>Ingredients:</u></p> <ul style="list-style-type: none"> <li>Reasons for and against</li> <li>Third person</li> <li>Final paragraph with personal opinion</li> <li>Casual conjunctions (conjunctive adverbs)</li> </ul>	<p><u>Audience:</u> Anyone who is interested in the subject</p> <p><u>Ingredients:</u></p> <ul style="list-style-type: none"> <li>Passive voice</li> <li>Casual conjunctions (conjunctive adverbs)</li> <li>Technical language</li> <li>Diagrams and captions</li> <li>Organisational devise</li> <li>Modal verbs</li> <li>Relative pronouns</li> <li>Questions</li> </ul> <p style="text-align: center;"><b>Harry Potter series– JK Rowling</b> Instructions (2 Weeks)</p> <p><u>Purpose:</u> To teach someone to make a product</p> <p><u>Audience:</u> Anyone who is interested in the subject</p> <p><u>Ingredients:</u></p> <ul style="list-style-type: none"> <li>Time conjunctions</li> <li>Prepositions</li> <li>Modal verbs</li> <li>Adverbs</li> </ul>	<p>Anyone who is interested in the subject</p> <p><u>Ingredients:</u></p> <ul style="list-style-type: none"> <li>The 5 Ws</li> <li>Headline</li> <li>Facts</li> <li>Formal language</li> <li>Quotes</li> <li>Inverted commas</li> <li>Conjunctive adverbs</li> </ul> <p style="text-align: center;"><b>The Diary of Anne Frank</b> Diary Writing (3 Weeks)</p> <p><u>Purpose:</u> To record personal feelings and experiences</p> <p><u>Audience:</u> The author</p> <p><u>Ingredients:</u></p> <ul style="list-style-type: none"> <li>Past tense</li> <li>First person</li> <li>Chronological order</li> <li>Personal feelings and emotions</li> <li>Paragraphs</li> <li>Informal language</li> </ul>	<p>Children</p> <p><u>Ingredients:</u></p> <ul style="list-style-type: none"> <li>Inverted commas</li> <li>Expanded noun phrases</li> <li>Punctuation for effect</li> <li>Characterisation</li> <li>Setting</li> <li>Fronted adverbials</li> <li>Similes and metaphors</li> <li>Simple past / past progressive tense</li> <li>Futuristic/space/other worldly theme</li> </ul> <p style="text-align: center;">Biography – Katherine Johnson (2 Weeks)</p> <p><u>Purpose:</u> To inform</p> <p><u>Audience:</u> Anyone who is interested in the subject</p> <p><u>Ingredients:</u></p> <ul style="list-style-type: none"> <li>Passive voice</li> <li>Fronted adverbials</li> <li>Conjunctive adverbs</li> <li>Quotes</li> <li>Inverted commas</li> <li>Past tense</li> <li>Modal verbs</li> <li>Facts and figures</li> <li>Chronological order</li> </ul>	<p>Anyone who is interested in the subject</p> <p><u>Ingredients:</u></p> <ul style="list-style-type: none"> <li>Syllabic structure</li> <li>Rhythm</li> <li>Stressed and unstressed syllables</li> <li>Poetic style</li> </ul> <p style="text-align: center;"><b>The Railway Children – Edith Nesbit</b> Persuasive Letter (2 Weeks)</p> <p><u>Purpose:</u> To communicate and convince</p> <p><u>Audience:</u> Intended recipient</p> <p><u>Ingredients:</u></p> <ul style="list-style-type: none"> <li>Formal language</li> <li>Rhetorical questions</li> <li>Feelings and experiences</li> <li>Address and sign off</li> <li>Cause and effect conjunctions</li> <li>Facts and statistics</li> <li>Opinions presented as fact</li> <li>Modal verbs</li> <li>Exaggeration</li> <li>Modal adverbs</li> <li>Emotive language</li> <li>Repetition</li> <li>Exclamations</li> <li>Introduction and conclusion</li> <li>One sided</li> </ul>
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	<ul style="list-style-type: none"> <li>Feelings and experiences</li> <li>Emotive language</li> <li>Daily routines</li> <li>Contractions</li> <li>Address and sign off</li> </ul> <p><i>Flanders Fields</i> Remembrance poetry – Free Verse (1 Week)</p> <p><u>Purpose:</u> To express emotion</p> <p><u>Audience:</u> Veterans, Families, general public</p> <p><u>Ingredients:</u></p> <ul style="list-style-type: none"> <li>Emotive language</li> <li>Rhythm</li> <li>Rhym</li> <li>Metaphors</li> <li>Similes</li> <li>Alliteration</li> <li>Figurative language</li> </ul>	<ul style="list-style-type: none"> <li>Modal