

Year 6  
2 Year Curriculum Cycle

CYCLE A			
Year	Autumn 2018	Spring 2019	Summer 2019
<b>Theme</b>	<b>Changes in Force and Power</b>	<b>Gods and Monsters</b>	<b>Structures of Wonder</b>
<b>British Key Question</b>	How did the Anglo-Saxon era end and what was their impact on life in Britain?	Who were the Ancient Greeks and what did we learn from them?	How did the Ancient Greeks influence life in Britain?
<b>Enhancements</b>	TRIP – Wakefield Museum VISITOR – Warburton's WALK – Fitzwilliam – Autumn Photo Collection INSPIRE MORNING	TRIP – VISITOR – Meet a Creature WALK – PARENTS' ASSEMBLY	TRIP – York University VISITOR – High School WALK – Fitzwilliam – Geography / Computing RESIDENTIAL – Little Dear Wood YEAR 6 PROM YEAR 6 Leaver's Assembly FOREST SCHOOL
<b>Books</b>	<b>Holes</b> <i>by Louis Sachar</i>	<b>The Eye of the Wolf</b> <i>by Daniel Pennac</i>  <b>The Highwayman (narrative poem)</b> <i>by Alfred Noyes</i>	<b>There's a Boy in The Girl's Bathroom</b> <i>by Louis Sachar</i>
<b>British Values</b>	<b>Democracy -</b> <b>Rule of Law - Holes</b> <b>Individual Liberty - Holes</b> <b>Mutual Respect and Tolerance - Holes</b>	<b>Democracy -</b> <b>Rule of Law – Eye of the Wolf / Highwayman</b> <b>Individual Liberty – Eye of the Wolf</b> <b>Mutual Respect and Tolerance – Eye of the Wolf</b>	<b>Democracy - History</b> <b>Rule of Law – TABITGB - History</b> <b>Individual Liberty - TABITGB</b> <b>Mutual Respect and Tolerance - TABITGB - History</b>
<b>Literacy Units</b>	<b>FICTION – Holes</b> <b>NON-FICTION – Mission: Save Pompeii - Non-chronological Reports / Persuasive Leaflets</b> <b>POETRY – Ted Hughes – The Seven Sorrows</b>	<b>FICTION – The Eye of the Wolf – Stories with Flashbacks</b> <b>NON-FICTION – The Highwayman - Balanced Arguments / Persuasive Speeches</b> <b>POETRY – The Highwayman</b>	<b>FICTION – There's A Boy in The Girls' Bathroom</b> <b>NON-FICTION – Man on Wire – Newspaper Reports / Balanced Arguments / Blood – Explanation Texts</b> <b>POETRY -</b>
<b>Guided Reading Texts</b>	<b>FICTION – Street Child / Treasure Island</b> <b>NON-FICTION – On Dangerous Ground</b> <b>POETRY – Rain and Rain in Summer</b>	<b>FICTION – Street Child / The 39 Steps / The Jungle Book</b> <b>NON-FICTION – Wolves / Jungle Book – Book to Film / Other Animal NC Reports</b> <b>POETRY - Spinners</b>	<b>FICTION – TBC / The 39 Steps</b> <b>NON-FICTION – Great Walls / Titanic</b> <b>POETRY -</b>
<b>History</b> (All NC subject content covered)	Pupils should be taught about: <input type="checkbox"/> Britain's settlement by Anglo-Saxons and Scots <input type="checkbox"/> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire <input type="checkbox"/> Scots invasions from Ireland to north Britain (now Scotland) <input type="checkbox"/> Anglo-Saxon invasions, settlements and kingdoms: place names and village life	Pupils should be taught about: <input type="checkbox"/> the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day <input type="checkbox"/> a significant turning point in British history, e.g. the first railways or the Battle of Britain <input type="checkbox"/> Ancient Greece – a study of Greek life and achievements and their influence on the western world	Pupils should be taught about: <input type="checkbox"/> the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day <input type="checkbox"/> a significant turning point in British history, e.g. the first railways or the Battle of Britain <input type="checkbox"/> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Anglo-Saxon art and culture</li> <li><input type="checkbox"/> Christian conversion – Canterbury, Iona and Lindisfarne</li> <li><input type="checkbox"/> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul> <p>This could include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Anglo-Saxon laws and justice</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>	<p>Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li><input type="checkbox"/> a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>
<p><b>Core Skill Application across the curriculum</b></p>	<p><b>READING:</b> Information / NC Reports about Anglo-Saxons / Scots invasion Information / NC Reports about Anglo-Saxon religion</p> <p><b>WRITING:</b> Diary Entry based on Scots' Invasion Letter to King Ethelbert</p> <p><b>MATHS:</b></p>	<p><b>READING:</b> Information / NC Reports about Greek Gods and Goddesses Greek Myths (Thesues and the Minotaur / Perseus and Medusa, The Trojan Horse)</p> <p><b>WRITING:</b> Re-telling a Greek myth Create your own Greek hero / God / Goddess</p> <p><b>MATHS:</b></p>	<p><b>READING:</b> NC Report Greek culture, art NC report Athens and Sparta History of the Olympics / Olympic Events</p> <p><b>WRITING:</b> Diary entries based on Athens and Sparta Argument text</p> <p><b>MATHS:</b> Creating a map</p>
<p><b>Geography</b> (All NC subject content covered)</p>	<p>Pupils should be taught to:</p> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> describe and understand key aspects of: <ul style="list-style-type: none"> <li><input type="checkbox"/> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li><input type="checkbox"/> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li><input type="checkbox"/> use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 201</li> <li><input type="checkbox"/> use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<p>Pupils should be taught to:</p> <p><b>Location knowledge</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li><input type="checkbox"/> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> describe and understand key aspects of: <ul style="list-style-type: none"> <li><input type="checkbox"/> physical geography, including vegetation belts.</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> describe and understand key aspects of: <ul style="list-style-type: none"> <li><input type="checkbox"/> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li><input type="checkbox"/> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul>

