

## Year 6 Overview

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| <p><b>Block 1</b><br/> <b>Topic:</b> Crime and Punishment (History)<br/> <b>Book/Author:</b> Wonder (linked to English)<br/> <b>Enrichment:</b> National Justice Museum<br/> <b>British Values Focus:</b> The Rule of Law<br/> <b>GARP:</b> Cesar Picton<br/> <b>SCARF:</b> Me and My Relationships<br/> <b>English:</b> Narrative, Balanced Argument, Recount Diary<br/> <b>Maths:</b> Number and Place Value, Four Operations<br/> <b>Science:</b> Circulatory System<br/> <b>History:</b> Crime and Punishment<br/> <b>Music:</b> Percussion<br/> <b>Computing:</b> ISafe<br/> <b>French -</b> At school<br/> <b>RE:</b> Islam: Beliefs and Practices<br/> <b>Art:</b> Paul Klee and Colour (linked to Eng Wonder)<br/> <b>PE:</b> Tag Rugby and Outdoor Adventurous Activity</p> <p><b>Reading Corner:</b> Crime and Punishment</p>                  | <p><b>Block 2</b><br/> <b>Topic:</b> WW2 (History)<br/> <b>Book/Author:</b> Rose Blanche- Roberto Innocenti<br/> <b>Enrichment:</b> Portals to the past WW2 - in school<br/> <b>British Values Focus:</b> Mutual Respect<br/> <b>GARP:</b> Anti-Semitism<br/> <b>SCARF:</b> Valuing Difference<br/> <b>English:</b> Setting description (destruction caused by Nazis), Recount of enrichment day, Instructions (DT),Persuasive text (propaganda)<br/> <b>Maths:</b> Fractions and Geometry Position and Direction<br/> <b>Science -</b> Light<br/> <b>History:</b> WW2<br/> <b>Music:</b> Singing<br/> <b>Computing:</b> IData<br/> <b>French:</b> WW2 (linked to History WW2)<br/> <b>RE:</b> Christianity: Christmas<br/> <b>Art:</b> Henry Moore (linked to History WW2)<br/> <b>DT:</b> Food (linked to History WW2)<br/> <b>PE:</b> Netball and Gymnastics</p> <p><b>Reading Corner:</b> WW2</p> | <p><b>Block 3</b><br/> <b>Topic:</b> Project Protection (DT)<br/> <b>Book/Author:</b> Skellig (linked to English)<br/> <b>Enrichment:</b> Author Visit from Elizabeth Baguely<br/> <b>British Values Focus:</b> Tolerance<br/> <b>GARP:</b> Lewis Latimer<br/> <b>SCARF:</b> Keeping Myself Safe<br/> <b>English:</b> Myths and Legends and Poetry<br/> <b>Maths:</b> Decimals, Percentages and Algebra<br/> <b>Science:</b> Electricity<br/> <b>Computing:</b> INetwork<br/> <b>French:</b> The Weekend<br/> <b>RE:</b> Christianity: Beliefs and Meanings<br/> <b>DT:</b> Structures, Cutting and joining<br/> <b>PE:</b> Basketball and Quicksticks Hockey</p> <p><b>Reading Corner:</b> Electricity</p>   |
| <p><b>Block 4</b><br/> <b>Topic:</b> The Art of Evolution (Art)<br/> <b>Book/Author:</b> Darwin's Dragons<br/> <b>Enrichment:</b> Charles Darwin Exhibition<br/> <b>British Values Focus:</b> Individual Liberty<br/> <b>GARP/GASP:</b> How have Mary Anning and Rosalind Franklin's achievements affected the world?<br/> <b>SCARF:</b> Rights and Responsibilities<br/> <b>English:</b> Character description, poem (dragons' eggs) and non-chronological report (dragon or creature from Galapagos),Instructions (STEM)<br/> <b>Maths:</b> Measurement: Converting units; perimeter, area and volume. Ratio<br/> <b>Science -</b> STEM Week/Evolution and Inheritance<br/> <b>French -</b> Me in the world<br/> <b>RE -</b> Christianity: Easter<br/> <b>Art:</b> Sketching DaVinci (linked to Charles Darwin)<br/> <b>DT:</b> Textiles STEM Week</p> | <p><b>Block 5</b><br/> <b>Topic:</b> Amazing Americas (Geography)<br/> <b>Book/Author:</b> Holes<br/> <b>Enrichment:</b> N/A SATS reward day<br/> <b>British Values Focus:</b> Democracy<br/> <b>GARP/GASP:</b> Michelle Obama<br/> <b>SCARF:</b> Being My Best<br/> <b>English:</b> Setting description/narrative - atmosphere and tension?, Informal letter in recount form, Formal/persuasive letter (Big day)<br/> <b>Maths:</b> Statistics and properties of shape<br/> <b>Science -</b> Living Things and Their Habitats<br/> <b>Geography -</b> Amazing Americas<br/> <b>Computing -</b> IProgram<br/> <b>French -</b> Healthy Lifestyles<br/> <b>RE -</b> Islam: Beliefs and Practices<br/> <b>PE-</b> Rounders and Football</p>  | <p><b>Block 6</b><br/> <b>Topic:</b> Navigation! (Geography)<br/> <b>Book/Author:</b> Macbeth (linked to English)<br/> <b>Enrichment:</b> Dovedale (linked to Geography), Careers Festival, NTU visit to campus<br/> <b>British Values Focus:</b> Equality<br/> <b>GARP/GASP:</b> Jessica Nabongo is the first black woman to have travelled to every country in the world. On October 6, 2019. What does this tell us about the world now?<br/> <b>SCARF:</b> Growing and Changing<br/> <b>English:</b> Biography, Newspaper Report, Play script<br/> <b>Maths:</b> Reconsolidation and Investigations<br/> <b>Science -</b> Animals including Humans - RSHE<br/> <b>Geography -</b> Navigation!<br/> <b>Music:</b> Composing, listening and notation<br/> <b>Computing -</b> IApp<br/> <b>French -</b> Habitats</p> |

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| <p>PE: Handball and Dance</p> <p>Reading Corner: Evolution</p> | <p>Reading Corner: Amazing Americas</p> | <p>RE - Islam: Beliefs and moral values</p> <p>PE - Tennis and Athletics</p> <p>Reading Corner: Careers based</p> |
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## English - Year 6

### Pre Block 1 -

#### Word and Word Classes -

##### LEAPS:

- I can use and explain how nouns, adjectives, verbs and adverbs are used to enhance meaning.
  - I know that an adverb can give extra information about a verb, an adjective or another adverb. E.g. very tired, extremely slowly, quite carefully.
  - I know when a word is being used as an adverb. E.g. He went inside.) or a preposition (followed by a noun or number. E.g. He went inside the house.).
  - I can identify and use a wide range of determiners including simple articles, demonstratives, possessives, quantifiers, numbers and question words. E.g. a, this, her, each, which?, several.
  - I can identify when a word is a determiner and when it is a pronoun. E.g. This phone is mine (determiner) - This is my phone (pronoun).
  - I can accurately form and use a wide range of adverbs by applying the rules for using the suffix -ly. E.g. hopefully luckily, carelessly, dramatically.
- I can use the correct subject/ verb agreement when using singular and plural nouns.

•I can identify and use a full range of co-ordinating conjunctions (FANBOYS) to create compound sentences correctly.

•I can identify and use a wide range of subordinating conjunctions (I SAW A WABUB) to create complex sentences correctly.

Two below covered in spellings

• I am using a wide range of suffixes and prefixes to change the meaning of words and am using this to increase my understanding of how words are related. E.g. science, conscious, conscience.

### Block 2 - Non Chronological Report, Newspaper (Macbeth)

#### Subject/Conceptual knowledge/skills:

##### LEAPS:

#### Non-chronological report.

- I can identify and write a wide range of complex sentences using a wide range of subordinating conjunctions and relative pronouns.
- I can write complex sentences, varying the position of the clauses within the sentence. E.g. Subordinate clause at the start, subordinate clause at the end, relative clause at the end, relative clause in the middle.
- I can use appropriate subordinating conjunctions and connectives (adverbs) to suit the purpose of the writing I am doing.
- I can use a full range of organisational and presentational devices to structure my writing. E.g. headings, sub-headings, columns, bullet points, tables.
- I can use commas, brackets or dashes for parenthesis correctly.

#### Recount: Newspaper

- I know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. E.g. find out - discover; ask for - request; go in - enter.
- I can identify and consistently use the simple past tense and the past progressive tense in my writing correctly.
- I can identify and consistently use the perfect form of verbs to mark relationships of time and cause.

### Block 3 - Descriptive Writing and Poetry (Skellig)

#### Subject/Conceptual knowledge/skills:

##### LEAPS:

#### Character description

- I can purposefully use a mixture of simple, compound and complex sentences for effect.
- I can use some semi-colons between closely related independent clauses in place of co-ordinating conjunctions.
- I can use noun phrases which are expanded by adding a wide range of determiners, modifying nouns and prepositional phrases effectively to add detail, quality and precision to my sentences.
- I can use a wide range of figurative language for effect including similes, metaphors, personification, hyperbole, onomatopoeia, alliteration and idioms.
- I can use some dashes to extend a sentence and expand upon a previously made point or clause or to show subordinate or additional information within a sentence.
- I can develop characters and setting for effect using a wide range of features.
- I can use hyphens to avoid ambiguity

#### Setting description

- I can use a variety of ways to start my sentences, including -ed, -ing and -ly phrases, similes 3-ed openers.
- I can develop characters and settings for effect using a wider range of features.
- I can use noun phrases which are expanded by adding a wide range of determiners, modifying

• I know how words are related by meaning as synonyms and antonyms E.g. big, large, little, small, tiny, miniscule.

**Block 1 - Balanced Argument, Recount Diary (Wonder)**  
**Subject/Conceptual knowledge/skills:**

LEAPS:

**Balanced argument**

- I can identify and use modal verbs to indicate degrees of possibility.
- I can identify and use adverbs to indicate degrees of possibility.
- I can link ideas across paragraphs by using a wider range of cohesive devices.
- I can use the subjunctive form in some very formal writing and speech. E.g. If we were all to throw plastic in the sea, ...
- I can use the passive voice to create a formal tone.

Vocabulary:

August, Via, School, Wonder, Unique, Different, Ordinary, Stare, Disfigurement, Home-school, Education Extraordinary, Proposing argument, Opposing argument, Democracy

Terminology (subject specific vocabulary):

subject, object, active, passive, subjunctive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

- I can use a full range of punctuation in my sentences including inverted commas and other punctuation to indicate direct speech, apostrophes for possession and omission, ellipses and bullet points.
- I can use the active voice (subject doing something to the object) and passive voice (subject having something done to it by the object) for effect. E.g. The cat was chasing the mouse. The mouse was chased by the cat.

**Setting description**

- I can use a variety of ways to start my sentences, including -ed, -ing and -ly phrases, similes and 3-ed openers.
- I can use parentheses to write complex sentences where the relative pronoun is implied.
- I can use commas to demarcate phrases and clauses mostly correctly.
- I can use some colons between independent clauses where both clauses in the sentence are closely linked and the second clause emphasises, adds clarification, or adds further detail to the first clause.

Vocabulary:

William, Shakespeare, Stratford-Upon-Avon, Warwickshire, London, The Globe Theatre, Playwright Baptised, Famous, Poetry, Writer, Perform, Sonnet Comedy, Romance, Tragedy, Tutor

Macbeth, Banquo, Duncan, Fleance, Macduff, Guards, Witches, Thane of Cawdor, Scotland, Prophecy Dunsinane, Glamis Castle, Murder, Chamber, Banquet, Guards,, Suspects, Courage, Bravery, Honour, Loyalty

Terminology (subject specific vocabulary):

nouns and prepositional phrases effectively to add detail, quality and precision to my sentences.

- I can identify and use a wide range of prepositions and prepositional phrases.