verbs</li> <li>Formal language</li> <li>Colons and semi colons</li> </ul> <p><i>Literacy Shed – A Christmas Carrot</i> Christmas Narrative (2 Week)</p> <p><u>Purpose:</u> To entertain</p> <p><u>Audience:</u> Children</p> <p><u>Ingredients:</u></p> <ul style="list-style-type: none"> <li>Inverted commas</li> <li>Expanded noun phrases</li> <li>Punctuation for effect</li> <li>Characterisation</li> <li>Setting</li> <li>Fronted adverbials</li> <li>Similes and metaphors</li> <li>Simple past / past progressive tense</li> </ul>	<ul style="list-style-type: none"> <li>Imperative verbs</li> <li>Chronological order</li> <li>Accurate descriptions and technical language</li> <li>Equipment list</li> <li>Subjunctive form</li> </ul> <p>Ottava Rama Poetry (2 Week)</p> <p><u>Purpose:</u> To entertain</p> <p><u>Audience:</u> Anyone who is interested in the subject</p> <p><u>Ingredients:</u></p> <ul style="list-style-type: none"> <li>Syllables</li> <li>Rhym scheme</li> <li>Similes and metaphors</li> <li>Assonance</li> <li>Alliteration</li> <li>Onomatopoeia</li> <li>Personification</li> <li>Expanded noun phrases</li> <li>Natural theme</li> </ul>	<ul style="list-style-type: none"> <li>Time conjunctions and adverbs</li> </ul>		<ul style="list-style-type: none"> <li>Strong arguments with evidence/justification</li> </ul> <p><i>The Island - The History of Human Rights</i> Discussion/Debate (2 Weeks)</p> <p><u>Purpose:</u> To educate and promote objectivity</p> <p><u>Audience:</u> Anyone interested/undecided about a subject</p> <p><u>Ingredients:</u></p> <ul style="list-style-type: none"> <li>Reasons for and against</li> <li>Third person</li> <li>Final paragraph with personal opinion</li> <li>Casual conjunctions (conjunctive adverbs)</li> <li>Modal verbs</li> <li>Formal language</li> <li>Colons and semi colons</li> </ul>
Reading	<p>Each half term, word reading skills are taught alongside comprehension skills using the VIPERS.</p> <p>V - Vocabulary</p> <ul style="list-style-type: none"> <li>evaluate how the authors' use of language impacts upon the reader</li> <li>find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</li> <li>discuss how presentation and structure contribute to meaning.</li> <li>explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.</li> </ul>					



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	<p>I – Inference</p> <ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li> <li>• make inferences about events, feelings, states backing these up with evidence.</li> <li>• infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text</li> </ul> <p>P – Prediction</p> <ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied</li> <li>• support predictions by using relevant evidence from the text</li> <li>• confirm and modify predictions in light of new information.</li> </ul> <p>E – Explanation</p> <ul style="list-style-type: none"> <li>• provide increasingly reasoned justification for my views</li> <li>• recommend books for peers in detail</li> <li>• give reasons for authorial choices</li> <li>• begin to challenge points of view</li> <li>• begin to distinguish between fact and opinion</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> <li>• distinguish between fact, opinion and bias explaining how they know this.</li> </ul> <p>R – Retrieval</p> <ul style="list-style-type: none"> <li>• Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts</li> <li>• Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.</li> <li>• Retrieve, record and present information from a wide variety of non-fiction texts.</li> <li>• Ask my own questions and follow a line of enquiry.</li> </ul> <p>S – Summarise</p> <ul style="list-style-type: none"> <li>• summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</li> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> <li>• make comparisons across different books.</li> <li>• summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.</li> </ul>
Reading for Pleasure	Books chosen by the class from the Year 6 recommended reading list.
