

# PICKHURST ACADEMY

## YEAR 6 AUTUMN 1 MEDIUM TERM PLAN

WHERE EVERY CHILD COUNTS

### OUR CORE VALUES

We want all of our children to BE **P.I.C.K.H.U.R.S.T**

Proud

Inquisitive

Confident

Kind

Healthy

Understanding

Respectful

Successful

Trustworthy

## INTENT

At Pickhurst our curriculum is ambitious, broad, balanced and inclusive. It has clear end points with a clear sequence and progression with children attaining the knowledge and skills stated in the subject progression maps by the end of KS2.


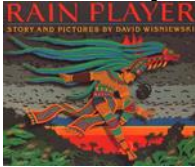
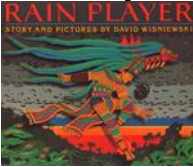
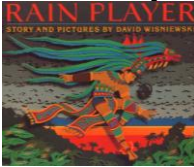
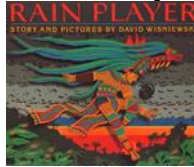
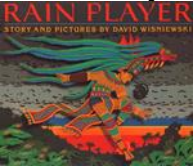
Our curriculum is knowledge and skills based, incorporates key vocabulary whilst also reflecting our school context – geographically, culturally and by addressing typical gaps in pupils' knowledge and skills. It has been revised and adapted to meet the needs of all our pupils. The curriculum covers national curriculum programs of study whilst also allowing for the repetition of skills and the themes build on each other which has been developed and revised over a period of years. It is enriched and nurtures, develops and stretches pupils' talents and interests which inspires and challenges all. The curriculum at Pickhurst is cross-curricular, for example identifying opportunities for writing in the thematic curriculum.

By the end of their time in school leaders want their pupils to be able to:

- Have the knowledge and skills for future learning and employment
  - Take advantage of opportunities and responsibilities of later life
  - Be good communicators and to be resilient
- Confident and stand up for what is right

SUBJECT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
MATHS	Baseline Assessment	<b>Place Value</b> <ul style="list-style-type: none"> <li>• To read and write numbers up to at least 1 000 000</li> <li>• Compare and order numbers up to 1 000 000</li> <li>• Use negative numbers in context, and calculate</li> </ul>	<b>Addition and Subtraction</b> <ul style="list-style-type: none"> <li>• To add whole numbers with more than 4 digits using the column method</li> <li>• To subtract whole numbers with more than 4 digits using the column method</li> </ul>	<b>Multiplication and Division</b> <ul style="list-style-type: none"> <li>• To multiply a 4-digit number by a 1-digit and a 2-digit number</li> <li>• To divide numbers up to 4 digits by a 1-digit and 2-digit whole number using the formal</li> </ul>	<b>Multiplication and Division</b> <ul style="list-style-type: none"> <li>• To divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division</li> <li>• To solve multi-step problems involving</li> </ul>	<b>Factors, Multiples and Prime numbers</b> <ul style="list-style-type: none"> <li>• To identify common factors and multiples of a number</li> <li>• To identify prime, square and cubed numbers</li> <li>• To use the</li> </ul>

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		intervals across zero <b>Rounding</b> <ul style="list-style-type: none"> <li>To round any whole number to a required degree of accuracy</li> </ul>	<ul style="list-style-type: none"> <li>To use inverse operations</li> <li>To solve multi-step addition and subtraction problems</li> </ul>	written method of short division	multiplication and division	knowledge of the order of operations to carry out calculations involving the four operations
	<b>Baseline Assessment</b>    <b>The Rain Player:</b> STORY AND PICTURES BY DAVID WISNIEWSKI  <b>Learning Intention:</b> To read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  <b>Taught Reading Skill:</b> To 'read around the word' and explore its meaning in the broader context of a section or paragraph.  To draw on the understanding of the morphology and etymology of language to support their understanding.  <b>Speaking and Listening</b> To listen and respond appropriately to adults and peers  To ask relevant questions to extend their understanding and knowledge	<b>The Rain Player:</b>   <b>Learning Intention:</b> To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  <b>Taught Reading Skill:</b> To infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making.  To begin to draw evidence from more than one place across a text.  <b>Speaking and Listening</b> To use relevant strategies to build their vocabulary  To articulate and justify answers, arguments and opinions  <b>Punctuation and Grammar:</b> To use expanded noun phrases	<b>The Rain Player:</b>   <b>Learning Intention:</b> To predict what might happen from details stated and implied  <b>Taught Reading Skill:</b> To make predictions supported by relevant evidence from the text. Children confirm and modify predictions as they read on  <b>Speaking and Listening:</b> To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  <b>Punctuation and Grammar:</b> To use the subjunctive Mood  To organise my writing into headings and subheadings  <b>Spelling Focus:</b> To spell words ending in -ible	<b>The Rain Player:</b>   <b>Learning Intention:</b> To identify how language, structure and presentation contribute to meaning  <b>Taught Reading Skill:</b> To explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary  <b>Speaking and Listening:</b> To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  To speak audibly and fluently with an increasing command of Standard English  <b>Punctuation and Grammar:</b> To organise my ideas into headings	<b>The Rain Player:</b>   <b>Learning Intention:</b> To retrieve, record and present information from non-fiction  To compose a narrative written from another character's point of view Increase familiarity with a range of books  <b>Taught Reading Skill:</b> To determine between fact and opinion in a fiction and non-fiction text  <b>Speaking and Listening:</b> To participate in discussions, presentations, performances, role play, improvisations and debates  To gain, maintain and monitor the interest of the listener(s)  <b>Punctuation and Grammar:</b> To use relative clauses / parenthesis to add	<b>The Rain Player:</b>   <b>Learning Intention:</b> To compose a narrative written from another character's point of view Increase familiarity with a range of books  <b>Taught Reading Skill:</b> To draw out key information and to summarise the main ideas in a text.  <b>Speaking and Listening:</b> To consider and evaluate different viewpoints, attending to and building on the contributions of others  To select and use appropriate registers for effective communication  <b>Writing Skills:</b> To use relative clauses / parenthesis to add additional information  <b>Spelling Focus:</b> To spell adjectives ending in -ent into nouns

	<p><b>Punctuation and Grammar:</b> To use fronted adverbials (time, place and manner)</p> <p>To review previously taught punctuation</p> <p>To use Modal Verbs and adverbs</p> <p><b>Spelling Focus:</b> To spell words with Cious / tious word endings (suffixes)</p> <p><b>Writing objectives:</b> To describe a setting</p> <p>Instruction writing</p>	<p>To punctuate direct speech to show character interactions</p> <p><b>Spelling Focus:</b> To spell words ending in -able</p> <p><b>Writing objectives:</b> To write in role to show character emotions</p> <p>To write a character description</p>	<p><b>Writing objectives:</b> To plan a Non-chronological / Newspaper report</p> <p>To plan my writing by noting and developing initial ideas, drawing on reading and research where necessary</p>	<p><b>Spelling Focus:</b> To spell Homophones &amp; Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy</p> <p><b>Writing objectives:</b> To write a Non-chronological / Newspaper report</p> <p>To use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>	<p>additional information</p> <p><b>Spelling Focus:</b> Spell adjectives ending in -ant into nouns ending in -ance/-ancy</p> <p><b>Writing Objectives:</b> To plan and write a discussion text</p> <p>To use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>	<p>ending in -ence/-ency</p> <p><b>Writing Objectives:</b> Debate / Discussion text (re-draft, edit and publish)</p> <p>To use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>To assess the effectiveness of my own and others' writing</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>
<b>SCIENCE</b>	<p><b>Everything Changes (Evolution and Inheritance)</b></p> <ul style="list-style-type: none"> <li>To identify ways in which living things of the same kind vary and to begin to think about why these variations exist.</li> </ul>	<p><b>Everything Changes (Evolution and Inheritance)</b></p> <ul style="list-style-type: none"> <li>To recognise how organisms can be bred to select particular characteristics in their offspring.</li> </ul>	<p><b>Everything Changes (Evolution and Inheritance)</b></p> <ul style="list-style-type: none"> <li>To explore ways in which living things are adapted to suit the environments in which they live and to help them survive.</li> </ul>	<p><b>Everything Changes (Evolution and Inheritance)</b></p> <ul style="list-style-type: none"> <li>To evaluate variables that contribute to the extinction of living things.</li> </ul>	<p><b>Everything Changes (Evolution and Inheritance)</b></p> <ul style="list-style-type: none"> <li>To recognise that fossils allow us to study things that have lived in the past and provide evidence of evolution.</li> </ul>	<p><b>Everything Changes (Evolution and Inheritance)</b></p> <ul style="list-style-type: none"> <li>To describe the process of natural selection.</li> </ul>
<b>HISTORY</b>	<p><b>Maya Civilisation</b></p> <ul style="list-style-type: none"> <li>To use evidence to reach conclusions about the lives of the Maya in the past and the present.</li> </ul>	<p><b>Maya Civilisation</b></p> <ul style="list-style-type: none"> <li>To reach conclusions about the Maya by investigating their ancient cities, and to understand why the cities remained</li> </ul>	<p><b>Maya Civilisation</b></p> <ul style="list-style-type: none"> <li>To know and understand why religion was important to the Maya.</li> </ul>	<p><b>Maya Civilisation</b></p> <ul style="list-style-type: none"> <li>To investigate Maya technology and culture. and reach a conclusion on how advanced Maya society was.</li> </ul>	<p><b>Maya Civilisation</b></p> <ul style="list-style-type: none"> <li>To be able to provide valid reasons why the Maya disappeared around 900 AD.</li> </ul>	<p><b>Maya Civilisation</b></p> <ul style="list-style-type: none"> <li>To reach a conclusion about whether the Maya are a significant society and should be remembered.</li> </ul>