<p><b>Core Skill Application across the curriculum</b></p>	<p><b>READING:</b></p> <p><b>WRITING:</b> Description of a biome</p> <p><b>MATHS:</b></p>	<p><b>READING:</b> NC Report – Greece</p> <p><b>WRITING:</b> Changes in Physical and Human features in Greece Travel Brochure introduction for Greece</p> <p><b>MATHS:</b> Using Atlases Statistics in atlases</p>	<p><b>READING:</b> NF text about the Water Cycle</p> <p><b>WRITING:</b> Explanation of the Water Cycle</p> <p><b>MATHS:</b></p>
<p><b>Design and Technology</b> (All NC subject content covered)</p>	<p>When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> investigate and analyse a range of existing products</li> <li><input type="checkbox"/> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li><input type="checkbox"/> understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Key stage 2</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> understand and apply the principles of a healthy and varied diet</li> <li><input type="checkbox"/> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li><input type="checkbox"/> understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	<p>When designing and making, pupils should be taught to:</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages</li> <li><input type="checkbox"/> understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> investigate and analyse a range of existing products</li> <li><input type="checkbox"/> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li><input type="checkbox"/> understand how key events and individuals in design and technology have helped shape the world</li> </ul>	<p>When designing and making, pupils should be taught to:</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages</li> <li><input type="checkbox"/> understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> investigate and analyse a range of existing products</li> <li><input type="checkbox"/> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li><input type="checkbox"/> understand how key events and individuals in design and technology have helped shape the world</li> </ul>
<p><b>Core Skill Application across the curriculum</b></p>	<p><b>READING:</b> Creating a menu Evaluating sandwich product</p> <p><b>WRITING:</b></p> <p><b>MATHS:</b></p>	<p><b>READING:</b> NF text about amphitheatres</p> <p><b>WRITING:</b> Evaluation of product</p> <p><b>MATHS:</b> Measurement</p>	<p><b>READING:</b> NF texts about famous structures and buildings</p> <p><b>WRITING:</b> Evaluation of structure</p> <p><b>MATHS:</b> Measurement</p>