Grammar and Punctuation	<p>Each half term, we teach Grammar and Punctuation explicitly in a SPaG session and interwoven into our Literacy Lessons</p> <p>-Expanded noun phrases</p>



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	<ul style="list-style-type: none"> <li>-Subordinating conjunctions (AWHITEBUS)</li> <li>-Co-ordinating conjunctions (FANBOYS)</li> <li>-Past simple</li> <li>Past progressive</li> <li>-Present simple</li> <li>Present progressive</li> <li>-Past perfect</li> <li>Present perfect</li> <li>-Sentence types: Statement/Command/ Question /Exclamation</li> <li>-Adverbials (TRaMP)</li> <li>-Relative clauses and relative pronouns</li> <li>-Modal verbs</li> <li>-Subjunctive form</li> <li>-Aa.!?</li> <li>-Inverted commas</li> <li>-Commas to separate a list</li> <li>-Apostrophe for omission and possession</li> <li>-Commas for fronted adverbials</li> <li>-Commas for clarity</li> <li>-Parentheses</li> <li>-Dashes, Brackets, Commas</li> <li>-Hyphens</li> <li>-Adding detail</li> <li>-Dashes, Colons</li> <li>-Linking</li> <li>-Semi-colons</li> </ul>					
Spelling	Autumn 1: ible/able ei/ie silent letter homophones ant/ent ce/cy	Autumn 2: 'ial' suffix 'ious' sion/tion cian suffixes f or ff	Spring 1: ough hyphenated words word families prefixes homophones	Spring 2: ably/ibly prefixes di/de il/al/el/le	Summer 1: homophones common exception words	Summer 2: 'ch' words 'ive' suffix 'ph' words soft 'c' words
PSHE Matters	Being Me  Explore how law protects our rights and how to respond respectfully if	Being Safe  Identify strategies for keeping safe online including how to report	Money Matters  Understand what a bank account is and how this is linked to payment.	Changes  Explore that loss, bereavement and change are part of the	Growing up  Identify the external genitalia and internal reproductive organs and how the process of	Drug Education  Understand that there are rules and laws surrounding the use



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	<p>something is not within the law.</p> <ul style="list-style-type: none"> <li>• Recognise that human rights are there to protect everyone.</li> <li>• Understand the relationship between rights and responsibilities, providing examples.</li> <li>• Explain the importance of protecting the environment and set personal everyday actions</li> </ul> <p>Recognise how we can support others within a community.</p> <ul style="list-style-type: none"> <li>• Identify diversity within a community and explore how we can celebrate this.</li> <li>• Recognise the importance of having compassion towards others and explain how to show care and concern.</li> </ul>	<p>the misuse of personal information or sharing of upsetting content/images, the importance of personal responsibility, balancing time online/offline.</p> <ul style="list-style-type: none"> <li>• Explain reasons for age restrictions/ regulations.</li> <li>• Predict, assess and manage risks online and offline. (Including road and water safety).</li> <li>• Explore how the pressure/excitement in the moment can affect how we manage risk.</li> </ul> <p>Identify hazards that may cause injury. Demonstrate basic first aid techniques for dealing with common injuries such as bleeding and choking.</p> <ul style="list-style-type: none"> <li>• Explain how to respond in an emergency, including when and how to contact different emergency services.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the risks associated with money and ways of keeping money safe</li> <li>• Identify the risks involved in gambling activities.</li> <li>• Explain some ways to get help if they are concerned about gambling or other financial risks.</li> <li>• Reflect on the role that money plays in people's lives, attitudes towards it and what influences decisions about spending and saving.</li> <li>• Identify the impact that having or not having money can have on a person's wellbeing.</li> <li>• Explain some ways that money is/can be distributed to benefit the community.</li> </ul> <p>Identify how skills can help them with their future career.</p> <ul style="list-style-type: none"> <li>• Identify jobs that they might like to do in the future.</li> <li>• Discuss their views on how or why someone may or may not choose a certain career.</li> <li>• Recognise a variety of routes into careers.</li> <li>• Explore some strategies to challenge stereotypes</li> </ul>	<p>human life cycle.</p> <ul style="list-style-type: none"> <li>• Understand that change and loss, including death, can create feelings and behaviours that are not the same for everyone.</li> <li>• Recognise that internal conflicting emotions can be normal when dealing with loss and change.</li> </ul> <p>Describe a range of emotions and intensities associated with loss and change.</p> <ul style="list-style-type: none"> <li>• Identify problem solving strategies to manage transitions between classes and key stages.