		hidden for so long.				
<b>MFL</b>	<b>On Holiday</b> <ul style="list-style-type: none"> <li>To be able to use simple sentences to discuss holiday experiences.</li> </ul>	<b>On Holiday</b> <ul style="list-style-type: none"> <li>To be able to give an opinion about a holiday.</li> </ul>	<b>On Holiday</b> <ul style="list-style-type: none"> <li>To discuss activities to do on a holiday.</li> </ul>	<b>On Holiday</b> <ul style="list-style-type: none"> <li>To consolidate my understanding of how to discuss activities to do on a holiday.</li> </ul>	<b>On Holiday</b> <ul style="list-style-type: none"> <li>To ask and talk about prices.</li> </ul>	<b>On Holiday</b> <ul style="list-style-type: none"> <li>To discuss foods and say whether they would be considered healthy or unhealthy.</li> </ul>
<b>RE</b>	<b>Why do we need suffering in the world?</b> <ul style="list-style-type: none"> <li>To demonstrate my knowledge and understanding of the religions of the world.</li> </ul>	<b>Why do we need suffering in the world?</b> <ul style="list-style-type: none"> <li>To explore design argument as God the creator.</li> </ul>	<b>Why do we need suffering in the world?</b> <ul style="list-style-type: none"> <li>To debate the design argument as God the creator.</li> </ul>	<b>Why do we need suffering in the world?</b> <ul style="list-style-type: none"> <li>To explain why the problem of evil is used by some people to argue to existence of God.</li> </ul>	<b>Why do we need suffering in the world?</b> <ul style="list-style-type: none"> <li>To know the story of creation in Genesis and understand the links to the Big Bang and Evolution theories.</li> </ul>	<b>Why do we need suffering in the world?</b> <ul style="list-style-type: none"> <li>To know the story of creation in Genesis and understand the links to the Big Bang and Evolution theories and the Christian response to these theories.</li> </ul>
<b>PSHE</b>	<b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>Demonstrate a collaborative approach to a task;</li> </ul>	<b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>Explain what is meant by the terms 'negotiation' and 'compromise'.</li> </ul>	<b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>Recognise some of the challenges that arise from friendships.</li> </ul>	<b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>Recognise and empathise with patterns of behaviour in peer-group dynamics.</li> </ul>	<b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>Describe the consequences of reacting to others in a positive or negative way.</li> </ul>	<b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>Recognise that some types of physical contact can produce strong negative feelings.</li> </ul>
<b>COMPUTING</b>	<b>Online Safety</b> <ul style="list-style-type: none"> <li>To describe issues online that give us negative feelings and know ways to get help.</li> <li>To understand that there are lots of different types of secret codes.</li> </ul>	<b>Computing systems and networks: Bletchley Park</b> <ul style="list-style-type: none"> <li>To understand the importance of having a secure password.</li> </ul>	<b>Computing systems and networks: Bletchley Park</b> <ul style="list-style-type: none"> <li>To understand the importance of Bletchley Park to the World War II war effort.</li> </ul>	<b>Computing systems and networks: Bletchley Park</b> <ul style="list-style-type: none"> <li>To understand about some of the historical figures that contributed to technological advances in computing.</li> </ul>	<b>Computing systems and networks: Bletchley Park</b> <ul style="list-style-type: none"> <li>To research information about historical figures in computing.</li> </ul>	<b>Computing systems and networks: Bletchley Park</b> <ul style="list-style-type: none"> <li>To present information about historical figures in computing.</li> </ul>
<b>ART</b>	<b>Still Life Drawing</b> <ul style="list-style-type: none"> <li>To sketch an idea for a still life drawing.</li> </ul>	<b>Still Life Drawing</b> <ul style="list-style-type: none"> <li>To draw a still life study using charcoal.</li> </ul>	<b>Still Life Drawing</b> <ul style="list-style-type: none"> <li>To draw using a negative medium.</li> </ul>	<b>Still Life Drawing</b> <ul style="list-style-type: none"> <li>To paint a still life study in colour.</li> </ul>	<b>Still Life Drawing</b> <ul style="list-style-type: none"> <li>To design a box to showcase my work.</li> </ul>	<b>Still Life Drawing</b> <ul style="list-style-type: none"> <li>To create a box to showcase my work.</li> </ul>

<b>PE</b>	<b>Football</b> <ul style="list-style-type: none"> <li>Outdoor: To be able to dribble the ball under pressure.</li> </ul> <b>Invasion Games</b> <ul style="list-style-type: none"> <li>Indoor: To develop flexibility.</li> </ul>	<b>Football</b> <ul style="list-style-type: none"> <li>Outdoor: To pass the ball accurately to a target to help to maintain possession.</li> </ul> <b>Invasion Games</b> <ul style="list-style-type: none"> <li>Indoor: To apply skills and knowledge to move with the ball.</li> </ul>	<b>Football</b> <ul style="list-style-type: none"> <li>Outdoor: To use different turns to keep the ball away from defenders.</li> </ul> <b>Invasion Games</b> <ul style="list-style-type: none"> <li>Indoor: To apply skills and knowledge to be able to pass with the ball.</li> </ul>	<b>Football</b> <ul style="list-style-type: none"> <li>Outdoor: To develop defending skills to gain possession.</li> </ul> <b>Invasion Games</b> <ul style="list-style-type: none"> <li>Indoor: To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</li> </ul>	<b>Football</b> <ul style="list-style-type: none"> <li>Outdoor: To develop goalkeeping skills to stop the opposition from scoring.</li> </ul> <b>Invasion Games</b> <ul style="list-style-type: none"> <li>Indoor: To apply a variety of attacking skills and techniques in a game.</li> </ul>	<b>Football</b> <ul style="list-style-type: none"> <li>Outdoor: To be able to apply the rules and tactics you have learnt to play in a football tournament.</li> </ul> <b>Invasion Games</b> <ul style="list-style-type: none"> <li>Indoor: To apply a variety of attacking skills and techniques in a game.</li> </ul>
<b>MUSIC</b>	<b>Happy</b> <ul style="list-style-type: none"> <li>To listen and appraise the song 'Happy' by Pharell Williams.</li> <li>To begin to recognise the style indicators of Pop music with a Soul influence.</li> </ul>	<b>Happy</b> <ul style="list-style-type: none"> <li>Listen and appraise - Top Of The World.</li> <li>To learn and/or build on knowledge and understanding about the interrelated dimensions of music through games.</li> </ul>	<b>Happy</b> <ul style="list-style-type: none"> <li>Listen and appraise - Don't Worry Be Happy.</li> <li>To learn and practise verse and chorus (lead vocal) of unit song.</li> </ul>	<b>Happy</b> <ul style="list-style-type: none"> <li>Listen and appraise - Walking On Sunshine.</li> <li>To learn and practise bridge with verse and chorus (lead vocal) of unit song.</li> </ul>	<b>Happy</b> <ul style="list-style-type: none"> <li>Listen and appraise - When You're Smiling.</li> <li>To learn and practise second vocal of unit song.</li> </ul>	<b>Happy</b> <ul style="list-style-type: none"> <li>Listen and appraise - Love Will Save The Day.</li> <li>To perform the song 'Happy' by Pharell Williams.</li> </ul>
<b>Citizenship</b>			<b>Democracy</b> To understand democracy.		<b>Democracy</b> To know what it means to vote fairly.	
<b>P4C</b>	The Pig of Happiness	Signpost		Women Inventors		The Legend of Kobi Bryant

# PICKHURST ACADEMY

## YEAR 6 AUTUMN 2 MEDIUM TERM PLAN

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SUBJECT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
MATHS	<b>Fractions</b> <ul style="list-style-type: none"> <li>• To recognise equivalent fractions using models and concrete representations</li> <li>• To use common factors to simplify fractions</li> <li>• To use common</li> </ul>	<b>Fractions</b> <ul style="list-style-type: none"> <li>• To convert improper fractions to mixed numbers</li> <li>• To convert mixed numbers to improper fractions</li> <li>• Compare and order fractions and mixed numbers that are of</li> </ul>	<b>Fractions</b> <ul style="list-style-type: none"> <li>• To compare and order fractions where the denominators are not multiples of the same number</li> <li>• To add and subtract fractions with different denominators and</li> </ul>	<b>Fractions</b> <ul style="list-style-type: none"> <li>• To multiply simple pairs of proper fractions, writing the answer in its simplest form</li> <li>• To divide proper fractions by whole numbers</li> <li>• To multiply and</li> </ul>	<b>Position and direction</b> <ul style="list-style-type: none"> <li>• To describe positions on the full coordinate grid (all 4 quadrants)</li> <li>• To draw and translate simple shapes on the coordinate plane, and reflect them in the axes</li> </ul>	<b>Assessment Week</b>



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	<p>multiples to express fractions in the same denomination</p> <ul style="list-style-type: none"> <li>To compare and order fractions</li> </ul>	<p>same denominator or multiples of the same number</p>	<p>mixed numbers, using the concept of equivalent fractions</p> <ul style="list-style-type: none"> <li>To solve problems involving addition and subtraction of fractions</li> </ul>	<p>divide mixed numbers</p> <ul style="list-style-type: none"> <li>To associate a fraction with division and calculate decimal fraction equivalents</li> </ul>	<ul style="list-style-type: none"> <li>To carry out a mathematical investigation involving coordinates, translation and reflection</li> </ul>	
	<p><b>The Explorer</b></p>  <p><b>Learning Intention:</b> To read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p><b>Taught Reading Skill:</b> Vocabulary Focus: To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p> <p><b>Speaking and Listening:</b> To listen and respond appropriately to adults and peers To ask relevant questions to extend their understanding and knowledge</p> <p><b>Punctuation and Grammar:</b> To use organisational devices to guide the</p>	<p><b>The Explorer</b></p>  <p><b>Learning Intention:</b> To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p><b>Taught Reading Skill:</b> Inference focus: To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p><b>Speaking and Listening:</b> To use relevant strategies to build their vocabulary  To articulate and justify answers, arguments and opinions</p> <p><b>Punctuation and Grammar:</b> To identify and use a range of sentence types including compound, complex and simple</p>	<p><b>The Explorer</b></p>  <p><b>Learning Intention:</b> To predict what might happen from details stated and implied</p> <p><b>Taught Reading Skill:</b> Prediction focus:  To make predictions supported by relevant evidence from the text. Children confirm and modify predictions as they read on</p> <p><b>Speaking and Listening:</b> To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p><b>Punctuation and Grammar:</b> To distinguish between and informal language  To use semicolons to separate main clauses</p> <p><b>Spelling Focus:</b></p>	<p><b>The Explorer</b></p>  <p><b>Learning Intention:</b> To identify how language, structure and presentation contribute to meaning</p> <p><b>Taught Reading Skill:</b> To explain and discuss my understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p><b>Speaking and Listening:</b> To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  To speak audibly and fluently with an increasing command of Standard English</p> <p><b>Punctuation and Grammar:</b> To use direct speech to</p>	<p><b>The Explorer</b></p>  <p><b>Learning Intention:</b> To compose a narrative written from another character's point of view Increase familiarity with a range of books</p> <p>To retrieve, record and present information</p> <p><b>Taught Reading Skill:</b> Children confidently skim and scan, and use the skill of reading before and after to retrieve information. They use evidence from across whole chapters or texts.</p> <p><b>Speaking and Listening:</b> To participate in discussions, presentations, performances, role play, improvisations, and debates  To gain, maintain and monitor the interest of the listener(s)</p>	<p><b>The Explorer</b></p>  <p><b>Learning Intention:</b> To compose a narrative written from another character's point of view Increase familiarity with a range of books</p> <p><b>Taught Reading Skill:</b> To summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</p> <p><b>Speaking and Listening:</b> Consider and evaluate different viewpoints, attending to and building on the contributions of others  To select and use appropriate registers for effective communication</p> <p><b>Punctuation and Grammar:</b> To build cohesion across paragraphs <b>Spelling Focus:</b></p>