**Poetry.**

- I can use a wide range of figurative language for effect including similes, metaphors, personification, hyperbole, onomatopoeia, alliteration and idioms.
- I can choose and use language for poetic effect, including adjectives, interesting verbs, adverbs, specific nouns and connectives, paying close attention to audience and purpose.
- I can refer to the same person, event or place in a variety of ways

Vocabulary:

Skellig, Mina, Garage, Debris, Creature, Blackbird Hospital, Suffering, Illness, Character, Mysterious Demolition, Michael, Interrupted, Patience, Intrigued Impatient, Impolite, Garden

Terminology (subject specific vocabulary):

subject, object, active, passive, subjunctive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

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|  | <p>subject, object, active, passive, subjunctive , synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>   |   |
| <p><b>Block 4 - Storm Breaker - narrative and explanation text (Dinosaur Island)</b><br/> <b>Subject/Conceptual knowledge/skills:</b></p> <p><b>LEAPS:</b><br/> <u>Narrative: Adventure story</u></p> <ul style="list-style-type: none"> <li>• I can link ideas across paragraphs by using a range of cohesive devices. E.g. repetition of a word or phrase, connectives, ellipsis and adverbials.</li> <li>• I can use short sentences, rhetorical questions and ellipses moments to create atmosphere and tension.</li> <li>• I can use direct speech to show a character's thoughts, feelings or opinions.</li> <li>• I can use dialogue to purposefully advance the action in a narrative.</li> <li>• I can use question tags to manage shifts between levels of formality within the text I am writing.</li> </ul> <p><u>Explanation</u></p> <ul style="list-style-type: none"> <li>• I know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. <ul style="list-style-type: none"> <li>• I know the grammatical difference between plural and possessive -s and can use these correctly in my writing.</li> <li>• I can use a colon to introduce a list and semi-colons to sperate items within a list.</li> <li>• I can idnetifyand consistently use the simple present tense and the present progressive tense in my writing correctly.</li> </ul> </li> </ul> <p><b>Vocabulary:</b><br/> Storm Breaker, Alex Rider, Action, Adventure, Suspense, Attack, Villain</p> | <p><b>Block 5 - Narrative with a time jump, Formal/ persuasive letter.</b><br/> <b>Subject/Conceptual knowledge/skills:</b></p> <p><b>LEAPS:</b><br/> <u>Diary</u></p> <ul style="list-style-type: none"> <li>• I can use conjunctions, adverbial phrases and prepositional phrases to show chronological order e.g. after what felt like a lifetime...</li> <li>• I can use a full range of punctuation in my sentences including inverted commas and other punctuation to indicate direct speech, apostrophes for possession and omission, ellipses and bullet points.</li> </ul> <p><u>Persuasive letter</u></p> <ul style="list-style-type: none"> <li>• I can adapt degrees of formality E.g. by using the subjunctive form to hypothesise, using the passive voice and the past perfect tense in the passive form etc.</li> <li>• I can use modal adverbs and verbs to suggest degrees of possibility e.g. this could be...you should...you might want to...</li> </ul> <p><u>Poetry</u></p> <ul style="list-style-type: none"> <li>• I can use noun phrases which are expanded by adding a wide range of determiners, modifying nouns and prepositional phrases effectively to add detail, quality and precision to my sentences.</li> <li>• I can use a wide range of figurative language for effect including similes, metaphors, personification, hyperbole, onomatopoeia, alliteration and idioms</li> </ul> | <p><b>Block 6 - English: Poetry, Narrative alternative ending</b><br/> <b>Subject/Conceptual knowledge/skills:</b></p> <p><b>LEAPS:</b><br/> <u>Poetry</u></p> <ul style="list-style-type: none"> <li>• I can choose and use language for poetic effect, including adjectives, interesting verbs, adverbs, specific nouns and connectives, paying close attention to audience and purpose.</li> </ul> <p><u>Narrative</u></p> <ul style="list-style-type: none"> <li>• I can identify and consistently use the past tense in my writing including the simple past, past progressive, present perfect, past perfect and even the past perfect progressive form to indicate specific points in time.</li> </ul> <p><u>Discussion Text</u></p> <ul style="list-style-type: none"> <li>• I can identify and consistently use the perfect form of verbs to mark relationships of time and cause.</li> <li>• I can use a range of verb forms for effect. E.g. Using the passive voice to create a formal tone or using the past perfect tense in the passive form to show the subject isn't known.</li> <li>• I can use the subjunctive form in some very formal writing and speech. E.g. If we were all to throw plastic in the sea, ...</li> </ul> <p><b>Vocabulary:</b><br/> The Viewer, Gary Crew, Shaun Tan, Tristan, different, ordinary, illustrations, imagination, museum, curiosity, burnished, entombed, intrigue, machinery, chaos, image</p> |

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| <p>Hero, Atmosphere, Mission, Agent, Cliff-hanger, Tension, Character, Security, Setting, Investigate, Build up, Problem, Solution, Opening</p> | <p><b>Vocabulary:</b><br/>Adventure, Extra-terrestrial, Encounter, Setting<br/>Description, Alien, Hovered, Mesmerising, Diary, Recount<br/>Staggered, Thicket, Spaceship, Memory, Spaceship<br/>Amnesia, Flash forward, Characters, Memento</p> <p>Terminology (subject specific vocabulary):<br/>subject, object , active, passive, subjunctive , synonym,<br/>antonym, ellipsis, hyphen, colon, semi-colon, bullet point</p> |  |
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## Maths - Year 6

### Block 1 - Number and Place Value, Four Operations

#### Subject/Conceptual knowledge/skills:

##### LEAPS:

##### Place Value

- Read and write numbers to at least 10,000,000
- Determine the value of each digit in numbers up to 10,000,000 and to three decimal places
- Identify, represent and estimate numbers using different representations
- Order and compare numbers to at least 10,000,000
- **Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system**
- **Understand the relationship between powers of 10 from 1 hundredth to 10 million and use this to make a given number 10, 100, 1000, 1 tenth, 1 hundredth or 1 thousandth times the size.**
- **Recognise and understand the place value of each digit in numbers up to 10 million, including decimal fractions**
- **Compose and decompose numbers up to 10 million using standard and non-standard partitioning, including decimal fractions**
- **Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts**
- **Read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts**
- Find 0.1, 0.01 and 0.001 more or less than a given number.
- **Round any number to a required degree of accuracy, including in contexts**
- Find 0.1, 0.01 and 0.001 more or less than a given number.
- Use negative numbers in a context and calculate intervals across zero
- Solve number and practical problems that involve all of the above

### Block 2 - Fractions and Geometry Position and Direction

#### Subject/Conceptual knowledge/skills:

##### LEAPS:

##### Four Operations

- Use knowledge of the order of operations to carry out calculations which involve the four operations
- Use estimation, inverse and rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- Identify common factors, common multiples and prime numbers.

##### Fractions

- Count forwards and backwards in a range of fractional steps
- Relate common factors to finding equivalent fractions
- **Recognise when fractions can be simplified, and use common factors to simplify fractions**
- **Express fractions in a common denomination and use this to compare fractions that are similar in value**
- **Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy**
- Generate and describe linear number sequences with fractions
- Add and subtract fractions with different denominators using the concept of equivalent fractions, and mixed numbers
- Multiply simple pairs of proper fractions, writing the answer in its simplest form
- Divide proper fractions by whole numbers

### Block 3 - Decimals, Percentages and Algebra

#### Subject/Conceptual knowledge/skills:

##### LEAPS:

##### Decimals

- Read and write numbers with up to three decimal places
- Multiply whole numbers and those involving decimals by 10, 100 and 1000 giving answers up to three decimal places
- Find 0.1, 0.01 and 0.001 more or less than a given number.
- Derive and use addition and subtraction facts for 0.1 and also numbers 1 to 10, up to 2 decimal places.
- Round decimals with three decimal places to the nearest whole number and to one or two decimal places
- Multiply 1-digit numbers with up to 2 decimal places by whole numbers
- Divide whole numbers and those involving decimals by 10, 100 and 1000 giving answers up to 3 decimal places

##### Percentages

- Solve problems involving the calculation of percentages and the use of percentages for comparison
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

##### Algebra

- Use simple formulae to solve problems
- Generate and describe linear number sequences
- Express missing number problems algebraically
- Find pairs of numbers that satisfy an equation with two unknowns

Four operations

- Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships
- Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place value understanding
- Add and subtract numbers with more than 4 digits using the formal method of columnar addition and subtraction where appropriate, including regrouping.
- Add and subtract numbers with up to 3 decimal places using the formal method of columnar addition and subtraction where appropriate, including regrouping.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- Multiply numbers up to 4-digits by a 2-digit whole number using the formal written method of long multiplication
- Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- Use written division methods in cases where the answer has up to two decimal places.
- Perform mental calculations, including with mixed operations and large numbers
- Develop doubling and halving strategies linked to times-tables
- Double and halve any number, including decimals
- Solve problems involving addition, subtraction, multiplication and division.

- Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. 3/8)

Geometry: Position and Direction

- Describe positions on the full coordinate grid (all four quadrants)
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes

Vocabulary:

Numerator, Denominator, Equivalent, Simplify, Express  
Mixed number, Improper, Highest common factor  
Lowest common denominator, Compare, Order  
Tenths, Hundredths, Half, Quarter, Third, Fifth

Reflection, Rotation, Centre of rotation

Translation, Origin, Coordinates  
x-coordinate, y-coordinate, x-axis, y-axis, axes  
Quadrant, whole-turn, half-turn, quarter-turn  
Right, Left, Position, Direction

- Enumerate possibilities of combinations of two variables.
- Solve problems with 2 unknowns

Vocabulary:

Percentage, Per cent %, Equivalence, Fraction, Decimal  
Tenth, Hundredth, Thousandth

Algebra, Enumerate, Equation, Expression, Formula  
Formulae, Integer, Linear, Pattern, Rule, Sequence  
Symbol, Term, Unknown, Variable

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| <p>Vocabulary:<br/>Digit, Value, Order, Compare, Represent, Negative Tenths, Hundredths, Thousandths, Estimate, Decimal place, Decimal point, Nearest, Round, Place-holder</p> <p>Mental method, Accuracy, Calculation, Decimal number<br/>Whole number, Place Holder, Estimate, Inverse Operation, Partition, Index, Prime number, Strategy<br/>Remainder, Regroup</p>  |  |  |
| <p><b>Block 4 - Measurement:</b> Converting units; perimeter, area and volume. Ratio<br/><b>Subject/Conceptual knowledge/skills:</b></p> <p><b>LEAPS:</b><br/>Measurement: converting units; Perimeter, Area and Volume</p> <ul style="list-style-type: none"> <li>• Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</li> <li>• Convert between miles and kilometres</li> <li>• Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</li> <li>• Use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa</li> <li>• Recognise that shapes with the same areas can have different perimeters and vice versa</li> <li>• Recognise when it is possible to use formulae for area and volume of shapes</li> <li>• Calculate the area of parallelograms and triangles</li> <li>• Calculate, estimate and compare volume of cubes and cuboids using standard units</li> </ul> | <p><b>Block 5 - Statistics and Properties of shape.</b><br/><b>Subject/Conceptual knowledge/skills:</b></p> <p>LEAPS:<br/>Statistics</p> <ul style="list-style-type: none"> <li>• Interpret and construct pie charts and line graphs and use these to solve problems</li> <li>• Calculate and interpret the mean as average</li> </ul> <p>Geometry: Properties of Shapes</p> <ul style="list-style-type: none"> <li>• <b>Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems</b></li> <li>• Compare and classify geometric shapes based on their properties and sizes</li> <li>• Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</li> <li>• Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</li> <li>• Recognise, describe and build simple 3-D shapes, including making nets</li> </ul> <p>Vocabulary:<br/>Circumference, Diameter, Radius sector, Segment<br/>Polygon, Equilateral, Isosceles, Scalene, Arc</p> | <p><b>Block 6 - Reconsolidation and Investigations</b><br/><b>Subject/Conceptual knowledge/skills:</b></p> |

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| <p>Ratio</p> <ul style="list-style-type: none"> <li>• <b>Solve problems involving ratio relationships</b></li> <li>• Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</li> <li>• Solve problems involving similar shapes where the scale factor is known or can be found</li> <li>• Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</li> </ul> <p><b>Vocabulary:</b><br/> Conversion, Estimate, Imperial, Metric, Measure, Scale<br/> Digital, Analogue, Hour, Minute, Mass, Weight, Height<br/> Capacity, Volume, Millimetres, Centimetres, Metres<br/> Miles, Kilometres, Gallons, Centilitres, Millilitres<br/> Gram, Kilogram, Ounce, Pound, Tonne</p> <p>For every, Proportion, Ratio, Scale, Scale factor<br/> Compare, Comparison, Relative size, Increase, Decrease<br/> Enlarge, Equivalent, Relationship, Fraction, For every...<br/> there are...</p> | <p>Centre, Intersecting, Irregular, Perpendicular<br/> Quadrant, Edges, Faces, Apex, Vertices</p> |  |
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**Science - Year 6**

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| <p><b>Block 1 - Circulatory System</b><br/> <b>Subject/Conceptual knowledge/skills:</b><br/> Animals including Humans</p> | <p><b>Block 2 - Light</b><br/> <b>Subject/Conceptual knowledge/skills:</b></p> | <p><b>Block 3 - Electricity</b><br/> <b>Subject/Conceptual knowledge/skills:</b></p> |
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**LEAPS:**

- I can identify and name the main parts of the human circulatory system.
- I can describe the functions of the heart, blood vessels and blood.
- I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- I can describe the ways in which nutrients and water are transported within animals, including humans.
- I can explore questions that I ask about the circulatory system.
- I can explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

**Key Questions**

Why do we need oxygen?