</li> <li>• Identify strategies to respond to feelings, including intense or conflicting feelings.</li> <li>• Recognising the signs when someone may be struggling and understand how to seek support.</li> <li>• Explore some barriers to asking for help and some ways to address them.</li> <li>• Know who to talk to and where to go for help.</li> </ul>	<p>puberty relates to human reproduction.</p> <ul style="list-style-type: none"> <li>• Explain the how babies are conceived, born and cared for.</li> <li>• Identify the physical and emotional changes that happen when approaching/during puberty.</li> <li>• Know some key facts about menstruation.</li> <li>• Identify the importance of keeping clean and how to maintain personal hygiene whilst growing and changing.</li> <li>• Reflect on the responsibilities of being a parent or carer and how having a baby changes someone's life.</li> <li>• Identify and value personal strengths, skills, achievements and interests</li> </ul> <p>Understand what consent means and how to seek and give/not give permission in different situations.</p> <ul style="list-style-type: none"> <li>• Analyse when behaviour including physical touch is acceptable, unacceptable, wanted or unwanted in different situations.</li> <li>• Respond appropriately if someone asks you to keep a secret that makes you feel uncomfortable. Identify who to ask for help.</li> </ul>	<p>of medicines, drugs and household products.</p> <ul style="list-style-type: none"> <li>• Reflect on the risks/effects that legal drugs common to everyday life can have on health.</li> </ul> <p>Describe some ways in which alcohol, tobacco and other substances can affect the body/decision making.</p> <ul style="list-style-type: none"> <li>• Explain why some substances are harmful for growing bodies.</li> <li>• Analyse mixed messages in the media relating and recognise how they might influence opinions/behaviour.</li> <li>• Identify a range of strategies to better manage situations involving peer influence/approval.</li> <li>• Research reliable sources of information/ support for children/adults affected by their own or someone else's drug use.</li> </ul>
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			and to understand the impact this can have on aspirations			
History	<p>World War I</p> <ol style="list-style-type: none"> <li>1. The Causes of World War I</li> <li>2. On land, at sea and in the air</li> <li>3. Life on the Western Front</li> <li>4. The Home Front</li> <li>5. The Consequences of the War</li> </ol>	<p>The Suffragettes</p> <ol style="list-style-type: none"> <li>1. Democracy in the 19th Century</li> <li>2. The National Union of Women's Suffrage Societies</li> <li>3. Emmeline Pankhurst and the WSPU</li> <li>4. The Anti-Suffrage Campaign</li> <li>5. World War I and the Representation of the People Act</li> </ol>	<p>The Rise of Hitler and World War II</p> <ol style="list-style-type: none"> <li>1. The Armistice and the Treaty of Versailles</li> <li>2. The Rise of the Nazi Party</li> <li>3. Life in Nazi Germany</li> <li>4. Kristallnacht and the Refugee Crisis</li> <li>5. The Second World War</li> </ol>	<p>World War II and the Holocaust</p> <ol style="list-style-type: none"> <li>1. World War Two</li> <li>2. The Battle of Britain and the Blitz</li> <li>3. The Codebreakers at Bletchley Park</li> <li>4. The Holocaust</li> <li>5. The Home Front</li> </ol>	<p>The Cold War</p> <ol style="list-style-type: none"> <li>1. The Cold War</li> <li>2. The Arms Race</li> <li>3. The Cuban Missile Crisis</li> <li>4. The Space Race</li> <li>5. Proxy Wars</li> </ol>	<p>The History of Human Rights</p> <ol style="list-style-type: none"> <li>1. Human Rights</li> <li>2. Women's Rights</li> <li>3. Children's Rights</li> <li>4. Racial Equality</li> <li>5. Freedom of Belief and Religion</li> </ol>
Geography	<p><b>Spatial Sense</b></p> <ol style="list-style-type: none"> <li>1. Latitude and Longitude</li> <li>2. The Arctic and Antarctic Circles</li> <li>3. Time Zones</li> <li>4. Map Projection</li> <li>5. Maps of the World</li> </ol>	<p><b>British Geographical Issues</b></p> <ol style="list-style-type: none"> <li>1. Air Pollution</li> <li>2. Climate Change</li> <li>3. Waste</li> <li>4. Litter</li> <li>5. Local context</li> </ol>	<p><b>North America</b></p> <ol style="list-style-type: none"> <li>1. The Countries of North America</li> <li>2. Environmental Regions of North America</li> <li>3. Rivers in North America</li> <li>4. Cities in North America</li> <li>5. Comparison of The UK and a region of North America</li> </ol>	<p><b>South America</b></p> <ol style="list-style-type: none"> <li>1. An introduction to South America</li> <li>2. Past civilisations and empires</li> <li>3. The Andes Mountains and the Atacama Desert</li> <li>4. Brazil (Agriculture and Industry)</li> <li>5. The Amazon Rainforest</li> </ol>	<p><b>Africa</b></p> <ol style="list-style-type: none"> <li>1. The Continent of Africa</li> <li>2. Past civilisations and empires – Mansa Musa</li> <li>3. African Biomes</li> <li>4. The Sahara Desert and Desertification</li> <li>5. Food and Farming</li> </ol>	<p><b>Globalisation</b></p> <ol style="list-style-type: none"> <li>1. What is globalisation?</li> <li>2. Economic Globalisation</li> <li>3. Political Globalisation</li> <li>4. Social Globalisation</li> <li>5. Globalisation; a global force for good?</li> </ol>