	<p>reader</p> <p><b>Spelling Focus:</b> To spell words ending in ably</p> <p><b>Writing Objectives:</b> To understand the features of an information text</p> <p>To note and develop initial ideas, drawing on reading and research where necessary</p>	<p>To use coordinating and subordinating conjunctions</p> <p><b>Spelling Focus:</b> To spell words ending in ibly</p> <p><b>Writing Objectives:</b> To describe a setting using a range of sentence types</p>	<p>To spell word families based on common words, showing how words are related in form and meaning</p> <p><b>Writing Objectives:</b> To plan my writing by noting and developing initial ideas, drawing on reading and research where necessary</p> <p>To use appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p>	<p>character personality</p> <p>To review using adverbials to engage reader</p> <p><b>Spelling Focus:</b> Word families based on common words, showing how words are related in form and meaning</p> <p><b>Writing Objectives:</b> To draft a new chapter to</p> <p>To use wide range of devices to build cohesion within and across paragraphs</p>	<p><b>Punctuation and Grammar:</b> To use commas to remove ambiguity</p> <p><b>Spelling Focus:</b> To create diminutives using prefixes micro- or mini-</p> <p><b>Writing Objectives:</b> To write my own adventure story</p> <p>To plan my writing by noting and developing initial ideas, drawing on reading and research where necessary</p> <p>To use appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p>	<p>To spell words with a hyphen to join a prefix ending in a vowel to a root word beginning with a vowel.</p> <p><b>Writing Objectives:</b> To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>
<b>SCIENCE</b>	<p><b>Light up your World (Light)</b></p> <ul style="list-style-type: none"> <li>To consolidate key ideas about the behaviour of light, including light sources and shadows</li> </ul>	<p><b>Light up your World (Light)</b></p> <ul style="list-style-type: none"> <li>To describe how a mirror reflects an image of an object</li> </ul>	<p><b>Light up your World (Light)</b></p> <ul style="list-style-type: none"> <li>To apply understanding of how light travels to explain how a periscope and other applications of mirrors work</li> </ul>	<p><b>Light up your World (Light)</b></p> <ul style="list-style-type: none"> <li>To investigate the relationship between shadow size and an independent variable</li> </ul>	<p><b>Light up your World (Light)</b></p> <ul style="list-style-type: none"> <li>To understand that white light is made of many colours and these can be separated out</li> </ul>	<p><b>Light up your World (Light)</b></p> <ul style="list-style-type: none"> <li>Review and Reflect: To give examples to explain the way that light behaves</li> </ul>
<b>GEOGRAPHY</b>	<p><b>South America: The Amazon</b></p> <ul style="list-style-type: none"> <li>To understand what the Amazon is, and where it is located</li> </ul>	<p><b>South America: The Amazon</b></p> <ul style="list-style-type: none"> <li>To understand the Amazon's climate, and how the native</li> </ul>	<p><b>South America: The Amazon</b></p> <ul style="list-style-type: none"> <li>To research the Amazonian city of Manaus</li> </ul>	<p><b>South America: The Amazon</b></p> <ul style="list-style-type: none"> <li>To understand what life is like in the Amazon, and how it</li> </ul>	<p><b>South America: The Amazon</b></p> <ul style="list-style-type: none"> <li>To understand how the Amazon is being damaged and</li> </ul>	<p><b>South America: The Amazon</b></p> <ul style="list-style-type: none"> <li>To understand the value of the Amazon and how it</li> </ul>



		animals are adapted to it		is changing	how it can be protected	can be protected
<b>MFL</b>	<b>On Holiday</b> <ul style="list-style-type: none"> <li>To use simple vocabulary related to school.</li> </ul>	<b>On Holiday</b> <ul style="list-style-type: none"> <li>To ask and answer questions about subjects I study at school.</li> </ul>	<b>On Holiday</b> <ul style="list-style-type: none"> <li>To watch an animated film in French and explain what has happened in a section.</li> </ul>	<b>On Holiday</b> <ul style="list-style-type: none"> <li>To use expressions related to time to recount events.</li> </ul>	<b>On Holiday</b> <ul style="list-style-type: none"> <li>To discuss a film in French and make comparisons to films from my culture.</li> </ul>	<b>On Holiday</b> <ul style="list-style-type: none"> <li>To explore French Christmas traditions.</li> </ul>
<b>RE</b>	<b>Why do we need suffering in the world?</b> <ul style="list-style-type: none"> <li>To explain the purpose of suffering.</li> </ul>	<b>Why do we need suffering in the world?</b> <ul style="list-style-type: none"> <li>To explore the role of free will and forgiveness.</li> </ul>	<b>Why do we need suffering in the world?</b> <ul style="list-style-type: none"> <li>To explain how Christians respond to the problem of evil.</li> </ul>	<b>Why do we need suffering in the world?</b> <ul style="list-style-type: none"> <li>To explain the Muslim view of how Allah responds to suffering.</li> </ul>	<b>Why do we need suffering in the world?</b> <ul style="list-style-type: none"> <li>To demonstrate how Muslims support the suffering of others through the Five Pillars of Islam.</li> </ul>	<b>Why do we need suffering in the world?</b> <ul style="list-style-type: none"> <li>To understand the perspective of Buddhist suffering.</li> </ul>
<b>PSHE</b>	<b>Valuing Differences</b> <ul style="list-style-type: none"> <li>Recognise what bullying and discriminatory behaviour are.</li> </ul>	<b>Valuing Differences</b> <ul style="list-style-type: none"> <li>Know that all people are unique.</li> </ul>	<b>Valuing Differences</b> <ul style="list-style-type: none"> <li>Demonstrate ways of showing respect to others.</li> </ul>	<b>Valuing Differences</b> <ul style="list-style-type: none"> <li>Understand and explain the term prejudice.</li> </ul>	<b>Valuing Differences</b> <ul style="list-style-type: none"> <li>Explain the difference between a friend and an acquaintance;</li> </ul>	<b>Valuing Differences</b> <ul style="list-style-type: none"> <li>Define what is meant by the term stereotype;</li> </ul>
<b>COMPUTING</b>	<b>Online Safety</b> <ul style="list-style-type: none"> <li>To think about the impact and consequences of sharing online.</li> <li>To tinker with logo.</li> </ul>	<b>Programming: Intro to Python</b> <ul style="list-style-type: none"> <li>To understand nested loops</li> </ul>	<b>Programming: Intro to Python</b> <ul style="list-style-type: none"> <li>To understand basic Python commands</li> </ul>	<b>Programming: Intro to Python</b> <ul style="list-style-type: none"> <li>To use loops when programming</li> </ul>	<b>Programming: Intro to Python</b> <ul style="list-style-type: none"> <li>To understand the use of random numbers</li> </ul>	<b>Programming: Intro to Python</b> <ul style="list-style-type: none"> <li>Assessment Year 6: Intro to Python</li> </ul>
<b>PE</b>	<b>Tag Rugby</b> <ul style="list-style-type: none"> <li>Outdoor: To develop attacking principles, understanding when to run and when to pass.</li> </ul> <b>Invasion Games</b> <ul style="list-style-type: none"> <li>Indoor: To apply a variety of defending</li> </ul>	<b>Tag Rugby</b> <ul style="list-style-type: none"> <li>Outdoor: To be able to use the 'forward pass' and 'offside' rules.</li> </ul> <b>Invasion Games</b> <ul style="list-style-type: none"> <li>Indoor: To apply a variety of defending skills and techniques in a</li> </ul>	<b>Tag Rugby</b> <ul style="list-style-type: none"> <li>Outdoor: To be able to play games using tagging rules.</li> </ul> <b>Invasion Games</b> <ul style="list-style-type: none"> <li>Indoor: To invent a new game that requires attacking and defending skills.</li> </ul>	<b>Tag Rugby</b> <ul style="list-style-type: none"> <li>Outdoor: To develop dodging skills to lose a defender.</li> </ul> <b>Invasion Games</b> <ul style="list-style-type: none"> <li>Indoor: To invent a new game that requires attacking and defending</li> </ul>	<b>Tag Rugby</b> <ul style="list-style-type: none"> <li>Outdoor: To develop drawing defence and understanding when to pass.</li> </ul> <b>Invasion Games</b> <ul style="list-style-type: none"> <li>Indoor: To apply a variety of skills and techniques I have</li> </ul>	<b>Tag Rugby</b> <ul style="list-style-type: none"> <li>Outdoor: To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.</li> </ul> <b>Invasion Games</b> <ul style="list-style-type: none"> <li>Indoor: To evaluate the success of the</li> </ul>

	skills and techniques in a game.	game.		skills.	learnt to play an invasion game.	invasion game.
<b>MUSIC</b>	<b>Christmas Songs</b> <ul style="list-style-type: none"> <li>To listen to and appraise the songs from the play.</li> <li>To recognise the styles and tempos of the songs.</li> <li>To begin learning the songs from the play.</li> </ul>	<b>Christmas Songs</b> <ul style="list-style-type: none"> <li>To continue learning songs from the play.</li> </ul>	<b>Christmas Songs</b> <ul style="list-style-type: none"> <li>To continue learning songs from the play, developing dance motifs.</li> </ul>	<b>Christmas Songs</b> <ul style="list-style-type: none"> <li>To continue learning songs from the play, developing dance motifs.</li> </ul>	<b>Christmas Songs</b> <ul style="list-style-type: none"> <li>To polish performances of songs from the play, rehearsing dance motifs.</li> </ul>	<b>Christmas Songs</b> <ul style="list-style-type: none"> <li>To perform songs from the play, using rehearsed dance motifs.</li> <li>To evaluate my performance to reflect on how I can improve.</li> </ul>
<b>DT</b>	<b>Textiles: Stuffed Toys</b> <ul style="list-style-type: none"> <li>To apply my knowledge to create a fabric toy.</li> </ul>	<b>Textiles: Stuffed Toys</b> <ul style="list-style-type: none"> <li>To follow design criteria to design a stuffed toy.</li> </ul>	<b>Textiles: Stuffed Toys</b> <ul style="list-style-type: none"> <li>To develop understanding of stitch techniques.</li> </ul>	<b>Textiles: Stuffed Toys</b> <ul style="list-style-type: none"> <li>To evaluate the effect when adding detail to a product.</li> </ul>	<b>Textiles: Stuffed Toys</b> <ul style="list-style-type: none"> <li>To apply my knowledge of sewing techniques to assemble a product.</li> </ul>	<b>Textiles: Stuffed Toys</b> <ul style="list-style-type: none"> <li>To evaluate the success of a product.</li> </ul>
<b>Citizenship</b>		<b>Rule of Law</b> <ul style="list-style-type: none"> <li>To know why we have a 'Rule of Law'.</li> </ul>			<b>Rule of Law</b> To learn the value and purpose of a range of rules.	
<b>P4C</b>	<b>The Lion and The Mouse</b>					<b>John Lewis Christmas Advert</b>

# PICKHURST ACADEMY

## YEAR 6 SPRING 1 MEDIUM TERM PLAN

WHERE EVERY CHILD COUNTS

### OUR CORE VALUES

We want all of our children to BE **P.I.C.K.H.U.R.S.T**

Proud

Inquisitive

Confident

Kind

Healthy

Understanding

Respectful

Successful

Trustworthy

## INTENT

At Pickhurst our curriculum is ambitious, broad, balanced and inclusive. It has clear end points with a clear sequence and progression with children attaining the knowledge and skills stated in the subject progression maps by the end of KS2.