<p><b>Art</b> (All NC subject content covered)</p>	<p><b>SKETCHING – ANIMALS EYES</b> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <input type="checkbox"/> to create sketch books to record their observations and use them to review and revisit ideas <input type="checkbox"/> to improve their mastery of art and design techniques, including drawing with a range of materials (e.g. pencil) <input type="checkbox"/> about great artists, architects and designers in history.</p>	<p><b>PAINTING – GREEK GOD / GODDESS</b> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <input type="checkbox"/> to create sketch books to record their observations and use them to review and revisit ideas <input type="checkbox"/> to improve their mastery of art and design techniques, including painting with a range of materials (e.g. paint) <input type="checkbox"/> about great artists, architects and designers in history.</p>	<p><b>PRINTING – GREEK ALPHABET</b> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <input type="checkbox"/> to create sketch books to record their observations and use them to review and revisit ideas <input type="checkbox"/> to improve their mastery of art and design techniques, including drawing with a range of materials (e.g. pencil, charcoal) <input type="checkbox"/> about great artists, architects and designers in history.</p>
<p><b>Core Skill Application across the curriculum</b></p>	<p><b>READING:</b> <b>WRITING:</b> Explaining preferences Evaluating artwork <b>MATHS:</b> Symmetry</p>	<p><b>READING:</b> Mini-biography of Vincent Van Gogh <b>WRITING:</b> Explaining preferences Evaluating artwork <b>MATHS:</b></p>	<p><b>READING:</b> NF text about Andy Warhol Greek alphabet <b>WRITING:</b> Greek alphabet <b>MATHS:</b> Symmetry Translation</p>
<p><b>Music</b> (All NC subject content covered)</p>	<p>Pupils should be taught to: <input type="checkbox"/> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <input type="checkbox"/> use and understand staff and other musical notations <input type="checkbox"/> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <input type="checkbox"/> improvise and compose music for a range of purposes using the inter-related dimensions of music <input type="checkbox"/> listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Pupils should be taught to: <input type="checkbox"/> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <input type="checkbox"/> use and understand staff and other musical notations <input type="checkbox"/> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <input type="checkbox"/> improvise and compose music for a range of purposes using the inter-related dimensions of music <input type="checkbox"/> listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Pupils should be taught to: <input type="checkbox"/> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <input type="checkbox"/> use and understand staff and other musical notations <input type="checkbox"/> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <input type="checkbox"/> improvise and compose music for a range of purposes using the inter-related dimensions of music <input type="checkbox"/> listen with attention to detail and recall sounds with increasing aural memory</p>
<p><b>Core Skill Application across the curriculum</b></p>	<p><b>READING:</b> Reading lyrics for meaning: <b>WRITING:</b> Creating own / changing lyrics: <b>MATHS:</b></p>	<p><b>READING:</b> Reading lyrics for meaning: New Year Carol (Benjamin Britten) / Fresh Prince of Bel Air (Will Smith) <b>WRITING:</b> Creating own / changing lyrics: New Year Carol (Benjamin Britten) / Fresh Prince of Bel Air (Will Smith) <b>MATHS:</b></p>	<p><b>READING:</b> Reading lyrics for meaning: <b>WRITING:</b> Creating own / changing lyrics: <b>MATHS:</b></p>