How do we breathe?

Do fish and plants breathe?

Do all living things need oxygen?

How does the size of a person's lungs affect their lung capacity?

Are there ways to increase/decrease our lung capacity? Is lung capacity fixed?

Why do we have blood?

How does our heart work?

How does size of muscle affect our pulse rate?

How does exercise affect our pulse rate?

How might the circulatory system of an elephant, a hummingbird, or a polar bear differ?

Is the air you breathe out, the same as that you breathe in?

**Comparative tests**

How does the length of time we exercise for affect our heart rate? Can exercising regularly affect your lung capacity? Which type of exercise has the greatest effect on our heart rate?

**LEAPS:**

- Recognise that light appears to travel in straight lines.
- I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
- I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
- I can investigate the use of mirrors i.e. rear view mirror in a car, a periscope.

**Vocabulary:**

Light, light source, dark, absence of light transparent translucent opaque, Shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous. straight lines, , light rays.

**LEAPS:**

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
- I can use recognised symbols when representing a simple circuit in a diagram.
- I can construct simple series circuits to answer questions about different components.
- I can construct a simple series circuit to investigate real life circuits like burglar alarms.

**Vocabulary:**

Circuit, complete circuit, circuit diagram, circuit symbol  
Cell, battery, bulb, buzzer, motor, switch, Voltage  
Brightness, Volume, Danger, Electrical safety

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| <p><b>Identify and Classify</b><br/>Which organs of the body make up the circulation system, and where are they found?</p> <p><b>Observation over time</b><br/>How does my heart rate change over the day? How much exercise do I do in a week?</p> <p><b>Pattern Seeking</b><br/>Is there a pattern between what we eat for breakfast and how fast we can run?</p> <p><b>Research</b><br/>How have our ideas about disease and medicine changed over time? How do our choices affect how our bodies work?</p> <p><b>Scientist:</b> Leonardo Di Vinci (Anatomy)</p> <p><b>Vocabulary</b><br/>Heart, pulse, rate, pumps, blood, blood vessels transported, lungs, Oxygen, Carbon dioxide nutrients<br/>Water, muscles, cycle, circulatory system, diet<br/>Exercise, drugs, lifestyle</p> |   |   |
| <p><b>Block 4 - STEM Week - Textiles and Electricity Evolution and Inheritance.</b></p> <p><b>Subject/Conceptual knowledge/skills:</b></p> <p><b>LEAPS:</b></p> <ul style="list-style-type: none"> <li>I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>  | <p><b>Block 5 - Living things and their habitats Subject/Conceptual knowledge/skills:</b></p> <p><b>LEAPS:</b></p> <ul style="list-style-type: none"> <li>I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</li> <li>I can give reasons for classifying plants and animals based on specific characteristics.</li> <li>I can classify different animals including invertebrates.</li> <li>I can research the work by Carl Linnaeus.</li> </ul> | <p><b>Block 6 - RSHE (SCARF) Subject/Conceptual knowledge/skills:</b></p> <p><b>Growing and Changing - SCARF</b></p> <p><b>LEAPS:</b></p> <ul style="list-style-type: none"> <li>Recognise some of the changes they have experienced and their emotional responses to those changes;</li> <li>Suggest positive strategies for dealing with change;</li> <li>Identify people who can support someone who is dealing with a challenging time of change.</li> <li>Understand that fame can be short-lived;</li> <li>Recognise that photos can be changed to match society's view of perfect;</li> <li>Identify qualities that people have, as well as their looks.</li> <li>Define what is meant by the term stereotype;</li> <li>Recognise how the media can sometimes reinforce gender stereotypes;</li> </ul> |

- I can research how living things have changed on Earth.
- I can understand that some characteristics are passed down to the offspring.
- I can research how a variation in offspring over time can make animals more or less likely to survive.
- I can research the work of Mary Anning and Charles Darwin or others.

**Vocabulary:**

Offspring, sexual reproduction, vary, characteristics suited, adapted, environment, inherited, species, fossils

- I can use a classification system or key to identify some animals and plants in the immediate environment.
- I can research unfamiliar animals and plants from a broad range of habitats.

**Vocabulary:**

Vertebrates, fish, amphibians, Reptiles, birds, mammals invertebrates, insects, spiders, snails, worms, flowering non-flowering

- Recognise that people fall into a wide range of what is seen as normal;
- Challenge stereotypical gender portrayals of people.
- Understand the risks of sharing images online and how these are hard to control, once shared;
- Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;
- Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;
- Suggest strategies that would help someone who felt challenged by the changes in puberty;
- Understand what FGM is and that it is an illegal practice in this country;
- Know where someone could get support if they were concerned about their own or another person's safety.
- Explain the difference between a safe and an unsafe secret;
- Identify situations where someone might need to break a confidence in order to keep someone safe.
- Identify the changes that happen through puberty to allow sexual reproduction to occur;
- Know a variety of ways in which the sperm can fertilise the egg to create a baby;
- Know the legal age of consent and what it means.
- Explain how HIV affects the body's immune system;
- Understand that HIV is difficult to transmit;
- Know how a person can protect themselves from HIV.

**Vocabulary:**

Responsibility, change, family, emotional, physical, positivity, feelings, strategies, body image, bullying, growing, changing, media, peers, relationships, society, qualities, stereotypes, gender, internet safety, pressure online, puberty, menstruation, periods, FGM, safe/unsafe secrets, communication, sexual reproduction, conception, IVF, adoption, surrogacy, pregnancy, birth, consent, STI, HIV, stigma

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**PSHE - Year 6**

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| <p><b>Block 1</b><br/> <b>Subject/Conceptual knowledge/skills:</b><br/>         Me and my relationships<br/> <b>Assertiveness</b><br/>         Safeguarding link Bullying<br/>         Cyberbullying<br/>         Gang violence<br/>         RSE Caring Friendships / Respectful Relationships</p> | <p><b>Block 2</b><br/> <b>Subject/Conceptual knowledge/skills:</b><br/>         Valuing differences<br/> <b>Recognising and reflection on prejudice-based bullying</b><br/>         Safeguarding link<br/>         Bullying<br/>         Cyber Bullying<br/>         Radicalisation</p> | <p><b>Block 3</b><br/> <b>Subject/Conceptual knowledge/skills:</b><br/>         Keeping myself safe<br/> <b>Emotional needs</b><br/>         Safeguarding link<br/>         Drugs education<br/>         Relationship abuse<br/>         Sexting</p> |
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| <p><b>Cooperation</b><br/>Safeguarding link<br/>Bullying<br/>Cyberbullying<br/>Gang violence<br/>BV Tolerance / Mutual Respect<br/>RSE Caring Friendships / Families and people who care for me / Respectful Relationships/ Being Safe / Online Relationships<br/>PSHE Health-Mental Wellbeing / E-Safety<br/><b>Safe/unsafe touches</b><br/>Safeguarding links<br/>CSE<br/>Relationship abuse<br/>FGM<br/>RSE Relationships/ Being safe/ Respectful Relationships</p> <p>LEAPS</p> <p>I can..</p> <ul style="list-style-type: none"> <li>• Demonstrate a collaborative approach to a task;</li> <li>• Describe and implement the skills needed to do this.</li> <li>• Explain what is meant by the terms 'negotiation' and 'compromise';</li> <li>• Suggest positive strategies for negotiating and compromising within a collaborative task;</li> <li>• Demonstrate positive strategies for negotiating and compromising within a collaborative task.</li> <li>• Recognise some of the challenges that arise from friendships;</li> <li>• Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</li> <li>• List some assertive behaviours;</li> <li>• Recognise peer influence and pressure;</li> <li>• Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</li> <li>• Recognise and empathise with patterns of behaviour in peer-group dynamics;</li> <li>• Recognise basic emotional needs and understand that they change according to circumstance;</li> <li>• Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.</li> <li>• Describe the consequences of reacting to others in a positive or negative way;</li> </ul> | <p>Extremism<br/>RSE Caring Friendships/ Respectful Relationships<br/>BV Mutual Respect / Tolerance<br/><b>Understanding bystander behaviour</b><br/>Safeguarding link<br/>Bullying<br/>Cyberbullying<br/>Extremism<br/>Terrorism and radicalisation<br/>FGM<br/>CSE<br/>RSE Caring Friendships</p> <p>LEAPS</p> <p>I can...</p> <ul style="list-style-type: none"> <li>• Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;</li> <li>• Suggest strategies for dealing with bullying, as a bystander;</li> <li>• Describe positive attributes of their peers.</li> <li>• Know that all people are unique but that we have far more in common with each other than what is different about us;</li> <li>• Consider how a bystander can respond to someone being rude, offensive or bullying someone else;</li> <li>• Demonstrate ways of offering support to someone who has been bullied</li> <li>• Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</li> <li>• Understand and explain the term prejudice;</li> <li>• Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>• Describe the benefits of living in a diverse society;</li> <li>• Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> <li>• Explain the difference between a friend and an acquaintance;</li> <li>• Describe qualities of a strong, positive friendship;</li> <li>• Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</li> <li>• Define what is meant by the term stereotype;</li> <li>• Recognise how the media can sometimes reinforce gender stereotypes;</li> </ul> | <p>CSE<br/><b>Staying safe online</b><br/>Safeguarding link<br/>Sexting<br/>CSE<br/>Bullying<br/>Cyberbullying<br/>Extremism<br/>Radicalisation<br/>RSE Online Relationships / Being Safe / Respectful Relationships<br/>PSHE E-Safety<br/>BV Rule of Law<br/><b>Drugs: norms and risks (including the law)</b><br/>Safeguarding link<br/>Drugs education<br/>Gang based violence<br/>BV Rule of Law<br/>PSHE Healthy Eating / Healthy Lifestyles -Drugs Alcohol and Tobacco<br/>RSE Caring Friendships / Respectful Relationships</p> <p>LEAPS:</p> <p>I can...</p> <ul style="list-style-type: none"> <li>• Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;</li> <li>• Understand and describe the ease with which something posted online can spread.</li> <li>• Identify strategies for keeping personal information safe online;</li> <li>• Describe safe behaviours when using communication technology.</li> <li>• Know that it is illegal to create and share sexual images of children under 18 years old;</li> <li>• Explore the risks of sharing photos and films of themselves with other people directly or online;</li> <li>• Know how to keep their information private online.</li> <li>• Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;</li> <li>• Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.</li> <li>• Explain how drugs can be categorised into different groups depending on their medical and legal context;</li> </ul> |
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| <ul style="list-style-type: none"> <li>• Suggest ways that people can respond more positively to others.</li> <li>• Describe ways in which people show their commitment to each other;</li> <li>• Know the ages at which a person can marry, depending on whether their parents agree;</li> <li>• Understand that everyone has the right to be free to choose who and whether to marry.</li> <li>• Recognise that some types of physical contact can produce strong negative feelings;</li> <li>• Know that some inappropriate touch is also illegal.</li> <li>• Identify strategies for keeping personal information safe online;</li> <li>• Describe safe and respectful behaviours when using communication technology.</li> </ul> <p>Vocabulary:<br/>Co-operation, teamwork, collaborative, negotiation, compromise, strategies, friendship, respect, relationship, strategies, behaviour, peer influence, behaviour, self-esteem, emotions, consequences, positive, negative, feelings, diversity, marriage, commitment, partnerships, personal information</p> | <ul style="list-style-type: none"> <li>• Recognise that people fall into a wide range of what is seen as normal;</li> <li>• Challenge stereotypical gender portrayals of people.</li> </ul> <p>Vocabulary:<br/>British Values, bullying, respect, tolerance, relationships, discrimination, behaviours, strategies, positive attributes, diversity, unique, differences, bystander, differences, prejudice, community, self- esteem, decision, friend, acquaintances, strong, positive, friendship, stereotypes, gender, media, expectations</p> | <ul style="list-style-type: none"> <li>• Demonstrate an understanding that drugs can have both medical and non-medical uses;</li> <li>• Explain in simple terms some of the laws that control drugs in this country.</li> <li>• Understand some of the basic laws in relation to drugs;</li> <li>• Explain why there are laws relating to drugs in this country.</li> <li>• Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;</li> <li>• Describe some of the effects and risks of drinking alcohol.</li> <li>• Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;</li> <li>• Explain how these emotional needs impact on people's behaviour;</li> <li>• Suggest positive ways that people can get their emotional need met.</li> <li>• Understand and give examples of conflicting emotions;</li> <li>• Understand and reflect on how independence and responsibility go together.</li> </ul> <p>Vocabulary:<br/>Internet safety, responsible, respectful, keeping safe, decisions, behaviours, communication, bullying, sexting, law, information, emotional needs, drugs, addiction, alcohol, medical, medicines, rules, law, smoking, risk taking, social norms</p> |
| <p><b>Block 4</b><br/><b>Subject/Conceptual knowledge/skills:</b><br/>Rights and Responsibilities<br/><b>Understanding media bias, including social media.</b><br/>Safeguarding link<br/>Extremism<br/>Radicalisation<br/>Bullying<br/>Cyberbullying<br/>RSE Respectful Relationships / Online Relationships<br/>PSHE Health- Mental Wellbeing<br/><b>Caring: communities and the environment</b><br/>Safeguarding link links - N/A<br/>BV Democracy / Rule of Law<br/><b>Earning and saving money</b><br/>Safeguarding links<br/>relationship abuse (coercive control)<br/>PSHE- Finance- Money</p>   | <p><b>Block 5</b><br/><b>Subject/Conceptual knowledge/skills:</b><br/>Being my best<br/><b>Aspirations and goal settings.</b><br/>Safeguarding - N/A<br/>PSHE Health- Mental Wellbeing / E-Safety<br/><b>Managing risk</b><br/>Safeguarding link<br/>Drugs education<br/>Gang violence<br/>Sexting<br/>RSE Caring Friendship/ Respectful Relationship/ Being safe<br/>PSHE Health- Drugs, Alcohol and Tobacco./ Basic First Aid<br/>Science<br/><br/>LEAPS</p>   | <p><b>Block 6</b><br/><b>Subject/Conceptual knowledge/skills:</b><br/>Growing and changing<br/><b>Keeping safe.</b><br/>Safeguarding link<br/>All areas<br/>RSE Respectful Relationships / Being Safe<br/>PSHE Health- Changing Adolescent body<br/><b>Body image</b><br/>Safeguarding link<br/>Sexting<br/>CSE<br/>Relationship abuse<br/>Bullying<br/>RSE Families and people who care for me / Respectful Relationships<br/>PSHE Health- Mental Wellbeing / E-Safety<br/><b>Self-esteem.</b></p>   |