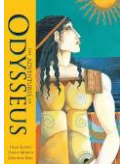
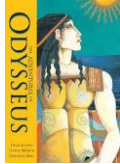
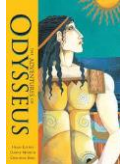
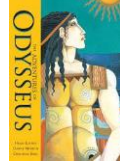
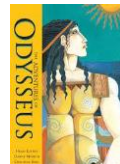
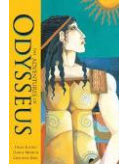
Our curriculum is knowledge and skills based, incorporates key vocabulary whilst also reflecting our school context – geographically, culturally and by addressing typical gaps in pupils' knowledge and skills. It has been revised and adapted to meet the needs of all our pupils. The curriculum covers national curriculum programs of study whilst also allowing for the repetition of skills and the themes build on each other which has been developed and revised over a period of years. It is enriched and nurtures, develops and stretches pupils' talents and interests which inspires and challenges all. The curriculum at Pickhurst is cross-curricular, for example identifying opportunities for writing in the thematic curriculum.

By the end of their time in school leaders want their pupils to be able to:

- Have the knowledge and skills for future learning and employment
  - Take advantage of opportunities and responsibilities of later life
  - Be good communicators and to be resilient
- Confident and stand up for what is right

SUBJECT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
MATHS	<b>Decimals</b> <ul style="list-style-type: none"> <li>To identify the value of each digit in numbers given to 3 decimal places</li> <li>To multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places</li> </ul>	<b>Decimals</b> <ul style="list-style-type: none"> <li>To use written division methods in cases where the answer has up to 2 decimal places</li> <li>To solve problems which require answers to be rounded to</li> </ul>	<b>Percentages</b> <ul style="list-style-type: none"> <li>To understand that 'per cent' means 'number of parts per hundred'</li> <li>To use knowledge of common equivalent fractions and decimals to find the equivalent percentage</li> </ul>	<b>Percentages/ Algebra</b> <ul style="list-style-type: none"> <li>To convert between fractions percentages and decimals</li> <li>To solve problems involving percentages, decimals and fractions</li> </ul>	<b>Algebra</b> <ul style="list-style-type: none"> <li>To use simple algebraic inputs to form expressions</li> <li>To substitute into familiar formulae such as those for area and volume</li> <li>To use algebraic notation to form</li> </ul>	<b>Algebra</b> <ul style="list-style-type: none"> <li>To solve two step equations involving the four operations</li> <li>To find pairs of numbers that satisfy an equation with 2 unknowns</li> <li>To enumerate possibilities of</li> </ul>

# ENGLISH

	<ul style="list-style-type: none"> <li>To multiply one-digit numbers with up to 2 decimal places by whole numbers</li> </ul>	<ul style="list-style-type: none"> <li>specified degrees of accuracy</li> <li>To understand the relationship between decimals and fractions and convert decimals into fractions</li> </ul>	<ul style="list-style-type: none"> <li>To find a percentage of an amount</li> </ul>	<ul style="list-style-type: none"> <li>To understand what one-step function is and that for each number put into a function machine, there is an output</li> <li>To understand what two-step function is and to use trial and improvement or consider the pattern of differences when solving two-step functions</li> </ul>	<ul style="list-style-type: none"> <li>one step equations</li> <li>To solve simple one step equations involving the four operations</li> </ul>	<p>combinations of 2 variables</p>
	<p><b>Odysseus</b></p>  <p><b>Learning Intention:</b> To read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p><b>Taught Reading Skill:</b> Vocabulary focus:</p> <p>To 'read around the word' and explore its meaning in the broader context of a section or paragraph.</p> <p>To draw on the understanding of the morphology and etymology of language to support their understanding.</p> <p><b>Speaking and Listening:</b> To listen and respond appropriately to adults and</p>	<p><b>Odysseus</b></p>  <p><b>Learning Intention:</b> To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p><b>Taught Reading Skill:</b> To independently draw evidence for inferences from more than one place across a passage of a text.</p> <p><b>Speaking and Listening:</b> To use relevant strategies to build their vocabulary</p> <p>To articulate and justify answers, arguments and opinions</p> <p><b>Writing Skills:</b> To identify verb tenses</p>	<p><b>Odysseus</b></p>  <p><b>Learning Intention:</b> To predict what might happen from details stated and implied</p> <p><b>Taught Reading Skill:</b> Prediction focus: To make predictions supported by relevant evidence from the text.</p> <p>To confirm and modify predictions as I read on</p> <p><b>Speaking and Listening:</b> To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>To maintain attention and participate actively in collaborative conversations, staying on</p>	<p><b>Odysseus</b></p>  <p><b>Learning Intention:</b> To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p><b>Taught Reading Skill:</b> To identify how language, structure and presentation contribute to meaning</p> <p>To make comparisons between an author's choice of character</p> <p><b>Speaking and Listening:</b> To use spoken language to develop understanding through speculating, hypothesising, imagining</p>	<p><b>Odysseus</b></p>  <p><b>Learning Intention:</b> To compose a narrative written from another character's point of view</p> <p>To increase familiarity with a range of books</p> <p>To retrieve, record and present information from fiction</p> <p><b>Taught Reading Skill:</b> To confidently skim and scan, and use the skill of reading before and after to retrieve information. They use evidence from across whole chapters or texts.</p> <p><b>Speaking and Listening:</b> To participate in discussions, presentations, performances, role play,</p>	<p><b>Odysseus</b></p>  <p><b>Learning Intention:</b> To compose a narrative written from another character's point of view</p> <p>To increase familiarity with a range of books</p> <p><b>Taught Reading Skill:</b> To draw out key information and to summarise and sequence the main ideas in a text.</p> <p><b>Speaking and Listening:</b> To consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>To select and use appropriate registers for effective communication</p>

	<p>peers</p> <p>To ask relevant questions to extend their understanding and knowledge</p> <p><b>Punctuation and Grammar:</b> To review adverbials / prepositional phrases</p> <p><b>Spelling Focus:</b> To spell words with suffixes beginning with vowel letters to words ending in -fer</p> <p><b>Writing Objectives:</b> To describe a setting</p> <p>To write in role as a character</p>	<p>(including progressive, perfect and perfect continuous)</p> <p>To use brackets, commas and dashes to indicate parenthesis</p> <p><b>Spelling Focus:</b> To spell words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)</p> <p><b>Writing Objectives:</b> To plan and write my own balanced argument</p>	<p>topic and initiating and responding to comments</p> <p><b>Punctuation and Grammar:</b> To distinguish between formal and informal language</p> <p>To use hyphens to remove ambiguity</p> <p><b>Spelling Focus:</b> To spell words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)</p> <p><b>Writing Objectives:</b> To empathise with a character by writing in role</p> <p>To design my own Greek antagonist</p>	<p>and exploring ideas</p> <p>To speak audibly and fluently with an increasing command of Standard English</p> <p><b>Punctuation and Grammar:</b> To review the rules of direct and reported speech</p> <p><b>Spelling Focus:</b> To spell word families based on common words, showing how words are related in form and meaning</p> <p><b>Writing Objectives:</b> Report writing: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own writing</p> <p>To note and develop initial ideas, drawing on reading and research where necessary</p>	<p>improvisations and debates</p> <p>To gain, maintain and monitor the interest of the listener(s)</p> <p><b>Punctuation and Grammar:</b> To review using various sentence structures – including semicolons to separate compound sentences</p> <p>To use commas to remove ambiguity</p> <p><b>Spelling Focus:</b> To spell word families based on common words, showing how words are related in form and meaning</p> <p><b>Writing Objectives:</b> Writing narrative own Greek Myth: To describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>To consider how authors have developed characters and settings in what I have read, listened to or seen performed</p>	<p><b>Punctuation and Grammar:</b> To use apostrophes for possession and omission</p> <p><b>Spelling Focus:</b> To spell words using hyphens compound adjectives to avoid ambiguity</p> <p><b>Writing Objectives:</b> Writing narrative own Greek Myth (re-draft, edit and publish)</p> <p>Writing narrative own Greek Myth: To describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>To consider how authors have developed characters and settings in what I have read, listened to or seen performed</p> <p>Assessing the effectiveness of their own and others' writing</p>
SCIENCE	<p><b>Body Pump (Animals Including Humans)</b></p> <ul style="list-style-type: none"> <li>To describe how the human circulatory system</li> </ul>	<p><b>Body Pump (Animals Including Humans)</b></p> <ul style="list-style-type: none"> <li>To describe how the human circulatory system</li> </ul>	<p><b>Body Pump (Animals Including Humans)</b></p> <ul style="list-style-type: none"> <li>To investigate and describe the main functions of the</li> </ul>	<p><b>Body Pump (Animals Including Humans)</b></p> <ul style="list-style-type: none"> <li>To understand the composition of the blood and its</li> </ul>	<p><b>Body Pump (Animals Including Humans)</b></p> <ul style="list-style-type: none"> <li>To explain the function of valves, veins, arteries and</li> </ul>	<p><b>Body Pump (Animals Including Humans)</b></p> <ul style="list-style-type: none"> <li>To explain how water helps humans' and other</li> </ul>

	works.	works.	heart.	function.	capillaries in the human circulatory system.	animals' bodies to function
<b>HISTORY</b>	<b>The Ancient Greeks</b> <ul style="list-style-type: none"> <li>To know the location and time period of Ancient Greece, and draw comparisons with other civilisations and present day</li> </ul>	<b>The Ancient Greeks</b> <ul style="list-style-type: none"> <li>To compare the lives led by the Spartans and the Athenians</li> </ul>	<b>The Ancient Greeks</b> <ul style="list-style-type: none"> <li>To understand the importance of the Olympic Games to the Ancient Greeks and to make a valid comparison with the modern Games</li> </ul>	<b>The Ancient Greeks</b> <ul style="list-style-type: none"> <li>To be able to find about aspects of Ancient Greek culture from a range of sources</li> </ul>	<b>The Ancient Greeks</b> <ul style="list-style-type: none"> <li>To understand the importance of religion and the gods to the Ancient Greek people</li> </ul>	<b>The Ancient Greeks</b> <ul style="list-style-type: none"> <li>To communicate my knowledge and understanding of the legacy of the Greeks</li> </ul>
<b>MFL</b>	<b>Food</b> <ul style="list-style-type: none"> <li>To ask politely for food items.</li> </ul>	<b>Food</b> <ul style="list-style-type: none"> <li>To use language related to instructions.</li> </ul>	<b>Food</b> <ul style="list-style-type: none"> <li>To be able to give an opinion about food.</li> </ul>	<b>Food</b> <ul style="list-style-type: none"> <li>To make cultural comparisons.</li> </ul>	<b>Food</b> <ul style="list-style-type: none"> <li>To use irregular verbs.</li> </ul>	<b>Food</b> <ul style="list-style-type: none"> <li>To consolidate understanding of vocabulary related to cuisine.</li> </ul>
<b>RE</b>	<b>Why do we need suffering in the world?</b> <ul style="list-style-type: none"> <li>To highlight the good and bad within our world through cosmic dualism and Zoroastrianism.</li> </ul>	<b>Why do we need suffering in the world?</b> <ul style="list-style-type: none"> <li>To recognise good and bad choices through moral dualism in Zoroastrianism</li> </ul>	<b>Why do we need suffering in the world?</b> <ul style="list-style-type: none"> <li>To understand how Humanists interpret suffering.</li> </ul>	<b>Why do we need suffering in the world?</b> <ul style="list-style-type: none"> <li>To explain what a just war is.</li> </ul>	<b>Why do we need suffering in the world?</b> <ul style="list-style-type: none"> <li>To explain why some people are pacifists.</li> </ul>	<b>Why do we need suffering in the world?</b> <ul style="list-style-type: none"> <li>To explain why and how religious people work for peace.</li> </ul>
<b>PSHE</b>	<b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>Accept that responsible and respectful behaviour is necessary online.</li> </ul>	<b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>Know what is meant by addiction.</li> </ul>	<b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>Explain how drugs can be categorised into different groups.</li> </ul>	<b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>Understand some of the basic laws in relation to drugs;</li> </ul>	<b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>Understand the actual norms around drinking alcohol.</li> </ul>	<b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>Understand that all humans have basic emotional needs.</li> </ul>
<b>COMPUTING</b>	<b>Online Safety</b> <ul style="list-style-type: none"> <li>To know how to create a positive online reputation.</li> <li>To identify how barcodes and QR codes work.</li> </ul>	<b>Data Handling 1: Big Data</b> <ul style="list-style-type: none"> <li>To know how infrared waves transmit data.</li> </ul>	<b>Data Handling 1: Big Data</b> <ul style="list-style-type: none"> <li>To recognise the uses of RFID.</li> </ul>	<b>Data Handling 1: Big Data</b> <ul style="list-style-type: none"> <li>To know how encoding keeps data safe.</li> </ul>	<b>Data Handling 1: Big Data</b> <ul style="list-style-type: none"> <li>To gather and analyse data in real time.</li> </ul>	<b>Data Handling 1: Big Data</b> <ul style="list-style-type: none"> <li>To analyse and evaluate data.</li> </ul>