<p><b>Science</b> (All NC subject content covered)</p>	<p><b>Light</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> understand that light appears to travel in straight lines</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.</li> </ul> <p><b>Electricity</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<p><b>All living things</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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><input type="checkbox"/> give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p><b>Evolution and inheritance</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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><input type="checkbox"/> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li><input type="checkbox"/> 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>Animals including humans</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood</li> <li><input type="checkbox"/> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li><input type="checkbox"/> describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>
<p><b>Core Skill Application across the curriculum</b></p>	<p><b>READING:</b></p> <p><b>WRITING:</b> Explanation text – investigation – How do the number of bulbs / batteries affect the brightness of a bulb?</p> <p><b>MATHS:</b> Measurement</p>	<p><b>READING:</b> Mini-biography - Carl Linnaeus Classification group criteria</p> <p><b>WRITING:</b> Create a new creature</p> <p><b>MATHS:</b></p>	<p><b>READING:</b> Blood – Non-Fiction Text</p> <p><b>WRITING:</b> The journey of a blood cell / oxygen</p> <p><b>MATHS:</b></p>
<p><b>Computing</b> (All NC subject content covered)</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li><input type="checkbox"/> use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li><input type="checkbox"/> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li><input type="checkbox"/> 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</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li><input type="checkbox"/> use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li><input type="checkbox"/> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li><input type="checkbox"/> 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</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li><input type="checkbox"/> use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li><input type="checkbox"/> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li><input type="checkbox"/> 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</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li><input type="checkbox"/> use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour</li> <li><input type="checkbox"/> select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li><input type="checkbox"/> use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour</li> <li><input type="checkbox"/> select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li><input type="checkbox"/> use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour</li> <li><input type="checkbox"/> select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>
<p><b>PSHE</b> (All NC subject content covered)</p>	<p>NEW BEGINNINGS Aspirations Week Puberty Relationships</p> <p>GETTING ON AND FALLING OUT Reproduction Child Protection E:Safeguarding</p>	<p>GOING FOR GOALS Contraception and Pregnancy Stress and Relaxation Hobbies</p> <p>GOOD TO BE ME Transition HIV / AIDS Being a Parent</p>	<p>RELATIONSHIPS Peer Influence Grooming CSE</p> <p>CHANGES Prejudice and Difference Transgender Honour Based Marriage</p>
<p><b>Core Skill Application across the curriculum</b></p>	<p><b>READING:</b></p> <p><b>WRITING:</b> Letter to aspirational person Manifesto</p> <p><b>MATHS:</b></p>	<p><b>READING:</b></p> <p><b>WRITING:</b></p> <p><b>MATHS:</b></p>	<p><b>READING:</b></p> <p><b>WRITING:</b></p> <p><b>MATHS:</b></p>
<p><b>PE</b> (All NC subject content covered)</p>	<p>INDOOR - Table Tennis INDOOR - Gymnastics</p>	<p>INDOOR / OUTDOOR - Tri-Golf INDOOR - Dance</p>	<p>OUTDOOR - Orienteering OUTDOOR – Athletics OUTDOOR – Kwik Cricket</p>
<p><b>Core Skill Application across the curriculum</b></p>	<p><b>READING:</b> Rules of Table Tennis</p> <p><b>WRITING:</b></p> <p><b>MATHS:</b> Number – scoring Symmetry</p>	<p><b>READING:</b> Rules of Tri-Golf</p> <p><b>WRITING:</b></p> <p><b>MATHS:</b> Number - scoring Position and Direction</p>	<p><b>READING:</b> Rules of Kwik Cricket</p> <p><b>WRITING:</b></p> <p><b>MATHS:</b> Number – scoring Position and Direction</p>



'WORKING AND GROWING TOGETHER'

<b>RE</b> (From agreed Syllabus)	Is it better to express your religion in arts and architecture or in charity and generosity?	What matters most to Christians and Humanists?	What do religions say to us when life gets hard?  What difference does it make to believe in Ahisma (harmlessness), Grace (the generosity of God) and Ummah (community)?
<b>Core Skill Application across the curriculum</b>	<b>READING:</b> <b>WRITING:</b> <b>MATHS:</b>	<b>READING:</b> <b>WRITING:</b> <b>MATHS:</b>	<b>READING:</b> <b>WRITING:</b> <b>MATHS:</b>