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| <p>LEAPS</p> <p>I can ...</p> <ul style="list-style-type: none"> <li>• Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;</li> <li>• Describe the language and techniques that make up a biased report;</li> <li>• Analyse a report also extract the facts from it.</li> <li>• Know the legal age (and reason behind these) for having a social media account;</li> <li>• Understand why people don't tell the truth and often post only the good bits about themselves, online;</li> <li>• Recognise that people's lives are much more balanced in real life, with positives and negatives.</li> <li>• Explain some benefits of saving money;</li> <li>• Describe the different ways money can be saved, outlining the pros and cons of each method;</li> <li>• Describe the costs that go into producing an item;</li> <li>• Suggest sale prices for a variety of items, taking into account a range of factors;</li> <li>• Explain what is meant by the term <i>interest</i>.</li> <li>• Recognise and explain that different jobs have different levels of pay and the factors that influence this;</li> <li>• Explain the different types of tax (income tax and VAT) which help to fund public services;</li> <li>• Evaluate the different public services and compare their value.</li> <li>• Explain what we mean by the terms voluntary, community and pressure (action) group;</li> <li>• Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.</li> <li>• Explain what is meant by living in an environmentally sustainable way;</li> <li>• Suggest actions that could be taken to live in a more environmentally sustainable way.</li> </ul> | <p>I can...</p> <ul style="list-style-type: none"> <li>• Identify aspirational goals;</li> <li>• Describe the actions needed to set and achieve these.</li> <li>• Explain what the five ways to wellbeing are;</li> <li>• Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</li> <li>• Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</li> <li>• Identify risk factors in a given situation;</li> <li>• Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.</li> <li>• Recognise what risk is;</li> <li>• Explain how a risk can be reduced;</li> <li>• Understand risks related to growing up and explain the need to be aware of these;</li> <li>• Assess a risk to help keep themselves safe.</li> </ul> <p><b>Vocabulary:</b><br/>Well-being, healthy lifestyles, physical activity, mental health, achievement, aspirations, self esteem, growth mindset, decisions, responsibility, risk-taking, safety, first aid,</p> | <p>Safeguarding link</p> <p>Relationship abuse<br/>CSE<br/>Bullying<br/>Cyberbullying<br/>RSE Families and people who care for me / Respectful Relationships<br/>PSHE Health- Mental Wellbeing<br/><b>*Non- Statutory*</b><br/><b>Making Babies</b><br/>Safeguarding<br/>CSE<br/>Relationship abuse<br/>RSE Families and people who care for me / Being Safe<br/>PSHE Changing Adolescent body / Health and prevention/ Hygiene<br/>Science (animals including humans)</p> <p>LEAPS</p> <p>I can...</p> <ul style="list-style-type: none"> <li>• Recognise some of the changes they have experienced and their emotional responses to those changes;</li> <li>• Suggest positive strategies for dealing with change;</li> <li>• Identify people who can support someone who is dealing with a challenging time of change.</li> <li>• Understand that fame can be short-lived;</li> <li>• Recognise that photos can be changed to match society's view of perfect;</li> <li>• Identify qualities that people have, as well as their looks.</li> <li>• Define what is meant by the term stereotype;</li> <li>• Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>• Recognise that people fall into a wide range of what is seen as normal;</li> <li>• Challenge stereotypical gender portrayals of people.</li> </ul> |
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**Vocabulary:**

Media influence, stereotypes, fact, opinion, biased, unbiased, self-esteem, emotional needs, friendship media, influence, social norms, internet safety, peer influence, relationships, money, saving, interest, tax, VAT, voluntary, community, pressure, action groups, community, citizenship, responsibility, environmentally sustainable, democracy, elections, council,

- Understand the risks of sharing images online and how these are hard to control, once shared;
- Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;
- Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;
- Suggest strategies that would help someone who felt challenged by the changes in puberty;
- Understand what FGM is and that it is an illegal practice in this country;
- Know where someone could get support if they were concerned about their own or another person's safety.
- Explain the difference between a safe and an unsafe secret;
- Identify situations where someone might need to break a confidence in order to keep someone safe.
- Identify the changes that happen through puberty to allow sexual reproduction to occur;
- Know a variety of ways in which the sperm can fertilise the egg to create a baby;
- Know the legal age of consent and what it means.
- Explain how HIV affects the body's immune system;
- Understand that HIV is difficult to transmit;
- Know how a person can protect themselves from HIV

**Vocabulary:**

Responsibility, change, family, emotional, physical, positivity, feelings, strategies, body image, bullying, growing, changing, media, peers, relationships, society, qualities, stereotypes, gender, internet safety, pressure online, puberty, menstruation, periods, FGM, safe/unsafe secrets, communication, sexual reproduction, conception,

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|  |  | IVF, adoption, surrogacy, pregnancy, birth, consent, STI, HIV, stigma |
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| RE Year 6   |   |   |
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| <p><b>Block 1</b></p> <p><b>Subject/Conceptual knowledge/skills:</b><br/>Islam: Beliefs and Practices</p> <p><b>LEAPS:</b><br/>Personal Resonance and Reflection.</p> <ul style="list-style-type: none"> <li>I can show an understanding of why people show commitment in different ways.</li> </ul> <p>Knowledge and Understanding.</p> <ul style="list-style-type: none"> <li>I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will</li> </ul> | <p><b>Block 2</b></p> <p><b>Subject/Conceptual knowledge/skills:</b><br/>Christianity: Christmas<br/>Incarnation</p> <p>How significant is it that Mary was Jesus' mother?<br/>Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p> <p><b>LEAPS:</b><br/>Personal Resonance and Reflection.</p> | <p><b>Block 3</b></p> <p><b>Subject/Conceptual knowledge/skills:</b><br/>Christianity: Beliefs and Meanings</p> <p><b>LEAPS:</b><br/>Personal Resonance and Reflection.</p> <ul style="list-style-type: none"> <li>I can express the feelings I have when I think about situations or things I would like to last forever.</li> </ul> <p>Knowledge and Understanding.</p> |

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| <p>be more significant to some Muslims than others.</p> <p>Evaluation and Critical Thinking.</p> <ul style="list-style-type: none"> <li>I can think of some ways of showing commitment to God that would be better than others for Muslims.</li> </ul> <p>Vocabulary:<br/>Allah, Commitment, Pillars, Shahadah, Salat, Zakat, Fasting, Hajj, Ramadan, Qur'an</p>   | <ul style="list-style-type: none"> <li>I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating and how other ways are not.</li> </ul> <p>Knowledge and Understanding.</p> <ul style="list-style-type: none"> <li>I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.</li> </ul> <p>Evaluation and Critical Thinking</p> <ul style="list-style-type: none"> <li>I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.</li> </ul> <p>Vocabulary:<br/>Christmas, Jesus, Mary, Joseph, Wise Men, Gifts, Incarnation, Celebration, Tradition, Salvation, Divinity</p> | <ul style="list-style-type: none"> <li>I can make links between different Christian beliefs and their views on whether anything is ever eternal.</li> </ul> <p>Evaluation and Critical Thinking</p> <ul style="list-style-type: none"> <li>I can reflect on my own beliefs about whether anything is eternal</li> </ul> <p>Vocabulary:<br/>Eternity, Everlasting, Forever, Unconditional, Agape, Heaven.</p>  |
| <p><b>Block 4</b><br/><b>Subject/Conceptual knowledge/skills:</b><br/>Christianity: Easter</p> <p><b>LEAPS:</b><br/>Personal Resonance and Reflection.</p> <ul style="list-style-type: none"> <li>I can explain how the influence people have had on me has affected what I see as important.</li> </ul> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> <li>I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.</li> </ul> | <p><b>Block 5</b><br/><b>Subject/Conceptual knowledge/skills:</b><br/>RE - Islam: Beliefs and Practices</p> <p><b>LEAPS:</b><br/>Personal Resonance and Reflection.</p> <ul style="list-style-type: none"> <li>I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.</li> </ul> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> <li>I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.</li> </ul>  | <p><b>Block 6</b><br/><b>Subject/Conceptual knowledge/skills:</b><br/>RE - Islam: Beliefs and Moral Values</p> <p><b>LEAPS:</b><br/>Personal Resonance and Reflection.</p> <ul style="list-style-type: none"> <li>I can give examples of times when I misinterpreted something. (Block 6)</li> </ul> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> <li>I can explain two different Muslim interpretations of Jihad</li> </ul> <p>Evaluation and Critical Thinking</p> |