<b>ART</b>	<b>Make My Voice Heard</b> <ul style="list-style-type: none"> <li>To create graffiti art</li> </ul>	<b>Make My Voice Heard</b> <ul style="list-style-type: none"> <li>To draw emotions</li> </ul>	<b>Make My Voice Heard</b> <ul style="list-style-type: none"> <li>To create an impactful piece of art.</li> </ul>	<b>Make My Voice Heard</b> <ul style="list-style-type: none"> <li>To produce a finished piece of art.</li> </ul>	<b>Make My Voice Heard</b> <ul style="list-style-type: none"> <li>To create a sculpture.</li> </ul>	<b>Make My Voice Heard</b> <ul style="list-style-type: none"> <li>To present my work in a gallery and evaluate the work of others.</li> </ul>
<b>PE</b>	<b>Netball</b> <ul style="list-style-type: none"> <li>Outdoor: To develop passing and moving.</li> </ul> <b>Dance: WW2</b> <ul style="list-style-type: none"> <li>Indoor: To perform the Lambeth Walk.</li> </ul>	<b>Netball</b> <ul style="list-style-type: none"> <li>Outdoor: To be able to use the attacking principle of creating and using space.</li> </ul> <b>Dance: WW2</b> <ul style="list-style-type: none"> <li>Indoor: To perform the Charleston.</li> </ul>	<b>Netball</b> <ul style="list-style-type: none"> <li>Outdoor: To be able to change direction and lose a defender.</li> </ul> <b>Dance: WW2</b> <ul style="list-style-type: none"> <li>Indoor: To perform the Lindy Hop.</li> </ul>	<b>Netball</b> <ul style="list-style-type: none"> <li>Outdoor: To be able to defend ball side and know when to go for interceptions.</li> </ul> <b>Dance: WW2</b> <ul style="list-style-type: none"> <li>Indoor: To plan an interpretive dance which tells the story of a wartime event.</li> </ul>	<b>Netball</b> <ul style="list-style-type: none"> <li>Outdoor: To develop the shooting action.</li> </ul> <b>Dance: WW2</b> <ul style="list-style-type: none"> <li>Indoor: To perform an interpretive dance which reflects an aspect of WW2.</li> </ul>	<b>Netball</b> <ul style="list-style-type: none"> <li>Outdoor: To be able to change direction to get free from a defender and receive a pass.</li> </ul> <ul style="list-style-type: none"> <li>To learn the positions of 5-a-side netball.</li> </ul> <b>Dance: WW2</b> <ul style="list-style-type: none"> <li>Indoor: To plan and perform in a WW2 style dance party.</li> </ul>
<b>MUSIC</b>	<b>A New Year Carol</b> <ul style="list-style-type: none"> <li>Listen and appraise - A New Year Carol by Benjamin Britten.</li> </ul>	<b>A New Year Carol</b> <ul style="list-style-type: none"> <li>Listen and appraise - A New Year Carol by Benjamin Britten.</li> <li>Discuss song using musical vocabulary.</li> </ul>	<b>A New Year Carol</b> <ul style="list-style-type: none"> <li>Learn the Song - A New Year Carol by Benjamin Britten.</li> <li>Recognise the style uses elements of Pop and Funk, eg the instruments used and the rhythmic patterns they play.</li> </ul>	<b>A New Year Carol</b> <ul style="list-style-type: none"> <li>Listen and Appraise - I Mun Be Married On Sunday by Benjamin Britten.</li> <li>Learn and perform the song - A New Year Carol by Benjamin Britten.</li> </ul>	<b>A New Year Carol</b> <ul style="list-style-type: none"> <li>Listen and Appraise - Fishing Song by Benjamin Britten.</li> <li>Perform the song - A New Year Carol by Benjamin Britten.</li> </ul>	<b>A New Year Carol</b> <ul style="list-style-type: none"> <li>Listen and Appraise - Fishing Song - South African and Britten version.</li> <li>Perform the song - A New Year Carol by Benjamin Britten.</li> </ul>
<b>Citizenship</b>		<b>Individual Liberty</b> <ul style="list-style-type: none"> <li>To explore what it means to live in freedom and understand what is meant by individual liberty.</li> </ul>		<b>Individual Liberty</b> <ul style="list-style-type: none"> <li>To know how to support the right to live in freedom and individual liberty.</li> </ul>		<b>Individual Liberty</b> <ul style="list-style-type: none"> <li>To understand the need to allow other people the right to their individual liberty.</li> </ul>
<b>P4C</b>	<b>The Silence Seeker</b>		<b>Dream Catcher</b>		<b>Warning: When I am Old I Will Wear Purple</b>	

# PICKHURST ACADEMY

## YEAR 6 SPRING 2 MEDIUM TERM PLAN

WHERE EVERY CHILD COUNTS

### OUR CORE VALUES

We want all of our children to BE **P.I.C.K.H.U.R.S.T**

**P**roud

**I**nquisitive

**C**onfident

**K**ind

**H**ealthy

**U**nderstanding

**R**espectful

**S**uccessful

**T**rustworthy

## INTENT

At Pickhurst our curriculum is ambitious, broad, balanced and inclusive. It has clear end points with a clear sequence and progression with children attaining the knowledge and skills stated in the subject progression maps by the end of KS2.


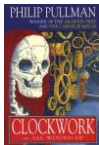
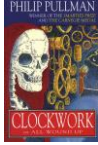
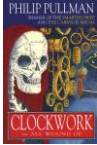
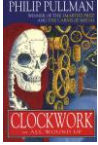
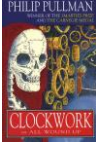
Our curriculum is knowledge and skills based, incorporates key vocabulary whilst also reflecting our school context – geographically, culturally and by addressing typical gaps in pupils' knowledge and skills. It has been revised and adapted to meet the needs of all our pupils. The curriculum covers national curriculum programs of study whilst also allowing for the repetition of skills and the themes build on each other which has been developed and revised over a period of years. It is enriched and nurtures, develops and stretches pupils' talents and interests which inspires and challenges all. The curriculum at Pickhurst is cross-curricular, for example identifying opportunities for writing in the thematic curriculum.

By the end of their time in school leaders want their pupils to be able to:

- Have the knowledge and skills for future learning and employment
  - Take advantage of opportunities and responsibilities of later life
  - Be good communicators and to be resilient
- Confident and stand up for what is right

SUBJECT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>MATHS</b>	<b>Measurement- Converting Units</b> <ul style="list-style-type: none"> <li>• To read, write and recognise all metric measures for length, mass and capacity</li> <li>• To convert between units of length, mass and capacity.</li> </ul>	<b>Measurement – Perimeter, Area and Volume</b> <ul style="list-style-type: none"> <li>• To measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</li> <li>• To calculate and</li> </ul>	<b>Measurement – Perimeter, Area and Volume</b> <ul style="list-style-type: none"> <li>• To understand that volume is the space occupied by a 3-D object and estimate volume and capacity</li> <li>• To solve problems</li> </ul>	<b>Ratio</b> <ul style="list-style-type: none"> <li>• To understand that a ratio shows the relationship between two values and can describe how one is related to another</li> <li>• To use objects and</li> </ul>	<b>Ratio</b> <ul style="list-style-type: none"> <li>• To calculate ratios.</li> <li>• To solve problems involving similar shapes where the scale factor is known or can be found</li> </ul>	<b>Assessment Week</b>

# ENGLISH

	<ul style="list-style-type: none"> <li>To solve measurement problems in context</li> <li>To convert between metric and imperial units of measure</li> </ul>	compare the area of rectangles including using standard units, square centimetres (cm <sup>2</sup> ) and square metres (m <sup>2</sup> ), and estimate the area of irregular shapes	involving converting between units of time <ul style="list-style-type: none"> <li>To use all four operations to solve problems involving measure</li> </ul>	diagrams to compare ratios and fractions <ul style="list-style-type: none"> <li>To use colon notation as the ratio symbol</li> </ul>		
	<p><b>Clockwork</b></p>  <p><b>Learning Intention:</b> to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p><b>Taught Reading Skill:</b> To decipher the meaning of new vocabulary in its context.</p> <p>To perform a poem I have written from memory</p> <p><b>Speaking and Listening:</b> To listen and respond appropriately to adults and peers</p> <p><b>Punctuation and Grammar:</b> To use synonyms and antonyms to enhance meaning</p> <p><b>Spelling Focus:</b> To spell words with</p>	<p><b>Clockwork</b></p>  <p><b>Learning Intention:</b> To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p><b>Taught Reading Skill:</b> To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p><b>Speaking and Listening:</b> To use relevant strategies to build vocabulary</p> <p><b>Punctuation and Grammar:</b> To use passive verbs to affect information presented within a sentence</p> <p><b>Spelling Focus:</b> To spell words with endings which sound like</p>	<p><b>Clockwork</b></p>  <p><b>Learning Intention:</b> To what might happen from details stated and implied</p> <p><b>Taught Reading Skill:</b> To make predictions supported by relevant evidence from the text.</p> <p><b>Speaking and Listening:</b> To give well-structured descriptions, explanations and narratives for different</p> <p><b>Punctuation and Grammar:</b> To use semicolons and colons to punctuate items within a list</p> <p><b>Spelling Focus:</b> To spell words with a 'soft c' spelt /ce/</p> <p><b>Writing Objectives:</b> To write in role to empathise with a character</p>	<p><b>Clockwork</b></p>  <p><b>Learning Intention:</b> Explain and discuss their understanding of what I have read</p> <p><b>Taught Reading Skill:</b> To identify how language, structure and presentation contribute to meaning</p> <p><b>Speaking and Listening:</b> To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p><b>Punctuation and Grammar:</b> To organise ideas based on a theme or key idea</p> <p><b>Spelling Focus:</b> To spell word families based on common words, showing how words are related in form and meaning</p>	<p><b>Clockwork</b></p>  <p><b>Learning Intention:</b> To compose a narrative written based on my reading experience</p> <p><b>Taught Reading Skill:</b> To retrieving, record and present key information from a text at quick recall</p> <p><b>Speaking and Listening:</b> To participate in discussions, presentations, performances, role play, improvisations and debates</p> <p><b>Punctuation and Grammar:</b> To build cohesion across paragraphs using adverbials</p> <p><b>Spelling Focus:</b> To spell word families based on common words, showing how words are related in form</p>	<p><b>Clockwork</b></p>  <p><b>Learning Intention:</b> To compose a narrative written based on my reading experience</p> <p><b>Taught Reading Skill:</b> To summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</p> <p><b>Speaking and Listening:</b> To consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p><b>Punctuation and Grammar:</b> To use ellipsis for effect</p> <p>To use parenthesis to add additional information for my reader</p> <p><b>Spelling Focus:</b></p>