**\*\*For Literacy and Mathematics, please see individual subject long-term plans.**

Year 6  
2 Year Curriculum Cycle

CYCLE B			
Year	Autumn 2019	Spring 2020	Summer 2020
<b>Theme</b>	<b>Invaders</b>	<b>Treasure Hunters</b>	<b>Law Breakers</b>
<b>British Key Question</b>	How did the Vikings influence life in Britain?	How did the Mayan era end and how does this provide contrasts with British History?	How has crime and punishment changed over the years and how can we compare it to crime in Britain?
<b>Enhancements</b>	TRIP – Yorvik Viking Museum VISITOR – Warburton's WALK – Fitzwilliam – Autumn Photo Collection INSPIRE MORNING	TRIP – VISITOR – Meet a Creature WALK – PARENTS' ASSEMBLY	TRIP – York University VISITOR – WALK – Fitzwilliam – Physical and Human features RESIDENTIAL – Little Dear Wood YEAR 6 PROM YEAR 6 Leaver's Assembly FOREST SCHOOL
<b>Books</b>	<b>The Eye of the Wolf</b> <i>by Daniel Pennac</i>	<b>Holes</b> <i>by Louis Sachar</i>  <b>The Highwayman (narrative poem)</b> <i>by Alfred Noyes</i>	<b>There's a Boy in The Girl's Bathroom</b> <i>by Louis Sachar</i>  <b>Blood</b>
<b>British Values</b>	<b>Democracy -</b> Rule of Law – Eye of the Wolf Individual Liberty – Eye of the Wolf Mutual Respect and Tolerance – Eye of the Wolf	<b>Democracy -</b> Rule of Law – Holes / Highwayman Individual Liberty – Holes Mutual Respect and Tolerance - Holes	<b>Democracy - History</b> Rule of Law – TABITGB - History Individual Liberty - TABITGB Mutual Respect and Tolerance - TABITGB - History
<b>Literacy Units</b>	<b>FICTION – The Eye of the Wolf</b> – Stories with Flashbacks <b>NON-FICTION – Mission: Save Pompeii</b> - Non-chronological Reports / Persuasive Leaflets <b>POETRY – Ted Hughes – The Seven Sorrows</b>	<b>FICTION – Holes</b> <b>NON-FICTION – The Highwayman</b> - Balanced Arguments / Persuasive Speeches <b>POETRY – The Highwayman</b>	<b>FICTION – There's A Boy in The Girls' Bathroom</b> <b>NON-FICTION – Man on Wire</b> – Newspaper Reports / Balanced Arguments / <b>Blood</b> – Explanation Texts <b>POETRY -</b>
<b>Guided Reading Texts</b>	<b>FICTION – Street Child / Treasure Island</b> <b>NON-FICTION – On Dangerous Ground</b> <b>POETRY – Rain and Rain in Summer</b>	<b>FICTION – Street Child / The 39 Steps / The Jungle Book</b> <b>NON-FICTION – Wolves / Jungle Book – Book to Film / Other Animal NC Reports</b> <b>POETRY - Spinners</b>	<b>FICTION – TBC / The 39 Steps</b> <b>NON-FICTION – Great Walls / Titanic</b> <b>POETRY -</b>
<b>History</b> (All NC subject content covered)	Pupils should be taught about: <input type="checkbox"/> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  This could include: <input type="checkbox"/> Viking raids and invasion <input type="checkbox"/> resistance by Alfred the Great and Athelstan, first king of England <input type="checkbox"/> further Viking invasions and Danegeld <input type="checkbox"/> Anglo-Saxon laws and justice	Pupils should be taught about:  <input type="checkbox"/> a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	Pupils should be taught about:  <input type="checkbox"/> changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20 <sup>th</sup> Century