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| <p>Evaluation and Critical Thinking</p> <ul style="list-style-type: none"> <li>I can give my opinion as to whether Christianity is a strong religion now and say why I think this.</li> </ul> <p><b>Vocabulary:</b><br/>Festivals, Symbolism, Impact, Motivation, Mother's Day, Harvest, Ichthys.</p> | <p>Evaluation and Critical Thinking</p> <ul style="list-style-type: none"> <li>I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</li> </ul> <p><b>Vocabulary:</b><br/>Allah, Judgement, Akhirah, Afterlife, Effort, Jihad.</p> | <ul style="list-style-type: none"> <li>I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</li> </ul> <p><b>Vocabulary:</b><br/>Allah, Judgement, Akhirah, Afterlife, Effort, Jihad, Interpretation, Holy War, Just War.</p> |
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**History Year 6**

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| <p><b>Block 1: Crime and punishment</b></p> <p><b>Subject/Conceptual knowledge/skills:</b><br/>Chronology; Knowledge and understanding of events, people and change in the past; historical interpretations; Historical enquiry</p> | <p><b>Block 2: WW2</b></p> <p><b>Subject/Conceptual knowledge/skills:</b><br/>Chronology; Knowledge and understanding of events, people and change in the past; historical interpretations; Historical enquiry; Organisation and communication</p> | <p><b>Block 3</b></p> <p><b>Subject/Conceptual knowledge/skills:</b></p> <p>LEAPS:</p> |
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| <p><b>LEAPS:</b><br/> I can use words and phrases such as century and decade.<br/> I can use timelines to place and sequence local, national and international events.<br/> I can describe main changes in a period in history using words such as social, religious, political, technological and cultural.</p> <p>I can identify how and give reasons why changes may have occurred, backed up with evidence.<br/> I can identify changes and links within and across the current period study and previous periods studied.</p> <p>I can explain that some events, people and changes have been interpreted in different ways and suggest possible reasons for how and why.</p> <p>I can select, combine and identify information from a range of sources and artefacts.</p> <p>Vocabulary:<br/> Law, Punishment, Crime, Evidence, Justice, Conviction, Prosecutor, Witness, judge, jury, trial, witness, law, sentence, defendant, verdict, victim, hue and cry, tithing, pillory, scolds, bridle, treason, wergild, vagrant</p> | <p><b>LEAPS:</b><br/> I can name dates of many significant events from past studies and place it correctly on a timeline.</p> <p>I can describe the main events and people related to the period studied.</p> <p>I know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p> <p>I can confidently ask a range of questions about the past and follow a line of enquiry.</p> <p>I can confidently use historical terminology when describing historical events and my own opinion.<br/> I can make accurate use of specific dates and terms.</p> <p>Vocabulary:<br/> Ally, Allies, Anderson shelter, Atom bomb, Blackout, Evacuee, Gas mask, Invasion, Nazis, Rations, Tank, Grenade, Spitfire, Soldier, Adolf Hitler, Jewish, Holocaust, Propaganda</p> | <p>Vocabulary:</p>  |
| <p><b>Block 4</b><br/> <b>Subject/Conceptual knowledge/skills:</b></p> <p>LEAPS:</p> <p>Vocabulary:</p>  | <p><b>Block 5</b><br/> <b>Subject/Conceptual knowledge/skills:</b></p> <p>LEAPS:</p> <p>Vocabulary:</p>   | <p><b>Block 6</b><br/> <b>Subject/Conceptual knowledge/skills:</b></p> <p>LEAPS:</p> <p>Vocabulary:</p> |
| <p><b>Geography Year 6</b></p>   |   |   |
| <p><b>Block 1</b><br/> <b>Subject/Conceptual knowledge/skills:</b></p>   | <p><b>Block 2</b><br/> <b>Subject/Conceptual knowledge/skills:</b></p>  | <p><b>Block 3</b><br/> <b>Subject/Conceptual knowledge/skills:</b></p>                                  |

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| <p>LEAPS:</p> <p>Vocabulary:</p>   | <p>LEAPS:</p> <p>Vocabulary:</p>  | <p>LEAPS:</p> <p>Vocabulary:</p>  |
| <p><b>Block 4</b><br/><b>Subject/Conceptual knowledge/skills:</b></p> <p><b>LEAPS:</b></p> <p><b>Vocabulary:</b></p> | <p><b>Block 5: Amazing Americas</b><br/><b>Subject/Conceptual knowledge/skills:</b><br/>Locational Knowledge; Place Knowledge; Human and physical geography</p> <p><b>LEAPS:</b><br/>I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><b>I can identify geographical similarities and differences through the study of human and physical geography of two different areas of the world</b> and understand some of the reasons for these similarities.</p> <p><b>I can describe and understand key aspects of physical geography including rivers and volcanoes.</b></p> <p><b>Vocabulary:</b><br/>Weather, climate zones, biomes, vegetation, population, infrastructure, tourism<br/>Volcano features - vent, crater, magma chamber, lava, conduit<br/>Earths layers - inner core, outer core, mantle, crust (Earth's surface)<br/>Ring of fire, eruption, tectonic plates, active, dormant, extinct<br/>Deforestation, resources, materials, distribution, energy</p> | <p><b>Block 6: Navigation!</b><br/><b>Subject/Conceptual knowledge/skills:</b><br/>Locational Knowledge; Geographical skills and fieldwork</p> <p><b>LEAPS:</b><br/><b>I can name and locate topographical features of countries and cities around the world and explain how they can change over time (e.g. rivers and volcanoes)</b></p> <p>I can use the eight points of a compass and show an awareness of the 16-point compass rose.<br/><b>I can use 6 figure grid references, symbols and a key (including OS maps).</b><br/>I can create complex keys.<br/><b>I can use a scale</b> to reasonably estimate distances.<br/><b>I can use fieldwork to observe, measure and record human and physical features</b> using sketch maps, plans and graphs and digital technologies.<br/><b>I can present fieldwork observations and give detailed descriptions and opinions of the characteristic features of a location.</b></p> <p><b>Vocabulary:</b><br/>Atlas, compass, easting, northing, grid reference, national grid, ordnance survey, symbol, key, scale factor,</p> |

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|  | <p>Physical geography, rivers, hills, weather, temperature, farming, coast, cliffs, mountains, forests, valleys, beach, coastline, seasons, seas/oceans, vegetation</p> <p>Human geography, population, infrastructure (buildings, roads, schools, housing, transport), tourism, cities, towns, villages, jobs</p> |  |
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| Computing Year 6  |  |  |
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| <p><b>Block 1: iSafe</b><br/> <b>Subject/Conceptual knowledge/skills:</b><br/>           Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>LEAPS:<br/>           I can understand online security and protecting personal information using passwords, lock screens and two step verification.<br/>           I can customise privacy settings for online services.<br/>           Recognise that seeking help from one another is a sign of strength.<br/> <b>I have developed an awareness of relevant e-safety issues such as cyber bullying, sexting, grooming, peer pressure, harassment and radicalisation.</b><br/> <b>I understand my role in keeping myself and my peers safe (reporting)</b></p> <p>Vocabulary:<br/>           Cyber-safe, digital footprint, security, protection, password, privacy, verification</p> | <p><b>Block 2: iData</b><br/> <b>Subject/Conceptual knowledge/skills:</b><br/>           Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>LEAPS:<br/>           I can store numerical values in spreadsheets (cells).<br/>           I can enter formulae to calculate totals.<br/>           I know that graphs and charts can be created and changed easily through spreadsheet input.<br/>           I know that the SUM function can be used to create formulas.<br/>           I can use a spreadsheet to model a costing exercise.</p> <p>Vocabulary:<br/>           Spreadsheet, cells, cell reference, problems, solve, formula, sum, formula bar, cell, calculate, chart, graph, formulae, SUM, modelling, variables</p> | <p><b>Block 3: iNetwork</b><br/> <b>Subject/Conceptual knowledge/skills:</b><br/>           Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>LEAPS:<br/>           I know that computer networks are a group of connected computers that allow users to communicate and share.<br/>           I know that the router sends/receives information as packets of data.<br/>           I know that every computer in the world has an IP address that can be traced back to a webserver.<br/>           I understand how internet search engines work.<br/>           I can use basic HTML syntax in a webpage.</p> <p>Vocabulary:<br/>           Network, internet, wired, wireless, data, devices, communicate, connected, LAN, WAN, network, switch, router, packet, data, IP address, url, trace, webserver, ISP, search engine, index, ranking, spider, crawling, algorithm, tags, HTML, CSS, URL, copyright.</p> |
| <p><b>Block 4</b><br/> <b>Subject/Conceptual knowledge/skills:</b></p>  | <p><b>Block 5: iProgram</b><br/> <b>Subject/Conceptual knowledge/skills:</b><br/>           Design, write and debug programs that accomplish specific goals, including controlling or simulating</p>   | <p><b>Block 6: iApp</b><br/> <b>Subject/Conceptual knowledge/skills:</b></p>   |

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| <p>LEAPS:</p> <p>Vocabulary:</p> | <p>physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>LEAPS:<br/><u>iProgram Unit 1</u><br/>I can understand the difference between simulations and games.<br/>I can program a computer game by sequencing conditional statements.<br/>I can program an algorithm according to a plan.<br/>I can develop strategies for debugging computer programs.<br/><u>iProgram Unit 2</u><br/>I can program simple instructions.<br/>I can use procedures to move objects on screen.<br/>I can use conditional statements and variables in a computer program.<br/>I can devise, plan, develop and debug an animation.</p> <p>Vocabulary:<br/>Sequence, selection, condition repeat, boolean, variable, procedure, test, debug</p> | <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>LEAPS:<br/><u>iApp Unit 1</u><br/>I understand the value of mobile technology and its future development.<br/>I know that apps are developed according to a plan.<br/>I can use development tools to create an app with a purpose.<br/>I know that procedures are a sequence of statements that can be called repeatedly using only one command.<br/>I can create an app that used variables and procedures.<br/>I can develop strategies for testing and debugging computer programs.<br/><u>iApp unit 2</u><br/>I can explore event-driven programming using a text-based programming language (Bitsbox).<br/>I know the importance of decomposition.<br/>I know that variables contain values.<br/>I can use algorithms to develop a solution to a problem and translate it into code.</p> <p>Vocabulary:<br/>Mobile, input, output, tablets, apps, component's, events, properties, android, iOS, operating system, hardware, software, handler, coordinates, procedure function, type, call, argument.</p> |
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**French Year 6**

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| <p><b>Block 1 - At School</b><br/>Subject/Conceptual knowledge/skills:</p> | <p><b>Block 2 - WW2</b><br/>Subject/Conceptual knowledge/skills:</p> | <p><b>Block 3 - The Weekend</b><br/>Subject/Conceptual knowledge/skills:</p> |
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| <p>Repeat and recognise the vocabulary for school subjects.</p> <p>Say what subjects they like and dislike at school.</p> <p>Tell the time in French.</p> <p>Create a French timetable for school.</p> <p>Use the verb aller in French to say what time they go to school.</p> <p><b>LEAPS:</b></p> <p>Speaking</p> <ul style="list-style-type: none"> <li>• I can present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).</li> <li>• I can use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>• I can read aloud with expression.</li> <li>• I can read and understand the main points and more specific details from a variety of simple texts in different but authentic formats</li> <li>•</li> </ul> <p>Writing</p> | <p>Group/order unknown vocabulary to help decode text in French.</p> <p>Improve their listening and reading skills.</p> <p>Name the countries and languages involved in WW2.</p> <p>Say what the differences were in city and country life during the war.</p> <p>Learn to integrate all their new and previous language writing a letter.</p> <p>Home as an evacuee living in the countryside.</p> <p><b>LEAPS:</b></p> <p>Speaking:</p> <ul style="list-style-type: none"> <li>• I can present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).</li> <li>• I can use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>• I can read aloud with expression.</li> <li>• I can read and understand the main points and more specific details from a variety of simple texts in different but authentic formats</li> </ul> | <p>Ask what the time is in French.</p> <p>Tell the time accurately in French.</p> <p>Learn how to say what they do at the weekend in French.</p> <p>Learn to integrate connectives into their work.</p> <p>Present an account of what they do and at what time at the weekend</p> <p><b>LEAPS:</b></p> <p>Speaking</p> <ul style="list-style-type: none"> <li>• I can present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).</li> <li>• I can use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>• I can read aloud with expression.</li> <li>• I can read and understand the main points and more specific details from a variety of simple texts in different but authentic formats</li> </ul> <p>Writing</p> |
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- I can write longer sentences and short paragraphs from memory or using supported materials
- I can use verbs in the correct form.
- I can identify and correctly use adjectives.