Science	<p>The Human Body</p> <p>The circulatory system, the heart, the blood vessels, the blood, blood pressure and heart rate, changes to humans as we get older</p>	<p>Classification of Living Things</p> <p>Classifying organisms, plant and animal cells, fungi, protists, monera, taxonomy, Latin names, vertebrates.</p>	<p>Electricity</p> <p>Brightness, buzzers, voltage, switches, simple circuits and symbols</p>	<p>Light</p> <p>How light travels, Our eyes, light sources, shadows, periscopes</p>	<p>Reproduction</p> <p>Asexual reproduction, sexual reproduction in non-flowering and flowering plants, pollination, fertilisation, reproduction in animals, growth stages.</p>	<p>Evolution</p> <p>Fossils, adaptation, characteristics passing through generations, Mary Anning, Alfred Wallace, Charles Darwin, Darwin's</p>



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<p>Art Summary Concepts in Art: Realism - Observational Drawing, Linear Perspective, Science in Art, Painting en plein air, Pattern Types of Art: Renaissance Art and Architecture, Victorian Art and Architecture, The Pre-Raphaelites, Victorian Design – The Arts and Crafts Movement, Impressionism and Post-Impressionism, Modernism Skills: Painting, Drawing, 3D form, Collage, Printing Process (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, written and verbal evaluation of own artwork, independently</p>	<p>Painting Observation, Using watercolours – light to dark, broken brushstrokes, painting plaster Drawing Using lines, observation, using pencil, sketching, simplifying forms, using chalk and charcoal to show tone 3d form Modelling with clay – sticking and carving (reliefs), casting in plaster Collage Collage with paper Printing Reduction printing with polystyrene</p>	<p>Art in the Italian Renaissance Artists: Michelangelo, Leonardo da Vinci, Raphael Concepts: Italy and 'rebirth' (rejection of middle ages), influence of Greek and Roman art, showing humanity and the natural world, anatomical drawings, painting styles – sfumato, comparison of Leonardo and Michelangelo, realism – linear perspective. Skills: Observational drawing, using plaster, designing and painting on plaster, using perspective to draw. PAINTING DRAWING 3D FORM</p>	<p>Renaissance Architecture and Sculpture Artists/Architects and architecture: Brunelleschi, Donatello, Ghiberti, Michelangelo, Il Duomo, Basilica of St Peter's Concepts: Dome design – Il Duomo, relief sculpture, using of linear perspective in sculpture, influence of classical sculpture, idealisation of human form, contrapposto Skills: Sketching architecture – simplifying forms, designing and creating a relief sculpture in clay - extended project. DRAWING 3D FORM</p>	<p>Victorian Art and Architecture Architects/Architecture: Pugin, Barry – The Houses of Parliament Concepts: Classical v Gothic architecture Skills: Drawing buildings. Developing drawing skills – quality of line, level of detail, observing shapes. Artists (Pre-Raphaelites) Rossetti, Millais Concepts: Reaction against 'ideal' forms of the renaissance. Aims as artists. Pursuance of photographic reality. Skills: Working in watercolour from light to dark. Observing nature closely. PAINTING DRAWING</p>	<p>William Morris Artist/Designer: William Morris – a detailed study Concepts: Morris as an architect, designer, writer, businessman, British Arts and Crafts movement, rejection of industrialisation, influence of Medieval art and design, influence of Islamic design, textile and wallpaper design, block printing and reduction printing. Skills: Creating a design based on nature, relief reduction printing. DRAWING PRINTING</p>	<p>Impressionism and Post- Impressionism Artists: Monet, Degas, Renoir, Cassatt, Cezanne, Van Gogh, Gauguin Concepts: painting out of doors, landscapes, scenes from everyday life, influence of Japanese prints, expressing light and colour with rapid brushwork, the influence of science about the way we see, changes of emphasis by the post-impressionists (Cezanne, Van Gogh, Gauguin). Skills: painting en plein air and with broken brushstrokes, use of chalk and charcoal for tone, collage PAINTING DRAWING COLLAGE</p>
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choosing materials and creating a design for a finished artwork – this may be working with others to produce an artwork.						