	<input type="checkbox"/> Edward the Confessor and his death in 1066		
<b>Core Skill Application across the curriculum</b>	<p><b>READING:</b> NF texts about Vikings Information Text about Alfred The Great and Athelstan Information text about Danegeld and Viking Law Information text about Edward the Confessor</p> <p><b>WRITING:</b> Diary entry about Viking invasion Biography about Alfred the Great or Athelstan Persuasive Speech about joining their village Letter from Edward the Confessor's deathbed</p> <p><b>MATHS:</b> Timelines / dates</p>	<p><b>READING:</b> Research in NF books about Mayans Text about Mayan religion</p> <p><b>WRITING:</b> Independent choice – to be presented to class Diary entry as Mayan sacrifice</p> <p><b>MATHS:</b> Timelines / dates Mayan calendar</p>	<p><b>READING:</b> NF texts about crime and punishment through the ages</p> <p><b>WRITING:</b> Independent choice – to be presented to class</p> <p><b>MATHS:</b> Timeline / dates</p>
<b>Geography (All NC subject content covered)</b>	<p>Pupils should be taught to:</p> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region within North or South America</li> </ul> <p><b>Human and physical geography</b> describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul> <p>Human and physical geography</p>	<p>Pupils should be taught to:</p> <p><b>Location knowledge</b></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:</li> <li>physical geography, including: climate zones, biomes and vegetation belts</li> </ul>	<p>Pupils should be taught to:</p> <p><b>Location knowledge</b></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:</li> <li>physical geography, including: climate zones, biomes and vegetation belts</li> </ul>
<b>Core Skill Application across the curriculum</b>	<p><b>READING:</b> NF texts about Scandinavia</p> <p><b>WRITING:</b> Text about Scandinavian countries Description of a biome</p>	<p><b>READING:</b> NF texts about South America – Mexico and Peru</p> <p><b>WRITING:</b> Text about South American countries Explanation of changes in physical and human features</p>	<p><b>READING:</b> NF text about biomes Looking at glossaries Dictionary Work</p> <p><b>WRITING:</b> Creating a glossary for a Geographer's handbook</p>

	<p><b>MATHS:</b> Reading maps Position and Direction Co-ordinates</p>	<p><b>MATHS:</b> Reading maps Position and Direction Co-ordinates</p>	<p>Text comparing physical and human features in Fitzwilliam</p> <p><b>MATHS:</b></p>
<p><b>Design and Technology</b> (All NC subject content covered)</p>	<p><b>FOOD TECHNOLOGY</b> When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> investigate and analyse a range of existing products</li> <li><input type="checkbox"/> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li><input type="checkbox"/> understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Key stage 2</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> understand and apply the principles of a healthy and varied diet</li> <li><input type="checkbox"/> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li><input type="checkbox"/> understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	<p><b>TEXTILES MAYAN DESIGNS</b> When designing and making, pupils should be taught to:</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> investigate and analyse a range of existing products</li> <li><input type="checkbox"/> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li><input type="checkbox"/> understand how key events and individuals in design and technology have helped shape the world</li> </ul>	<p><b>LEVERS, CAMS AND PULLEYS</b> When designing and making, pupils should be taught to:</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> investigate and analyse a range of existing products</li> <li><input type="checkbox"/> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li><input type="checkbox"/> understand how key events and individuals in design and technology have helped shape the world</li> </ul>
<p><b>Core Skill Application across the curriculum</b></p>	<p><b>READING:</b> Creating a menu Evaluating sandwich product</p> <p><b>WRITING:</b></p> <p><b>MATHS:</b></p>	<p><b>READING:</b> NF text about Sarah Morris and Anni Albers</p> <p><b>WRITING:</b> Evaluation of product</p> <p><b>MATHS:</b> Measurement</p>	<p><b>READING:</b></p> <p><b>WRITING:</b> Evaluation of product</p> <p><b>MATHS:</b> Measurement</p>
<p><b>Art</b> (All NC subject content covered)</p>	<p><b>ART - COLLAGE SKECTHING – ANIMAL EYES</b> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> to create sketch books to record their observations and use them to review and revisit ideas</li> </ul>	<p><b>CLAY – MAYAN TEMPLES</b> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> to create sketch books to record their observations and use them to review and revisit ideas</li> </ul>	<p><b>SKETCHING – SELF-PORTRAIT MUGSHOTS</b> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> to create sketch books to record their observations and use them to review and revisit ideas</li> </ul>