#### Grammar

- I understand the concept of gender.
- I am able to identify and correctly use adjectives.

#### Vocabulary:

Le français = French

Le dessin = art

Le sport = P.E.

La musique = music

La géographie = geography

L'anglais = English L'informatique = ICT

L'histoire = history

Les maths = maths

Les sciences = scienc

Est-ce que tu aimes...? = Do you like...?

Oui, j'aime... = Yes, I like... Oui, j'adore... = Yes, I love...

Non, je n'aime pas... = No, I do not like...

Non, je déteste... = No, I hate...

Amusant = Fun

Utile = Useful

Intéressant = Interesting Facile = Easy

Ennuyeux = Boring

Difficile = Difficult

#### Writing

- I can write longer sentences and short paragraphs from memory or using supported materials
- I can use verbs in the correct form.
- I can identify and correctly use adjectives.

#### Grammar

- I am able to identify and correctly use adjectives.

#### Vocabulary:

La Seconde Guerre Mondiale = The Second World War

La Seconde Guerre Mondiale = The Second World War

L'Angleterre = England

La France = France

L'Italie = Italy

L'Allemagne = Germany

La Pologne = Poland

La Tchécoslovaquie = Czechoslovakia

Les Etats-Unis = The United States (of America)

Je suis à la campagne = I am in the countryside

Je suis en ville = I am in the city

À la campagne c'est... = In the country side it is..

En ville c'est... In the city it is ..... =

- I can write longer sentences and short paragraphs from memory or using supported materials
- I can use verbs in the correct form.
- I can identify and correctly use adjectives.

#### Grammar

- I am able to identify and correctly use adjectives.

#### Vocabulary:

The Weekend = Le Week-end

Et quart = quarter past

Et demie = half past

Moins le quart = quarter to

Je me lève = I get up

Je prends mon petit déjeuner = I have my breakfast

Je regarde la télé = I watch TV

Je lis des bandes dessinées = I read comic books

J'écoute de la musique = I listen to music

Je joue à l'ordinateur = I play on the computer

Je joue au foot = I play football

Je vais à la piscine = I go to the swimming pool

Je vais au cinéma = I go to the cinema

Je me couche = I go to bed

Après = After

Et = And

Plus tard = Later

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| <p>Inutile = Pointless<br/> Parce que c'est = Because it is<br/> Car c'est = Because it is<br/> Et = and<br/> Quelle heure est-il? = what time is it?<br/> Il est une heure = it is one o'clock<br/> Il est deux heures = it is two o'clock<br/> Il est minuit = it is midnight<br/> Il est midi = it is midday</p>   | <p>Calme = Calm/tranquil<br/> Sans danger = Safe<br/> Triste = Sad<br/> Convivial = Friendly<br/> Sombre = Gloomy<br/> Sain = Healthy<br/> Difficile = Difficult<br/> Dangereux = Dangerous<br/> Enfumé = Full of smoke</p>  | <p>Aussi = Also<br/> Finalement = Finally<br/> C'est génial! = It's amazing / incredible!<br/> C'est super! = It's great!<br/> C'est amusant! = It's fun!<br/> C'est fatigant! = It's tiring/exhausting!<br/> C'est barbant! = It's boring/tedious!<br/> C'est nul! = It's not great/awful!<br/> (Challenge section) J'adore ça! = I love it!<br/> (Challenge section) Je déteste ça! = I hate it!</p>   |
| <p><b>Block 4 - Me in the world</b><br/> <b>Subject/Conceptual knowledge/skills:</b></p> <p>About the many countries in the Francophone world.</p> <p>About different festivals (religious and non-religious) around the world.</p> <p>That we are different and yet all the same.</p> <p>That we can all help to protect our planet.</p> <p>How to use "à" (when talking about living IN a city) and "en/au/aux" (when talking about living IN a country)</p> <p><b>LEAPS:</b><br/> Speaking</p> | <p><b>Block 5 - Healthy Lifestyles</b><br/> <b>Subject/Conceptual knowledge/skills:</b></p> <p>Name and recognise ten foods and drinks that are considered good for your health.</p> <p>Name and recognise ten foods and drinks that are considered bad for your health.</p> <p>Say what activities they do to keep in shape during the week.</p> <p>Say in general what they do to keep a healthy life-style.</p> <p>Learn to make a healthy recipe in French.</p> <p><b>LEAPS:</b><br/> Speaking</p> | <p><b>Block 6 - Habitats</b><br/> <b>Subject/Conceptual knowledge/skills:</b></p> <p>Tell somebody in French the key elements animals and plants need to survive in their habitat.</p> <p>Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats.</p> <p>Tell somebody in French which animals live in these different habitats.</p> <p>Tell somebody in French which plants live in these different habitats</p> <p><b>LEAPS:</b></p> |

- I can present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).

### Reading

- I can read aloud with expression.
- I can read and understand the main points and more specific details from a variety of simple texts in different but authentic formats

### Listening

- I understand the main points in passages of language spoken.
- I understand and can identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and am able to answer questions based on what I hear.

### Writing

- I can write longer sentences and short paragraphs from memory or using supported materials
- I can use verbs in the correct form.
- I can identify and correctly use adjectives.

### Vocabulary:

Je m'appelle. = I am called...

- I can present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).
- I can use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.

### Reading

- I can read aloud with expression.
- I can read and understand the main points and more specific details from a variety of simple texts in different but authentic formats

### Writing

- I can write longer sentences and short paragraphs from memory or using supported materials
- I can use verbs in the correct form.
- I can identify and correctly use adjectives.

### Vocabulary:

Manger = to eat

### Speaking

- I can present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).

### Reading

- I can read aloud with expression.
- I can read and understand the main points and more specific details from a variety of simple texts in different but authentic formats

### Listening

- I understand the main points in passages of language spoken.
- I understand and can identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and am able to answer questions based on what I hear.

### Writing

- I can write longer sentences and short paragraphs from memory or using supported materials
- I can use verbs in the correct form.
- I can identify and correctly use adjectives.

### Vocabulary:

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| <p>J'habite = I live...<br/> Je parle = I speak<br/> le français = French<br/> l'anglais = English<br/> Ma fête préférée est le Mardi Gras = My favourite festival is Mardi Gras<br/> Ma fête préférée est Noël. = My favourite festival is Christmas.<br/> Ma fête préférée est Pâques = My favourite festival is Easter<br/> Ma fête préférée est le jour de l'an = My favourite festival is New Year's day.<br/> Ma fête préférée est le 14 juillet = My favourite festival is the 14th of July (Bastille Day)<br/> Ma fête préférée est la Fête du Canada = My favourite festival is Canada Day<br/> Ma fête préférée est l'Aïd. = My favourite festival is Eid.<br/> Parce que = because<br/> Il y a des défilés de chars = There are parades of floats.<br/> Il y a des feux d'artifice = There are fireworks.<br/> Il y a des plats spéciaux. = There are special dishes.</p> <p>Il y a des défilés militaires = There are military parades.</p> <p>À plus tard! = See you later! / See you soon!</p> <p>À la prochaine! = Until next time<br/> Qu'est-ce que tu vas faire pour protéger notre planète? = What are you going to do to protect our planet<br/> Je vais utiliser moins de papier = I am going to use less paper.</p> | <p>Bouger = to move<br/> De la viande blanche = some white meat<br/> Du poisson = some fish<br/> Du fromage allégé = some low fat cheese<br/> Du lait écrémé = some skimmed milk<br/> Du pain complet = some wholemeal bread<br/> De l'eau = some water<br/> Des céréales = some cereal<br/> Des légumes = some vegetables<br/> Des fruits = some fruit<br/> Des noix = some nuts<br/> De la viande rouge = some red meat<br/> Du lait entier = some full fat milk<br/> Du pain blanc = some white bread<br/> Du chocolat = some chocolate<br/> Du beurre = some butter<br/> Des bonbons = some sweets<br/> Des frites = some chips<br/> Des chips = some crisps<br/> Des boissons sucrées = some fizzy drinks<br/> Des biscuits = some biscuits<br/> Je mange... = I eat...<br/> Je bois... = I drink...<br/> Je joue au foot = I play football<br/> Je fais des promenades = I go for walks<br/> Je fais de la natation = I go swimming<br/> Je fais du cyclisme = I go cycling<br/> Je fais du judo = I do judo<br/> Je fais du tennis = I play tennis<br/> Je ne regarde pas la télévision = I do not watch television<br/> Je ne joue pas aux jeux électroniques = I do not play video games<br/> Épluchez = peel<br/> Coupez = cut</p> | <p>HABITER - to live<br/> POUSSER - to grow<br/> habitats = les habitats<br/> the animals and the plants need = les animaux et les plantes ont besoin<br/> shelter= abri<br/> food = aliments<br/> sun = Soleil<br/> water = l'eau<br/> the tropical rainforest = la forêt tropicale humide<br/> the meadow = le pré<br/> the ocean = l'océan<br/> the desert = le désert<br/> the arctic = l'arctique<br/> is a habitat in = est un habitat<br/> the sahara = le Sahara<br/> the Amazonia = 'amazonie<br/> Le parc national des South Downs = The South Downs national park<br/> L'Océan Pacifique = The Pacific Ocean<br/> Le Groenland = The Greenland<br/> Habite = It/he/she lives<br/> Habitent = They live<br/> Pousse = It/he/she/grows<br/> Poussent = they grow<br/> Le chameau = The camel<br/> Les bosses pour réserver de l'eau = The humps to store water<br/> Le lapin = The rabbit<br/> Les pattes pour faire des grands bonds = The paws to make large hops/jumps<br/> L'ours blanc = The polar bear<br/> La fourrure blanche pour se camoufler = The white fur to camouflage itself<br/> Le singe araignée = The spider monkey</p> |
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| <p>Je vais utiliser moins de carton = I am going to use less cardboard</p> <p>Je vais utiliser moins de plastique = I am going to use less plastic</p> <p>Je vais utiliser moins d'eau. = I am going to use less water</p> | <p>Ajoutez = add</p> <p>Mélangez = mix</p> <p>Râpez = grate</p> <p>Faites cuire = cook</p> | <p>Les bras et la queue pour se balancer dans les grands arbres = The arms and the tail to balance itself in the tall trees</p> <p>Le requin = The shark</p> <p>Les yeux pour amplifier la lumière = The eyes to intensify light</p> <p>Dans = In</p> <p>Les algues = The seaweed</p> <p>Pas de raciness = Without root</p> <p>Les grands arbres = The tall trees</p> <p>Les feuilles = The leaves</p> <p>Les buissons = The bushes</p> <p>Les raciness = The root</p> <p>Les tiges = The stems</p> <p>Les cactus = The cactus</p> <p>Les épines = The spines</p> <p>Les plantes résistantes = The hardy plants</p> |
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**Music Year 6 - taken from the PD**

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| <p><b>Block 1</b><br/>Subject/Conceptual knowledge/skills:<br/>Classroom Instruments</p> | <p><b>Block 2</b><br/>Subject/Conceptual knowledge/skills:<br/>Singing</p> | <p><b>Block 3</b><br/>Subject/Conceptual knowledge/skills:<br/>Singing</p> |
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Mambo from Symphonic dances - West Side Story, Leonard Bernstein

LEAPS:

Singing

- **I can perform pieces from musical notation and from memory.**
- **I can hold my own part in an instrumental ensemble.**
- I can show awareness of blending and balancing with other performers.
- I can adjust performing styles, techniques and expression to suit music from different genres, cultures and traditions.
- I can work out how to play simple musical phrases by ear.