	<p>endings which sound like /shuhl/ after a vowel letter</p> <p><b>Writing Objectives:</b> To write in role to show an understanding of setting</p> <p>To understand the structure of a Fibonacci Poem</p>	<p>/shuhl/ after a consonant letter</p> <p><b>Writing Objectives:</b> To describe a setting</p> <p>To understand how an author builds tension through character description</p>	<p>To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p><b>Writing Objectives:</b> To plan my writing by noting and developing initial ideas, drawing on reading and research where necessary considering how authors have developed characters and settings in what I have read.</p>	<p>and meaning</p> <p><b>Writing Objectives:</b> To describe settings, characters and atmosphere.</p> <p>To integrate dialogue to convey character</p> <p>To advance the action using a wide range of devices to build cohesion within and across paragraphs</p>	<p>To spell words with silent letters</p> <p><b>Writing Objectives:</b> To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>
<b>SCIENCE</b>	<p><b>Nature Library (Living Things)</b></p> <ul style="list-style-type: none"> <li>To demonstrate understanding of the process of classification and apply the process of classification to plants.</li> </ul>	<p><b>Nature Library (Living Things)</b></p> <ul style="list-style-type: none"> <li>To explore the classification of animals and recognise the main groups of vertebrates and invertebrates.</li> </ul>	<p><b>Nature Library (Living Things)</b></p> <ul style="list-style-type: none"> <li>To recognise that micro-organisms are groups of living things and explain what they are.</li> </ul>	<p><b>Nature Library (Living Things)</b></p> <ul style="list-style-type: none"> <li>To recognise that the classification system for living things has changed through history and is still changing</li> </ul>	<p><b>Nature Library (Living Things)</b></p> <ul style="list-style-type: none"> <li>To explore, how scientists handle disagreements in science.</li> </ul>	<p><b>Nature Library (Living Things)</b></p> <ul style="list-style-type: none"> <li>To use evidence and apply existing knowledge to classify and name an unknown animal or plant</li> </ul>
<b>GEOGRAPHY</b>	<p><b>Protecting The Environment</b></p> <ul style="list-style-type: none"> <li>To understand the threats to the health of our planet and some possible solutions</li> </ul>	<p><b>Protecting The Environment</b></p> <ul style="list-style-type: none"> <li>To understand what minerals are and question if they can be used sustainably</li> </ul>	<p><b>Protecting The Environment</b></p> <ul style="list-style-type: none"> <li>To understand the different types of energy available, and their advantages and disadvantages</li> </ul>	<p><b>Protecting The Environment</b></p> <ul style="list-style-type: none"> <li>To understand the importance of protecting the oceans</li> </ul>	<p><b>Protecting The Environment</b></p> <ul style="list-style-type: none"> <li>To carry out an enquiry into sustainability</li> </ul>	<p><b>Protecting The Environment</b></p> <ul style="list-style-type: none"> <li>To be able to explain how a particular environmental issue has been caused and suggest some possible solutions</li> </ul>
<b>MFL</b>	<p><b>Special Events</b></p> <ul style="list-style-type: none"> <li>Phonics focus: To pronounce nasal consonants.</li> <li>To express likes and dislikes.</li> </ul>	<p><b>Special Events</b></p> <ul style="list-style-type: none"> <li>Phonics focus: To pronounce nasal consonants.</li> <li>To express likes and dislikes.</li> </ul>	<p><b>Special Events</b></p> <ul style="list-style-type: none"> <li>Phonics focus: To pronounce nasal consonants.</li> <li>To use vocabulary related to a funfair.</li> </ul>	<p><b>Special Events</b></p> <ul style="list-style-type: none"> <li>Phonics focus: To pronounce nasal consonants.</li> <li>To use vocabulary related to a theme park.</li> </ul>	<p><b>Special Events</b></p> <ul style="list-style-type: none"> <li>Phonics focus: To pronounce nasal consonants.</li> <li>To discuss a traditional story that belongs to the</li> </ul>	<p><b>Special Events</b></p> <ul style="list-style-type: none"> <li>Phonics focus: To pronounce nasal consonants.</li> <li>To discuss a traditional story that belongs to the</li> </ul>

					storytelling tradition in England and France.	storytelling tradition in England and France.
<b>RE</b>	<b>Why don't we all get on?</b> <ul style="list-style-type: none"> <li>To understand the story of Exodus.</li> </ul>	<b>Why don't we all get on?</b> <ul style="list-style-type: none"> <li>To use the story of Exodus to understand the way in which a Jewish person may live their life.</li> </ul>	<b>Why don't we all get on?</b> <ul style="list-style-type: none"> <li>To explore the Jewish festival Passover.</li> </ul>	<b>Why don't we all get on?</b> <ul style="list-style-type: none"> <li>To understand why the Jewish Festival of Passover is important for Jewish people.</li> </ul>	<b>Why don't we all get on?</b> <ul style="list-style-type: none"> <li>To understand what the Jewish Diaspora is.</li> </ul>	<b>Why don't we all get on?</b> <ul style="list-style-type: none"> <li>To know where the Jewish Diaspora took place.</li> </ul>
<b>PSHE</b>	<b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>Know what the terms 'fact', 'opinion', 'biased' and 'unbiased'.</li> </ul>	<b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>Understand the legal age for having a social media account.</li> </ul>	<b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>Explain some benefits of saving money.</li> </ul>	<b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>Recognise and explain that different jobs have different levels of pay.</li> </ul>	<b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>Explain what is meant by voluntary, community and pressure (action) group.</li> </ul>	<b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>Explain what is meant by living in an environmentally sustainable way.</li> </ul>
<b>COMPUTING</b>	<b>Online Safety</b> <ul style="list-style-type: none"> <li>To be able to describe how to capture bullying content as evidence.</li> <li>To understand the importance of online safety.</li> <li>To explore the use and creation of sound on a device.</li> </ul>	<b>Data Handling 2: Big Data 2</b> <ul style="list-style-type: none"> <li>To record, edit and add sound effects to a radio play.</li> </ul>	<b>Data Handling 2: Big Data 2</b> <ul style="list-style-type: none"> <li>To understand how computers have changed and the impact this has had on the modern world</li> </ul>	<b>Data Handling 2: Big Data 2</b> <ul style="list-style-type: none"> <li>To research one of the computers that changed the world and present information about it to the class.</li> </ul>	<b>Data Handling 2: Big Data 2</b> <ul style="list-style-type: none"> <li>To design a computer of the future.</li> </ul>	<b>Data Handling 2: Big Data 2</b> <ul style="list-style-type: none"> <li>To present and feedback on the designs of a computer for the future.</li> </ul>
<b>PE</b>	<b>Hockey</b> <ul style="list-style-type: none"> <li>Outdoor: To develop dribbling to beat a defender.</li> </ul> <b>Gym and Fitness</b> <ul style="list-style-type: none"> <li>Indoor: To develop</li> </ul>	<b>Hockey</b> <ul style="list-style-type: none"> <li>Outdoor: To develop sending the ball using a push pass.</li> </ul> <b>Gym and Fitness</b>	<b>Hockey</b> <ul style="list-style-type: none"> <li>Outdoor: To develop receiving the ball with control.</li> </ul> <b>Gym and Fitness</b> <ul style="list-style-type: none"> <li>Indoor: To develop</li> </ul>	<b>Hockey</b> <ul style="list-style-type: none"> <li>Outdoor: To be able to move into space to support a teammate.</li> </ul> <b>Gym and Fitness</b>	<b>Hockey</b> <ul style="list-style-type: none"> <li>Outdoor: To develop using an open stick (block) tackle and jab tackle to gain</li> </ul>	<b>Hockey</b> <ul style="list-style-type: none"> <li>Outdoor: To apply the rules and skills you have learnt to play in a hockey tournament.</li> </ul>

	an awareness of what your body is capable of.	<ul style="list-style-type: none"> <li>Indoor: To develop speed and stamina.</li> </ul>	strength using my own body weight.	<ul style="list-style-type: none"> <li>Indoor: To develop co-ordination through skipping.</li> </ul>	possession of the ball. <b>Gym and Fitness</b> <ul style="list-style-type: none"> <li>Indoor: To perform actions that develop agility.</li> </ul>	<b>Gym and Fitness</b> <ul style="list-style-type: none"> <li>Indoor: To develop control whilst balancing.</li> </ul>
<b>MUSIC</b>	<b>You've got a friend</b> <ul style="list-style-type: none"> <li>To listen and appraise the song 'You've Got a Friend' by Carole King.</li> <li>To learn about/start to recognise some of Carole King's compositions.</li> </ul>	<b>You've got a friend</b> <ul style="list-style-type: none"> <li>To listen and appraise - The Loco-Motion.</li> <li>To learn about/start to recognise some of Carole King's compositions.</li> </ul>	<b>You've got a friend</b> <ul style="list-style-type: none"> <li>Listen and appraise - One Fine Day.</li> <li>To learn and practise the main vocal part of unit song.</li> </ul>	<b>You've got a friend</b> <ul style="list-style-type: none"> <li>Listen and appraise - Up On The Roof.</li> <li>To learn and practise the whole song (main and second vocal parts) of unit song.</li> </ul>	<b>You've got a friend</b> <ul style="list-style-type: none"> <li>Listen and appraise - Will You Still Love Me Tomorrow.</li> <li>To improvise within the given performance.</li> </ul>	<b>You've got a friend</b> <ul style="list-style-type: none"> <li>Listen and appraise - (You Make Me Feel Like) A Natural Woman.</li> <li>To perform and evaluate the song.</li> </ul>
<b>DT</b>	<b>Cooking: Come dine with me</b> <ul style="list-style-type: none"> <li>To research the ingredients for a three-course meal.</li> </ul>	<b>Cooking: Come dine with me</b> <ul style="list-style-type: none"> <li>To identify the components of a three-course meal.</li> </ul>	<b>Cooking: Come dine with me</b> <ul style="list-style-type: none"> <li>To apply my knowledge to prepare a starter using a recipe.</li> </ul>	<b>Cooking: Come dine with me</b> <ul style="list-style-type: none"> <li>To apply my knowledge to prepare a main course using a recipe.</li> </ul>	<b>Cooking: Come dine with me</b> <ul style="list-style-type: none"> <li>To apply my knowledge to prepare a dessert using a recipe.</li> </ul>	<b>Cooking: Come dine with me</b> <ul style="list-style-type: none"> <li>To evaluate the success of a range of products.</li> </ul>
<b>Citizenship</b>		<b>Individual Liberty</b> <ul style="list-style-type: none"> <li>To understand that individual liberty does not mean freedom from following the rules.</li> </ul>		<b>Individual Liberty</b> <ul style="list-style-type: none"> <li>To understand the rights of children linked to the UN.</li> </ul>		<b>Individual Liberty</b> <ul style="list-style-type: none"> <li>To explore my own individual liberty and rights.</li> </ul>
<b>P4C</b>	Could you work for Google?		All You Need Is Love by The Beatles		The Argument Clinic	



# PICKHURST ACADEMY

## YEAR 6 SUMMER 1 MEDIUM TERM PLAN

WHERE EVERY CHILD COUNTS

### OUR CORE VALUES

We want all of our children to BE **P.I.C.K.H.U.R.S.T**

Proud

Inquisitive

Confident

Kind

Healthy

Understanding

Respectful

Successful

Trustworthy

## INTENT

At Pickhurst our curriculum is ambitious, broad, balanced and inclusive. It has clear end points with a clear sequence and progression with children attaining the knowledge and skills stated in the subject progression maps by the end of KS2.