	<input type="checkbox"/> to improve their mastery of art and design techniques, including drawing with a range of materials (e.g. pencil, charcoal) <input type="checkbox"/> about great artists, architects and designers in history.	<input type="checkbox"/> to improve their mastery of art and design techniques, including sculpture with a range of materials (e.g. clay) <input type="checkbox"/> about great artists, architects and designers in history.	<input type="checkbox"/> to improve their mastery of art and design techniques, including painting with a range of materials (e.g. paint) <input type="checkbox"/> about great artists, architects and designers in history.
<b>Core Skill Application across the curriculum</b>	<b>READING:</b> NF text about Arcimboldo  <b>WRITING:</b> Evaluation of artwork  <b>MATHS:</b>	<b>READING:</b> NF text about Henry Moore and Barbara Hepworth  <b>WRITING:</b> Evaluation of artwork  <b>MATHS:</b> Symmetry Translation	<b>READING:</b> NF text about Frida Kahlo  <b>WRITING:</b> Evaluation of artwork  <b>MATHS:</b> Symmetry
<b>Music</b> (All NC subject content covered)	Pupils should be taught to: <input type="checkbox"/> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <input type="checkbox"/> use and understand staff and other musical notations <input type="checkbox"/> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <input type="checkbox"/> improvise and compose music for a range of purposes using the inter-related dimensions of music <input type="checkbox"/> listen with attention to detail and recall sounds with increasing aural memory	Pupils should be taught to: <input type="checkbox"/> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <input type="checkbox"/> use and understand staff and other musical notations <input type="checkbox"/> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <input type="checkbox"/> improvise and compose music for a range of purposes using the inter-related dimensions of music <input type="checkbox"/> listen with attention to detail and recall sounds with increasing aural memory	Pupils should be taught to: <input type="checkbox"/> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <input type="checkbox"/> use and understand staff and other musical notations <input type="checkbox"/> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <input type="checkbox"/> improvise and compose music for a range of purposes using the inter-related dimensions of music <input type="checkbox"/> listen with attention to detail and recall sounds with increasing aural memory
<b>Core Skill Application across the curriculum</b>	<b>READING:</b> Reading lyrics for meaning:  <b>WRITING:</b> Creating own / changing lyrics:  <b>MATHS:</b>	<b>READING:</b> Reading lyrics for meaning:  <b>WRITING:</b> Creating own / changing lyrics:  <b>MATHS:</b>	<b>READING:</b> Reading lyrics for meaning:  <b>WRITING:</b> Creating own / changing lyrics:  <b>MATHS:</b>
<b>Science</b> (All NC subject content covered)	<b>Light</b> Pupils should be taught to: <input type="checkbox"/> understand that light appears to travel in straight lines <input type="checkbox"/> 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 <input type="checkbox"/> 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 <input type="checkbox"/> use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.	<b>All living things</b> Pupils should be taught to: <input type="checkbox"/> 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 <input type="checkbox"/> give reasons for classifying plants and animals based on specific characteristics.  <b>Evolution and inheritance</b> Pupils should be taught to:	<b>Animals including humans</b> <input type="checkbox"/> identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood <input type="checkbox"/> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function <input type="checkbox"/> describe the ways in which nutrients and water are transported within animals, including humans.