Class Instruments

- **I can perform pieces from musical notation and from memory.**
- **I can hold my own part in an instrumental ensemble.**
- I can show awareness of blending and balancing with other performers.
- I can adjust performing styles, techniques and expression to suit music from different genres, cultures and traditions.
- I can work out how to play simple musical phrases by ear.

The Nutcracker

Pyotr Ilyich Tchaikovsky - Waltz of the Flowers; Russian Dance (gymnastics sequence performed)

LEAPS:

Singing

- I can sing songs from a variety of different countries and traditions.
- **I can begin to hold harmony parts when singing as part of a group.**
- **I can follow hand signals from a conductor, responding with accurate timing, entries and with expression.**

**Vocabulary:**

Harmony, crescendo, melody, pitched and unpitched percussion, pulse, ensemble

Connect It

Anna Meredith

LEAPS:

- I can sing songs from a variety of different countries and traditions.
- **I can begin to hold harmony parts when singing as part of a group.**
- **I can follow hand signals from a conductor, responding with accurate timing, entries and with expression.**

**Vocabulary:**

Canon

Motif

Orchestrate

Pulse

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|--|--|--|
| <p><b>Vocabulary:</b><br/> Glissando - slide between notes<br/> Jam<br/> Pitched percussion<br/> Pulse<br/> Unpitched percussion</p>   |  |  |
| <p><b>Block 4</b><br/> <b>Subject/Conceptual knowledge/skills:</b><br/> Firebird</p> <p>LEAPS:</p> <p><b>Vocabulary:</b><br/> Bar<br/> Coda - ending<br/> Drone<br/> Leitmotif<br/> Ostinato<br/> Pitched percussion<br/> Tune<br/> Unpitched percussion</p> | <p><b>Block 5</b><br/> <b>Subject/Conceptual knowledge/skills:</b><br/> Aaron Copland - Rodeo Hodown</p> <p>LEAPS:</p> <p><b>Vocabulary:</b><br/> Call and response<br/> Melody<br/> Pitched percussion<br/> Pulse<br/> Unpitched percussion<br/> Ostinato<br/> Syncopation<br/> Trumpet<br/> Concerto</p> | <p><b>Block 6</b><br/> <b>Subject/Conceptual knowledge/skills:</b><br/> Composing<br/> Joseph Haydn</p> <p>LEAPS:</p> <p>Composing</p> <ul style="list-style-type: none"> <li>• <b>I can compose and record a piece of music as a small group that is suitable for a particular purpose.</b></li> <li>• I can use voices, instruments and music technology creatively to create a sense of character in my composition.</li> <li>• <b>I can evaluate the effectiveness of an initial recording of my composition, using musical language to suggest ways of refining it before making a final recording</b></li> </ul> <p>Listening and notation</p> <ul style="list-style-type: none"> <li>• I can select a piece of music that I identify with and explain what musical features make it special.</li> <li>• <b>I can follow sheet music for a song and understand the link between</b></li> </ul> |

sounds and taught symbols (see symbols in inter-related dimensions of music). ^Nottingham Music Hub

**Vocabulary:**

Coda

Concerto

Movement

Unpitched percussion

Rondo

Pitched percussion

**DT - Year 6**

**Block 1**

**Subject/Conceptual knowledge/skills:**

**LEAPS:**

I know that different food and drink contain different substances - nutrients, water and fibre - that are needed for health. (Science unit)

**Block 2**

**Subject/Conceptual knowledge/skills:**

Where food comes from; Food preparation, cooking and nutrition

**LEAPS:**

**I can confidently explain how seasons may affect the availability of food that is grown, reared or caught.**

**I understand and can confidently explain how food is processed into ingredients that can be eaten or used in cooking.**

I can prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source (supported by an adult).

I can use mixing to combine ingredients, rubbing-in to mix fat and flour and kneading when working with bread dough to design and make a range of savoury, baked products.

**I know and can follow the procedures for safety and hygiene.**

**Vocabulary:**

Texture, Aroma, Processed, Peeling, Chopping, Slicing, Grating, Mixing, Spreading, Kneading, Baking

**Block 3**

**Subject/Conceptual knowledge/skills:**

Planning; Practical skills and techniques

**LEAPS:**

**I can develop a simple design specification to guide my thinking.**

**I can generate innovative ideas through discussion, drawing on research.**

**I can confidently select a range of tools, components, materials and equipment suitable for the task.**

**I can accurately measure, mark out, cut and shape materials and components, using appropriate tools, equipment and techniques.**

**I can accurately assemble, join and combine materials and components to make working models.**

**I can demonstrate resourcefulness when making modifications as I go along**

**I can investigate and analyse how well products have been designed and made. I can investigate and analyse why materials have been chosen.**

**I confidently can evaluate original design criteria and suggest ways it can be improved**

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|   |  | <p>Vocabulary:<br/>shelter, structure, purpose, product, design, specification, Tools, Components, Materials, Technique, Modification, analyse</p> |
| <p><b>Block 4: STEM week: textiles</b><br/><b>Subject/Conceptual knowledge/skills:</b><br/>Understanding contexts, users and purposes;<br/>Generating, developing, modelling and communicating ideas; Key events and individuals; Existing products;<br/>Own ideas and products</p> <p>LEAPS:<br/><b>I can confidently explain the purpose of a product by modelling ideas in a variety of ways.</b><br/><b>I can carry out research, using surveys, interviews, questionnaires and web-based resources.</b><br/>I can identify the needs, wants, preferences and values of particular individuals and groups.<br/><b>I can develop a simple design specification to guide my thinking.</b><br/><b>I can generate innovative ideas through discussion, drawing on research.</b><br/><b>I can use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate my ideas.</b><br/><b>I can confidently select a range of tools, components, materials and equipment suitable for the task.</b><br/>I can confidently explain my choice of tools and equipment using technical vocabulary.<br/>I can confidently produce an appropriate lists of tools, equipment and materials I need.<br/><b>I can accurately measure, mark out, cut and shape materials and components, using appropriate tools, equipment and techniques.</b></p> | <p><b>Block 5</b><br/><b>Subject/Conceptual knowledge/skills:</b></p> <p>LEAPS:</p> <p>Vocabulary:</p> | <p><b>Block 6</b><br/><b>Subject/Conceptual knowledge/skills:</b></p> <p>LEAPS:</p> <p>Vocabulary:</p>   |

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| <p>I can formulate step-by-step plans as a guide to making.</p> <p><b>I can critically evaluate the quality of the design, manufacture and suitability of my products as I design and make.</b></p> <p>I can evaluate my work both during and at the end.</p> <p>I can investigate and analyse how well products have been designed and made.</p> <p>I can investigate and analyse why materials have been chosen</p> <p>I can investigate and analyse how well products meet user needs and wants.</p> <p>I confidently can evaluate original design criteria and suggest ways it can be improved.</p> <p>I can evaluate the key designs of individuals in design and technology who have helped shape the world.</p> <p><b>Vocabulary:</b><br/> <b>Purpose, Product, Interview, Questionnaire, Survey, Design specification, Pattern pieces</b><br/> <b>Annotate, Exploded diagram</b></p> |  |  |
|--|--|--|

| Art Year 6   |  |   |
|--|--|---|
| <p><b>Block 1</b></p> <p><b>Subject/Conceptual knowledge/skills:</b><br/> Painting/mixed media (colour theory)<br/> Generating ideas, Making, Knowledge and Understanding and Evaluating<br/> Paul Klee- painting (Cubism and Surrealism)</p> <p>.</p> | <p><b>Block 2</b></p> <p><b>Subject/Conceptual knowledge/skills:</b><br/> Generating ideas, Making, Knowledge and Understanding and Evaluating.<br/> Henry Moore - Sculpture (clay)</p> <p><b>LEAPS:</b></p> | <p><b>Block 3</b></p> <p><b>Subject/Conceptual knowledge/skills:</b></p> <p>LEAPS:</p> <p>Vocabulary:</p> |

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| <p><b>LEAPS:</b><br/>I can systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.</p> <p>I can question and make thoughtful observations about starting points and select ideas and processes to use in my work.</p> <p>I can independently select and use relevant processes in order to create successful and finished work.</p> <p>I can provide a reasoned evaluation of my own and other people's work (including professionals) which takes account of the starting points, intentions and context behind the work.</p> <p><b>Vocabulary:</b><br/>Primary, secondary and tertiary colours: hue, tint, tone, shade and mood. cubism, surrealism, curiosity, imagination, originality, investigate, research, approaches, record, process, technique</p> | <p>I can select and record from first-hand observation, experience and imagination, and explore ideas for different purposes</p> <p>I can independently develop a range of ideas which show curiosity, imagination and originality.</p> <p>I can describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</p> <p>I can provide a reasoned evaluation of my own and other people's work (including professionals) which takes account of the starting points, intentions and context behind the work.</p> <p>I can use technical vocabulary and techniques for modifying the qualities of different materials and processes.</p> <p>I can adapt my work according to my views and describe how I might develop it further.</p> <p><b>Vocabulary:</b><br/>Describe, interpret, explain, influence, historical context, cultural context, social context, refine, improve, skills, processes, success and sculpture</p> |   |
| <p><b>Block 4</b><br/><b>Subject/Conceptual knowledge/skills:</b><br/>Generating Ideas, Making, Knowledge and Understanding, Evaluating<br/>DaVinci- sketching</p>  | <p><b>Block 5</b><br/><b>Subject/Conceptual knowledge/skills:</b><br/><br/>LEAPS:</p>   | <p><b>Block 6</b><br/><b>Subject/Conceptual knowledge/skills:</b><br/><br/>LEAPS:</p> |

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| <p><b>LEAPS:</b><br/>I can systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.</p> <p>I can independently take action to refine my skills to improve my work.</p> <p>I can describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</p> <p>I can adapt my work according to my views and describe how I might develop it further.</p> <p><b>Vocabulary:</b><br/>record, first-hand observations, refine, improve, skills, processes, shade, tone, light, sketch, record, technique</p> | <p>Vocabulary:</p> | <p>Vocabulary:</p> |
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**PE Year 6**

|                            |   |
|----------------------------|---|
| <p>Healthy Lifestyles:</p> | <ul style="list-style-type: none"> <li>• I can describe the effect exercise has on the body in depth, using research to evidence my views.</li> <li>• I can explain the importance of exercise and a healthy lifestyle.</li> <li>• I can demonstrate warming up and cooling down strategies.</li> <li>• I understand and can explain how/why physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle.</li> </ul> |
| <p>Evaluation:</p>         | <ul style="list-style-type: none"> <li>• I can draw on my knowledge of strategies, tactics and composition when performing and evaluating.</li> <li>• I can analyse and comment on skills and techniques and how these are applied in my own and others' work.</li> </ul>   |

- I know and understand what needs to be achieved, critically evaluating how well it has been achieved and finding ways to improve.
- I can comment on strategies, tactics and technique to help improve performances.

**Block 1**

Subject/Conceptual knowledge/skills:

Tag Rugby

Outdoor and Adventurous Activity

**LEAPS:**

Tag Rugby

- I can confidently vary skills, actions and ideas and link these in ways that suit a range of games.
- I can confidently demonstrate a range of ball skills and can link these together effectively *e.g. dribbling, bouncing, kicking etc.*
- I can keep possession of a ball during games situations.
- I can consistently apply and demonstrate co-ordination, control and fluency skills.
- I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (*KS2 games overview doc.*).
- I can confidently apply my knowledge and skills to create my own game.
- I can modify competitive games.
- I can compare and comments on skills to support creation of new games.