Our curriculum is knowledge and skills based, incorporates key vocabulary whilst also reflecting our school context – geographically, culturally and by addressing typical gaps in pupils' knowledge and skills. It has been revised and adapted to meet the needs of all our pupils. The curriculum covers national curriculum programs of study whilst also allowing for the repetition of skills and the themes build on each other which has been developed and revised over a period of years. It is enriched and nurtures, develops and stretches pupils' talents and interests which inspires and challenges all. The curriculum at Pickhurst is cross-curricular, for example identifying opportunities for writing in the thematic curriculum.

By the end of their time in school leaders want their pupils to be able to:

- Have the knowledge and skills for future learning and employment
  - Take advantage of opportunities and responsibilities of later life
  - Be good communicators and to be resilient
- Confident and stand up for what is right

SUBJECT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
MATHS	<b>Statistics</b> <ul style="list-style-type: none"> <li>To read, interpret and construct pie charts and line graphs and use these to solve problems</li> <li>To calculate and interpret the mean average in a variety of contexts.</li> </ul>	<b>Properties of Shape</b> <ul style="list-style-type: none"> <li>To draw 2-D shapes using given dimensions and angles</li> <li>To recognise, describe and build simple 3-D shapes, including making nets</li> </ul>	<b>Properties of shape</b> <ul style="list-style-type: none"> <li>To compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</li> <li>To illustrate and</li> </ul>	SATS week	<b>Project work Bakery</b> <p>These projects have been designed to explore maths in real life contexts, allowing children to see how important maths is in all aspects of life. As well as</p>	<b>Project work Bakery</b> <p>These projects have been designed to explore maths in real life contexts, allowing children to see how important maths is in all aspects of life. As well as</p>

# ENGLISH

name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius

- To recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

this, it will provide cross-curricular links where appropriate, for example, including tasks that develop design and technology skills and geographical knowledge. It also provides a great opportunity to explore and develop enterprise.

this, it will provide cross-curricular links where appropriate, for example, including tasks that develop design and technology skills and geographical knowledge. It also provides a great opportunity to explore and develop enterprise.

## The Lion and The Unicorn



**Learning Intention:**  
To read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

**Taught Reading Skill:**  
To 'read around the word' and explore its meaning in the broader context of a section or paragraph.

To draw on the understanding of the morphology and etymology of language to support their understanding.

**Speaking and Listening:**  
To listen and respond appropriately to adults and peers

## The Lion and The Unicorn



**Learning Intention:**  
To make inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

**Taught Reading Skill:**  
To give inferences making one or two pieces of evidence to support the point I am making

**Speaking and Listening:**  
To use relevant strategies to build vocabulary  
Articulate and justify answers, arguments and opinions

**Punctuation and Grammar:**  
To use expanded noun

## The Lion and The Unicorn



**Learning Intention:**  
To predict might happen from details stated and implied

To discuss themes and conventions within a text

**Taught Reading Skill:**  
To make predictions supported by relevant evidence from the text.

To confirm and modify my predictions as I read on

**Speaking and Listening:**  
To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

**Punctuation and**

## SATS Week

## The Lion and The Unicorn



**Learning Intention:**  
To compose a narrative written from another character's point of view

**Taught Reading Skill:**  
To confidently skim and scan, and use the skill of reading before and after to retrieve information.

**Speaking and Listening:**  
To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

**Punctuation and Grammar:**  
To use colons and semicolons to separate items in a list

## The Lion and The Unicorn



**Learning Intention:**  
To compose a narrative written from another character's point of view

**Taught Reading Skill:**  
To summarise key events of a story

**Speaking and Listening:**  
To participate in discussions, presentations, performances, role play, improvisations and debates

**Punctuation and Grammar:**  
To use complex and compound sentences with conjunctions

	<p>To ask relevant questions to extend their understanding and knowledge</p> <p><b>Punctuation and Grammar:</b> To use prepositional phrases</p> <p>To use expanded noun phrases</p> <p>To use parenthesis to add additional information for my reader</p> <p><b>Spelling Focus:</b> To spell word families based on common words, showing how words are related in form and meaning</p> <p><b>Writing Objectives:</b> To use emotive language to describe a setting</p> <p>To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p>phrases</p> <p>To use parenthesis to add additional information for my reader</p> <p><b>Spelling Focus:</b> To spell words that can be nouns and verbs with suffixes</p> <p><b>Writing Objectives:</b> To perform a poem I have written</p> <p>To use formal language throughout my writing</p> <p>To empathise with a character's emotions by writing in role</p> <p>To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p><b>Grammar:</b> To organise my writing into headings and subheadings</p> <p><b>Spelling Focus:</b> To spell words that can be nouns and verbs with suffixes</p> <p><b>Writing Objectives:</b> To understand the features of a propaganda leaflet</p> <p>To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>		<p><b>Spelling Focus:</b> To spell words with a long /o/ sound spelt 'ou' or 'ow'</p> <p><b>Writing Objectives:</b> To empathise with a character's experience</p> <p>To write a set of instructions</p>	<p>To use direct speech to show character dialect and personality</p> <p><b>Spelling Focus:</b> To spell ambitious synonyms: Adjectives</p> <p><b>Writing Objectives:</b> To plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form</p> <p>To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>
<b>SCIENCE</b>	<p><b>Danger! Low Voltage</b></p> <ul style="list-style-type: none"> <li>To represent a simple circuit in a diagram and describe how it works.</li> </ul>	<p><b>Danger! Low Voltage</b></p> <ul style="list-style-type: none"> <li>To use a switch in a simple circuit, show it in a diagram and describe how it works.</li> </ul>	<p><b>Danger! Low Voltage</b></p> <ul style="list-style-type: none"> <li>To demonstrate the effects of changing the current flowing through components in a circuit.</li> </ul>	<p><b>Danger! Low Voltage</b></p> <ul style="list-style-type: none"> <li>To demonstrate how circuits can be represented in, and constructed from, diagrams.</li> </ul>	<p><b>Danger! Low Voltage</b></p> <ul style="list-style-type: none"> <li>To research how electricity is generated and transmitted to the classroom, and discuss electricity generation in the future.</li> </ul>	<p><b>Danger! Low Voltage</b></p> <ul style="list-style-type: none"> <li>To present information on how electricity is generated and transmitted to the classroom, and to discuss its generation in the future.</li> </ul>

<b>HISTORY</b>	<b>The Impact of War</b> <ul style="list-style-type: none"> <li>To use war memorials and war graves to reach decisions about the impact of the World Wars on our locality.</li> </ul>	<b>The Impact of War</b> <ul style="list-style-type: none"> <li>To use evidence to show how both the First and Second World War had an impact on the lives of the children in our locality</li> </ul>	<b>The Impact of War</b> <ul style="list-style-type: none"> <li>To know and understand how the World Wars impacted daily life</li> </ul>	<b>The Impact of War</b> <ul style="list-style-type: none"> <li>To be able to explain if it was more dangerous to live in our locality in the First or Second World War</li> </ul>	<b>The Impact of War</b> <ul style="list-style-type: none"> <li>To design a memorial that reflects the contribution made by people in the locality in both World Wars</li> </ul>	<b>The Impact of War</b> <ul style="list-style-type: none"> <li>To collect and present all our knowledge about the locality in wartime in an engaging and informative way</li> </ul>
<b>MFL</b>	<b>Songs</b> <ul style="list-style-type: none"> <li>To conjugate and use common regular verbs.</li> </ul>	<b>Songs</b> <ul style="list-style-type: none"> <li>To conjugate and use common regular verbs.</li> </ul>	<b>Songs</b> <ul style="list-style-type: none"> <li>To discuss instruments and appraise popular French songs.</li> </ul>	<b>Songs</b> <ul style="list-style-type: none"> <li>To discuss instruments and appraise popular French songs.</li> </ul>	<b>Songs</b> <ul style="list-style-type: none"> <li>To learn vocabulary relating to punctuation.</li> </ul>	<b>Songs</b> <ul style="list-style-type: none"> <li>To revise numbers from one- one hundred.</li> </ul>
<b>RE</b>	<b>Why don't we all get on?</b> <ul style="list-style-type: none"> <li>To explore the history of the Jewish Diaspora.</li> </ul>	<b>Why don't we all get on?</b> <ul style="list-style-type: none"> <li>To know what a parable is and why they are told.</li> </ul>	<b>Why don't we all get on?</b> <ul style="list-style-type: none"> <li>To re-tell the Christian parable of the prodigal son.</li> </ul>	<b>Why don't we all get on?</b> <ul style="list-style-type: none"> <li>To understand how and why Christians respond to persecution.</li> </ul>	<b>Why don't we all get on?</b> <ul style="list-style-type: none"> <li>To explore the sacrament of reconciliation.</li> </ul>	<b>Why don't we all get on?</b> <ul style="list-style-type: none"> <li>To understand how Christians are still persecuted today.</li> </ul>
<b>PSHE</b>	<b>Being My Best</b> <ul style="list-style-type: none"> <li>Explain what the five ways to wellbeing are.</li> </ul>	<b>Being My Best</b> <ul style="list-style-type: none"> <li>Identify aspirational goals;</li> </ul>	<b>Being My Best</b> <ul style="list-style-type: none"> <li>Research and present health and wellbeing issues.</li> </ul>	<b>Being My Best</b> <ul style="list-style-type: none"> <li>Identify risk factors in a given situation;</li> </ul>	<b>Being My Best</b> <ul style="list-style-type: none"> <li>Recognise what risk is;</li> </ul>	<b>Being My Best</b> <ul style="list-style-type: none"> <li>Understand what to do if someone needs basic first aid.</li> </ul>
<b>COMPUTING</b>	<b>Online Safety</b> <ul style="list-style-type: none"> <li>To manage personal passwords effectively.</li> <li>To explain how data can be safely transferred.</li> </ul>	<b>Creating media: History of Computers</b> <ul style="list-style-type: none"> <li>To investigate the data usage of online activities.</li> </ul>	<b>Creating media: History of Computers</b> <ul style="list-style-type: none"> <li>To identify how data analysis can improve city life.</li> </ul>	<b>Creating media: History of Computers</b> <ul style="list-style-type: none"> <li>To design a system for turning a school into a smart school.</li> </ul>	<b>Creating media: History of Computers</b> <ul style="list-style-type: none"> <li>To evaluate ideas for turning a school into a smart school.</li> </ul>	<b>Creating media: History of Computers</b> <ul style="list-style-type: none"> <li>To present ideas for turning a school into a smart school.</li> </ul>
<b>ART</b>	<b>Photography</b> <ul style="list-style-type: none"> <li>To create a photo montage using secondary source photography.</li> </ul>	<b>Photography</b> <ul style="list-style-type: none"> <li>To use text and image together to create meaningful and powerful photo posters</li> </ul>	<b>Photography</b> <ul style="list-style-type: none"> <li>To understand abstract art through photography.</li> </ul>	<b>Photography</b> <ul style="list-style-type: none"> <li>To develop a self-portrait from a photograph and translate it into a drawing</li> </ul>	<b>Photography</b> <ul style="list-style-type: none"> <li>To replicate the mood and expression of a painting through photography.</li> </ul>	<b>Photography</b> <ul style="list-style-type: none"> <li>To evaluate the use of photography in art.</li> </ul>