Design and Technology	Build – Water Walls		Cook – Mezze Build – Electrical Toys		Sew – Upcycling Fashion	
Computing	Computing systems and networks – Communication  Searching the web  Selecting search results  How search results are ranked  How are searches influenced?  How we communicate  Communicating responsibly	Creating media – Web page creation  What makes a good website?  How would you layout your web page?  Copyright or CopyWRONG?  How does it look?  Follow the breadcrumbs  Think before you link!	Programming A – Variables in games  Introducing variables  Variables in programming  Improving a game  Designing a game  Design to code  Improving and sharing	Data and information – Spreadsheets  What is a spreadsheet?  Modifying spreadsheets  What's the formula?  Calculate and duplicate  Event planning  Presenting data	Creating media – 3D Modelling  What is 3D Modelling?  Making changes  Rotation and position  Making holes  Planning my own 3D model  Making my own 3D model	Programming B – Sensing The micro: bit  Go with the flow  Sensing inputs  Finding your way  Designing a ; counter  Making a ; counter
Computing online	Self-image and online reputation	Online relationships and Online bullying	Managing online information	privacy and security	Copywrite and ownership	Health, wellbeing and lifestyles
Music	Developing Melodic Phrases  How does music bring us together?	Understanding structure & form  How does music connect with our post?	Gaining confidence through performance  How does music improve our world?	Exploring notation Further  How odes music teach us about our community?	Using chords and structure  How does music shape our way of life?	Respecting each other through composition  How does music connect us with the environment?



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RE	How can following God bring freedom and justice? (People of God - Link 2.7 - Living)  UC	What kind of king is Jesus? (Kingdom of God)  UC	2.3 What do religions say to us when life gets hard? (Believing)  Derbyshire Syllabus	What difference does the resurrection make for Christians? (Salvation)  UC	Creation and science: conflicting or complementary? (Creation)  UC	2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? (Expressing) Derbyshire Syllabus
PE – Year A	Athletics - Circuits Running Jumping Throwing Competition practice Relay Hurdles Mini olympics	Fitness – Circuit training Endurance Core strength Agility Fun circuits Strength and conditioning Creating a workout	Dodgeball – Rules of the game Running Throwing Catching Blocking Team play	Netball – Rules of the game Passing Shooting Defending Player rolls Game	Tag Rugby / Football – Control Dribbling Passing Scoring try/shooting Tagging/tackling Game/2v2	Hockey – Control and safety Dribbling Passing Defending Shooting Team game
PE – Year B	Athletics - Circuits Running Jumping Throwing Competition practice Relay Hurdles Mini olympics	Handball/basketball – Control Dribbling Passing Shooting Shooting/Layup 1v1 games	Dance – Dance interpretation Creative dance in groups Learning routines The big show	Gymnastics – Shapes Balance Rolls Bench work Jumping and vaults Apparatus circuits	Orienteering – Map drawing Mapping to scale Map finding Compass work Treasure hunt	Tennis – Throwing and catching Bowling Fielding Batting Diamond cricket Rounders
French	Greetings -Introducing yourself Talking about yourself - Making yourself understood - Classroom language	On the way to school The alphabet. The four friends Descriptions of animals.	Carnival of the Animals Animals and their habitats.	What's the weather like?	The return of Spring Making statements About weather and seasons Pocket money – understanding and using numbers up to 41	Saying where you live Understanding and using the numbers up to 100 Prices with higher numbers Numbers in multiples of 10 up to 100
Events and trips	Places of Worship tour – Derby Open Centre	Veolia AVSSP Mini Leader conference	AVSSP Health and Wellbeing Conference	Bletchley Park/National Arboretum AVSSP Teamwork Conference	Farm Visit	AVSSP Transition Festival