**Block 2**

Subject/Conceptual knowledge/skills:

Netball

Gymnastics

**LEAPS:**

Netball

- I can confidently vary skills, actions and ideas and link these in ways that suit a range of games.
- I can confidently demonstrate a range of ball skills and can link these together effectively *e.g. sending, receiving, shooting*
- I can keep possession of a ball during games situations.
- I can consistently apply and demonstrate co-ordination, control and fluency skills.
- I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (*KS2 games overview doc.*).
- I can confidently apply my knowledge and skills to create my own game.
- I can modify competitive games.
- I can compare and comments on skills to support creation of new games.
- I understand and can demonstrate how different resources can be used to differentiate a game.

**Block 3**

Subject/Conceptual knowledge/skills:

Basketball

Quicksticks

**LEAPS:**

Basketball

- I can confidently vary skills, actions and ideas and link these in ways that suit a range of games.
- I can confidently demonstrate a range of ball skills and can link these together effectively *e.g. dribbling, bouncing, kicking etc.*
- I can keep possession of a ball during games situations.
- I can consistently apply and demonstrate co-ordination, control and fluency skills.
- I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (*KS2 games overview doc.*).
- I can confidently apply my knowledge and skills to create my own game.
- I can modify competitive games.
- I can compare and comments on skills to support creation of new games.

- I understand and can demonstrate how different resources can be used to differentiate a game.
- I can apply knowledge of skills for attacking and defending effectively.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.

#### Outdoor Adventurous Activity

- I can confidently think a range of activities through, and problem solve using general knowledge.
- I can apply the physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map
- I can confidently identify a range of orienteering symbols and colours using a map key
- I can explain why the key is the most important part of the map
- I can accurately organise and plan an event using map reading skills
- I can recognise, orientate and follow the school orienteering map.
- I can confidently apply basic map reading skills to navigate in pairs to and from orienteering controls (orienteering signs)

- I can apply knowledge of skills for attacking and defending effectively.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.

#### Gymnastics

- I can plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.
- I can vault onto a piece of apparatus and dismount safely showing good body control, extension and tension.
- I can create complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.
- I can confidently use equipment to vault and incorporate this into sequences.
- I can create complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.
- I can gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats

- I understand and can demonstrate how different resources can be used to differentiate a game.
- I can apply knowledge of skills for attacking and defending effectively.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.

#### Quiksticks Hockey

- I can confidently vary skills, actions and ideas and link these in ways that suit a range of games.
- I can confidently demonstrate a range of ball skills and can link these together effectively *e.g. dribbling, bouncing, kicking etc.*
- I can keep possession of a ball during games situations.
- I can consistently apply and demonstrate co-ordination, control and fluency skills.
- I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (*KS2 games overview doc.*).
- I can confidently apply my knowledge and skills to create my own game.
- I can modify competitive games.
- I can compare and comment on skills to support creation of new games.

- I can use the key to recognise the relevant symbols and features on the school orienteering map
- I can set up an orienteering course using the school orienteering map
- I can work in relay teams, planning and communicating tactics and techniques to win a relay STAR event
- I can tactically plan a strategy to travel around the orienteering course as quickly as possible
- I can confidently use reflection and understanding to provide feedback and opinions when discussing and working with different partners and groups.
- I can confidently demonstrate and provide feedback on how to stay safe in a range of environments.

**Vocabulary:**

Tag Ruby

- Tactic
- Technique
- Cooperative physical activities
- Core movement
- Strategy:
- Effectiveness
- Invasion game
- Striking:
- Striking with a part of the body
- Striking with an implement
- Good control of the ball using feet
- Fielding

and apparatus, showing consistency, fluency and clarity of movement.

- I can use more complex gymnastics vocabulary to describe how to improve and refine performances.
- I can develop strength, technique and flexibility throughout performances
- 

**Vocabulary:**

Netball

- Tactic
- Technique
- Strategy
- Effectiveness
- Invasion game
- Fielding
- Attacking
- Defending

7 - positions: Goal Keeper (GK), Goal Defence (GD), Wing Defence (WD), Centre (C), Wing Attack (WA), Goal Attack (GA), Goal

Gymnastics

- Vault
- Dismount
- Choreograph
- Sequence
- Levels
- technique

- I understand and can demonstrate how different resources can be used to differentiate a game.
- I can apply knowledge of skills for attacking and defending effectively.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.

- I can modify competitive games.
- I can compare and comments on skills to support creation of new games.
- I understand and can demonstrate how different resources can be used to differentiate a game.
- I can apply knowledge of skills for attacking and defending effectively.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.

**Vocabulary:**

Basketball

- Tactic
- Technique
- Cooperative physical activities
- Core movement
- Strategy:

|  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Attacking</li> <li>• Defending</li> </ul> <p>Outdoor Adventurous Activity</p> <ul style="list-style-type: none"> <li>• Orienteering</li> <li>• Control</li> <li>• Marker</li> <li>• Symbols</li> <li>• Agility</li> <li>• Balance</li> <li>• Co-ordination</li> <li>• Translate</li> <li>• Directional language - compass points</li> <li>• Navigate</li> <li>• Location</li> </ul> |  | <ul style="list-style-type: none"> <li>• Effectiveness</li> <li>• Invasion game</li> <li>• Striking:</li> <li>• Striking with a part of the body</li> <li>• Striking with an implement</li> <li>• Good control of the ball using feet</li> <li>• Fielding</li> <li>• Attacking</li> <li>• Defending</li> </ul> <p>Quiksticks Hockey</p> <ul style="list-style-type: none"> <li>• Tactic</li> <li>• Technique</li> <li>• Cooperative physical activities</li> <li>• Core movement</li> <li>• Strategy:</li> <li>• Effectiveness</li> <li>• Invasion game</li> <li>• Striking:</li> <li>• Striking with a part of the body</li> <li>• Striking with an implement</li> <li>• Good control of the ball using feet</li> <li>• Fielding</li> <li>• Attacking</li> <li>• Defending</li> </ul> |
| <p><b>Block 4</b><br/> <b>Subject/Conceptual knowledge/skills:</b><br/> Handball<br/> Dance</p> <p><b>LEAPS:</b></p>   | <p><b>Block 5</b><br/> <b>Subject/Conceptual knowledge/skills:</b><br/> Football<br/> Rounders</p> | <p><b>Block 6</b><br/> <b>Subject/Conceptual knowledge/skills:</b><br/> Tennis<br/> Athletics</p> <p><b>LEAPS:</b></p>   |

## Handball

- I can confidently vary skills, actions and ideas and link these in ways that suit a range of games.
- I can confidently demonstrate a range of ball skills and can link these together effectively *e.g. dribbling, bouncing, kicking etc.*
- I can keep possession of a ball during games situations.
- I can consistently apply and demonstrate co-ordination, control and fluency skills.
- I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (*KS2 games overview doc.*).
- I can confidently apply my knowledge and skills to create my own game.
- I can modify competitive games.
- I can compare and comments on skills to support creation of new games.
- I understand and can demonstrate how different resources can be used to differentiate a game.
- I can apply knowledge of skills for attacking and defending effectively.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.
  
- I can modify competitive games.

## LEAPS:

### Football

- I can confidently vary skills, actions and ideas and link these in ways that suit a range of games.
- I can confidently demonstrate a range of ball skills and can link these together effectively *e.g. dribbling, bouncing, kicking etc.*
- I can keep possession of a ball during games situations.
- I can consistently apply and demonstrate co-ordination, control and fluency skills.
- I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (*KS2 games overview doc.*).
- I can confidently apply my knowledge and skills to create my own game.
- I can modify competitive games.
- I can compare and comments on skills to support creation of new games.
- I understand and can demonstrate how different resources can be used to differentiate a game.
- I can apply knowledge of skills for attacking and defending effectively.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.

## Tennis

- I can confidently vary skills, actions and ideas and link these in ways that suit a range of games.
- I can confidently demonstrate a range of ball skills and can link these together effectively *e.g. dribbling, bouncing, kicking etc.*
- I can keep possession of a ball during games situations.
- I can consistently apply and demonstrate co-ordination, control and fluency skills.
- I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (*KS2 games overview doc.*).
- I can confidently apply my knowledge and skills to create my own game.
- I can modify competitive games.
- I can compare and comments on skills to support creation of new games.
- I understand and can demonstrate how different resources can be used to differentiate a game.
- I can apply knowledge of skills for attacking and defending effectively.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.
- I can modify competitive games.

- I can compare and comments on skills to support creation of new games.
- I understand and can demonstrate how different resources can be used to differentiate a game.
- I can apply knowledge of skills for attacking and defending effectively.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.

### Dance

- I can exaggerate dance movements and motifs (using expression when moving)
- I can perform with confidence, using a range of movement patterns.
- I can demonstrate strong movements throughout a dance sequence.
- I can combine flexibility, techniques and movements to create a fluent sequence.
- I can move appropriately and with the required style in relation to the stimulus.
- *e.g using various levels, ways of travelling and motifs.*
- I can begin to show a change of pace and timing in their movements.
- I can move to a beat accurately in dance sequence.

- I can modify competitive games.
- I can compare and comments on skills to support creation of new games.
- I understand and can demonstrate how different resources can be used to differentiate a game.
- I can apply knowledge of skills for attacking and defending effectively.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.

### Rounders

- I can confidently vary skills, actions and ideas and link these in ways that suit a range of games.
- I can confidently demonstrate a range of ball skills and can link these together effectively *e.g. dribbling, bouncing, kicking etc.*
- I can keep possession of a ball during games situations.
- I can consistently apply and demonstrate co-ordination, control and fluency skills.
- I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (*KS2 games overview doc.*).
- I can confidently apply my knowledge and skills to create my own game.
- I can modify competitive games.

### Athletics

- I can begin to build a variety of running techniques and use with confidence.
- I can develop the technique for the standing vertical jump.
- I can maintain control at each of the different stages of the triple jump.
- I can land safely and with control.
- I can develop and improve techniques for jumping for height and distance and support others in improving their performance.
- I can perform and apply different types of jumps in other contexts.
- I can set up and lead jumping activities including measuring the jumps with confidence and accuracy.
- I can begin to record peers performances, and evaluate these.
- I can demonstrate accuracy and confidence in throwing and catching in a range of athletic activities.
- I can describe good athletic performance using correct vocabulary.
- I can use equipment safely and with good control.

### Vocabulary:

#### Tennis

- Tactic
- Technique

- I can dance with fluency, linking all movements and ensuring they flow.
- I can modify parts of a sequence as a result of self and peer evaluation.
- I can use more complex dance vocabulary to compare and improve work

**Vocabulary:**

Handball

- Tactic
- Technique
- Cooperative physical activities
- Core movement
- Strategy:
- Effectiveness
- Invasion game
- Striking:
- Striking with a part of the body
- Striking with an implement
- Good control of the ball using feet
- Fielding
- Attacking
- Defending

Dance

- Collaboration

- I can compare and comments on skills to support creation of new games.
- I understand and can demonstrate how different resources can be used to differentiate a game.
- I can apply knowledge of skills for attacking and defending effectively.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.
- I can modify competitive games.
- I can compare and comments on skills to support creation of new games.
- I understand and can demonstrate how different resources can be used to differentiate a game.
- I can apply knowledge of skills for attacking and defending effectively.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.

**Vocabulary:**

Football

- Tactic
- Technique
- Cooperative physical activities
- Core movement
- Strategy:

- Cooperative physical activities
- Core movement
- Strategy:
- Effectiveness
- Invasion game
- Striking:
- Striking with a part of the body
- Striking with an implement
- Good control of the ball using feet
- Fielding
- Attacking
- Defending

**Athletics**

- Sprint
- Hurdles
- Shot put
- Overarm throw
- Javelin throw
- Standing long jump
- Hop, skip, jump, skip

- Expression
- Choreograph
- Timing
- extension
- Tension
- synchronisation

- Effectiveness
- Invasion game
- Striking:
- Striking with a part of the body
- Striking with an implement
- Good control of the ball using feet
- Fielding
- Attacking
- Defending

#### **Rounders**

- Backstop
- Bases
- Batter
- Bowler
- Bowling stance
- Deep fielder
- Fielder
- Game plan
- No ball
- Overarm throw
- Pitch
- Sportsman ship
- Strategy
- Tactics
- Technique
- Umpire
- Underarm throw