	<p><b>Electricity</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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><input type="checkbox"/> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li><input type="checkbox"/> 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>Core Skill Application across the curriculum</b></p>	<p><b>READING:</b></p> <p><b>WRITING:</b> Explanation text – investigation – How do the number of bulbs / batteries affect the brightness of a bulb?</p> <p><b>MATHS:</b> Measurement</p>	<p><b>READING:</b> Mini-biography - Carl Linnaeus Classification group criteria</p> <p><b>WRITING:</b> Create a new creature</p> <p><b>MATHS:</b></p>	<p><b>READING:</b> Blood – Non-Fiction Text</p> <p><b>WRITING:</b> The journey of a blood cell / oxygen</p> <p><b>MATHS:</b></p>
<p><b>Computing</b> (All NC subject content covered)</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li><input type="checkbox"/> use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li><input type="checkbox"/> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li><input type="checkbox"/> use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour</li> <li><input type="checkbox"/> select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li><input type="checkbox"/> use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li><input type="checkbox"/> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li><input type="checkbox"/> use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour</li> <li><input type="checkbox"/> select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li><input type="checkbox"/> use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li><input type="checkbox"/> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li><input type="checkbox"/> use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour</li> <li><input type="checkbox"/> select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>

<p><b>PSHE</b> (All NC subject content covered)</p>	<p>NEW BEGINNINGS Aspirations Week Puberty Relationships</p> <p>GETTING ON AND FALLING OUT Reproduction Child Protection E:Safeguarding</p>	<p>GOING FOR GOALS Contraception and Pregnancy Stress and Relaxation Hobbies</p> <p>GOOD TO BE ME Transition HIV / AIDS Being a Parent</p>	<p>RELATIONSHIPS Peer Influence Grooming CSE</p> <p>CHANGES Prejudice and Difference Transgender Honour Based Marriage</p>
<p><b>Core Skill Application across the curriculum</b></p>	<p><b>READING:</b></p> <p><b>WRITING:</b> Letter to aspirational person Manifesto</p> <p><b>MATHS:</b></p>	<p><b>READING:</b></p> <p><b>WRITING:</b></p> <p><b>MATHS:</b></p>	<p><b>READING:</b></p> <p><b>WRITING:</b></p> <p><b>MATHS:</b></p>
<p><b>PE</b> (All NC subject content covered)</p>	<p>INDOOR - Table Tennis INDOOR - Gymnastics</p>	<p>INDOOR / OUTDOOR - Tri-Golf INDOOR - Dance</p>	<p>OUTDOOR - Orienteering OUTDOOR – Athletics OUTDOOR – Kwik Cricket</p>
<p><b>Core Skill Application across the curriculum</b></p>	<p><b>READING:</b> Rules of Table Tennis</p> <p><b>WRITING:</b></p> <p><b>MATHS:</b> Number – scoring Symmetry</p>	<p><b>READING:</b> Rules of Tri-Golf</p> <p><b>WRITING:</b></p> <p><b>MATHS:</b> Number - scoring Position and Direction</p>	<p><b>READING:</b> Rules of Kwik Cricket</p> <p><b>WRITING:</b></p> <p><b>MATHS:</b> Number – scoring Position and Direction</p>
<p><b>RE</b> (From agreed Syllabus)</p>	<p>Is it better to express your religion in arts and architecture or in charity and generosity?</p>	<p>What matters most to Christians and Humanists?</p>	<p>What do religions say to us when life gets hard?</p> <p>What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God) and Ummah (community)?</p>
<p><b>Core Skill Application across the curriculum</b></p>	<p><b>READING:</b></p> <p><b>WRITING:</b></p> <p><b>MATHS:</b></p>	<p><b>READING:</b></p> <p><b>WRITING:</b></p> <p><b>MATHS:</b></p>	<p><b>READING:</b></p> <p><b>WRITING:</b></p> <p><b>MATHS:</b></p>

\*\*For Literacy and Mathematics, please see individual subject long-term plans.