<b>PE</b>	<b>Cricket</b> <ul style="list-style-type: none"> <li>Outdoor: To develop throwing accuracy and catching skills.</li> </ul> <b>Tennis</b> <ul style="list-style-type: none"> <li>Indoor: To understand and practise some of the fundamental skills of tennis.</li> </ul>	<b>Cricket</b> <ul style="list-style-type: none"> <li>Outdoor: To develop batting accuracy and directional batting.</li> </ul> <b>Tennis</b> <ul style="list-style-type: none"> <li>Indoor: To understand and practise some of the fundamental skills of tennis.</li> </ul>	<b>Cricket</b> <ul style="list-style-type: none"> <li>Outdoor: To develop catching skills (close/deep catching and wicket keeping).</li> </ul> <b>Tennis</b> <ul style="list-style-type: none"> <li>Indoor: To hit a ball with accuracy using forehand technique.</li> </ul>	<b>Cricket</b> <ul style="list-style-type: none"> <li>Outdoor: To develop overarm bowling technique and accuracy.</li> </ul> <b>Tennis</b> <ul style="list-style-type: none"> <li>Indoor: To hit a ball with accuracy using forehand technique.</li> </ul>	<b>Cricket</b> <ul style="list-style-type: none"> <li>Outdoor: To develop a variety of fielding techniques and to use them within a game.</li> </ul> <b>Tennis</b> <ul style="list-style-type: none"> <li>Indoor: To be able to play a backhand stroke with control and accuracy.</li> </ul>	<b>Cricket</b> <ul style="list-style-type: none"> <li>Outdoor: To develop long and short barriers and apply them to a game situation.</li> </ul> <b>Tennis</b> <ul style="list-style-type: none"> <li>Indoor: To be able to play a backhand stroke with control and accuracy.</li> </ul>
<b>MUSIC</b>	<b>Music and Me</b> <ul style="list-style-type: none"> <li>To listen and appraise the music of four inspiration women in history.</li> </ul>	<b>Music and Me</b> <ul style="list-style-type: none"> <li>Listen to Something Helpful by Anna Meredith.</li> <li>To explore the life and music of four chosen artists.</li> </ul>	<b>Music and Me</b> <ul style="list-style-type: none"> <li>To write inspirational lyrics.</li> <li>Listen to 'V-A-C Moscow' by Shiva Feshareki.</li> <li>To write inspirational lyrics.</li> </ul>	<b>Music and Me</b> <ul style="list-style-type: none"> <li>To write a rap to go with a given beat.</li> <li>Listen to Shades of Blue by Eska.</li> <li>To write a rap to go with a given beat.</li> </ul>	<b>Music and Me</b> <ul style="list-style-type: none"> <li>To perform and share your song.</li> <li>Listen to The Middle Middle by Afrodeutsche.</li> <li>To perform and share your song.</li> </ul>	<b>Music and Me</b> <ul style="list-style-type: none"> <li>To evaluate your song.</li> </ul>
<b>Citizenship</b>		<b>Mutual Respect, Tolerance and Diversity</b> <ul style="list-style-type: none"> <li>To understand how all people are equal despite their differences.</li> </ul>		<b>Mutual Respect, Tolerance and Diversity</b> <ul style="list-style-type: none"> <li>To use a poem to show understanding of equality.</li> </ul>		<b>Mutual Respect, Tolerance and Diversity</b> <ul style="list-style-type: none"> <li>To express the equality of all people despite their differences through a written piece of work.</li> </ul>
<b>P4C</b>	Sunscreen by Baz Luhrmann		Altruistic Animals		Monstrous – The Importance of Monsters	

# PICKHURST ACADEMY

## YEAR 6 SUMMER 2 MEDIUM TERM PLAN

WHERE EVERY CHILD COUNTS

### OUR CORE VALUES

We want all of our children to BE **P.I.C.K.H.U.R.S.T**

Proud

Inquisitive

Confident

Kind

Healthy

Understanding

Respectful

Successful

Trustworthy

## INTENT

At Pickhurst our curriculum is ambitious, broad, balanced and inclusive. It has clear end points with a clear sequence and progression with children attaining the knowledge and skills stated in the subject progression maps by the end of KS2.

Our curriculum is knowledge and skills based, incorporates key vocabulary whilst also reflecting our school context – geographically, culturally and by addressing typical gaps in pupils' knowledge and skills. It has been revised and adapted to meet the needs of all our pupils. The curriculum covers national curriculum programs of study whilst also allowing for the repetition of skills and the themes build on each other which has been developed and revised over a period of years. It is enriched and nurtures, develops and stretches pupils' talents and interests which inspires and challenges all. The curriculum at Pickhurst is cross-curricular, for example identifying opportunities for writing in the thematic curriculum.

By the end of their time in school leaders want their pupils to be able to:

- Have the knowledge and skills for future learning and employment
  - Take advantage of opportunities and responsibilities of later life
  - Be good communicators and to be resilient
- Confident and stand up for what is right

SUBJECT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
MATHS	Residential Trip	<b>Consolidation Project work – Tours</b> <ul style="list-style-type: none"> <li>These projects have been designed to explore maths in real life contexts, allowing children to see how important maths is in all aspects of life.</li> </ul>	<b>Consolidation Project work – Tours</b> <ul style="list-style-type: none"> <li>These projects have been designed to explore maths in real life contexts, allowing children to see how important maths is in all aspects of life. As well as this, it</li> </ul>	<b>Maths Week Investigations Preparation for KS3 (Transition)</b>	<b>Investigations Preparation for KS3 (Transition)</b>	<b>Assessment Week</b>



# ENGLISH

As well as this, it will provide cross-curricular links where appropriate, for example, including tasks that develop design and technology skills and geographical knowledge. It also provides a great opportunity to explore and develop enterprise.

will provide cross-curricular links where appropriate, for example, including tasks that develop design and technology skills and geographical knowledge. It also provides a great opportunity to explore and develop enterprise.

## Residential Trip

### The Rabbits



#### Learning Intention:

To read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

#### Taught Reading Skill:

To 'read around the word' and explore its meaning in the broader context of a section or paragraph.

To draw on the understanding of the morphology and etymology of language to support their understanding.

#### Speaking and Listening:

To listen and respond appropriately to adults and peers

### The Rabbits



#### Learning Intention:

To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

#### Taught Reading Skill:

To independently draw evidence from more than one place across a text.

#### Speaking and Listening:

To use relevant strategies to build vocabulary

To articulate and justify answers, arguments and opinions

#### Punctuation and Grammar:

To use relative clauses

### The Rabbits



#### Learning Intention:

To predict what might happen from details stated and implied

#### Taught Reading Skill:

To make predictions supported by relevant evidence from the text

To confirm and modify predictions as I read on

#### Speaking and Listening:

To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

#### Punctuation and Grammar:

To organise my ideas into

### The Rabbits



#### Learning Intention:

To identify how language, structure and presentation contribute to meaning

#### Taught Reading Skill:

To explain and discuss their understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic, and using notes where necessary.

#### Speaking and Listening:

To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

## Assessment Week

### The Rabbits



#### Learning Intention:

To retrieve, record and present information from a narrative

#### Taught Reading Skill:

To confidently skim and scan, and use the skill of reading before and after to retrieve information.

To use evidence from across whole chapters or texts.

#### Speaking and Listening:

To participate in discussions, presentations, performances, role play, improvisations and debates

		<p>To ask relevant questions to extend their understanding and knowledge</p> <p><b>Punctuation and Grammar:</b> To use noun phrases to add additional information and build cohesion</p> <p>To use prepositional phrases to describe a setting</p> <p><b>Spelling Focus:</b> To spell challenging synonyms and antonyms</p> <p><b>Writing Objectives:</b> To note and develop initial ideas, drawing on reading and research where necessary</p> <p>To describe people, place and setting</p>	<p>and parenthesis to include additional information for my reader</p> <p>To use passive voices to affect how information is presented within a sentence</p> <p><b>Spelling Focus:</b> To review common exception words</p> <p><b>Writing Objectives:</b> To write using a formal register</p> <p>To empathise with a character by writing in role</p>	<p>headings and subheadings</p> <p><b>Spelling Focus:</b> To review statutory words</p> <p><b>Writing Objectives:</b> To write a poem using stylistic vocabulary</p> <p>To draft and write a debate</p>	<p><b>Punctuation and Grammar:</b> To review taught punctuation: colon, semicolon, apostrophe, dash, hyphen, comma, inverted commas</p> <p><b>Spelling Focus:</b> To review statutory words</p> <p><b>Writing Objectives:</b> To consider how authors have developed characters and settings in what I have read, listened to or seen performed</p> <p>To describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p>	<p><b>Punctuation and Grammar:</b> To review building complex and compound sentences with conjunctions; semicolons and commas to separate clauses / phrases</p> <p><b>Spelling Focus:</b> To review statutory words</p> <p><b>Writing Objectives:</b> To consider how authors have developed characters and settings in what I have read, listened to or seen performed</p> <p>To describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p>
SCIENCE	Residential Trip	<p><b>Body Health (Animals including humans)</b></p> <ul style="list-style-type: none"> <li>To describe the impact of diet and exercise on human health and evaluate healthy eating guidance</li> <li>To use secondary sources to investigate how scientific ideas were developed in</li> </ul>	<p><b>Body Health (Animals including humans)</b></p> <ul style="list-style-type: none"> <li>To investigate variables that affect pulse rate</li> </ul>	<p><b>Body Health (Animals including humans)</b></p> <ul style="list-style-type: none"> <li>To identify the impact exercise has on the way the body functions</li> </ul>	<p><b>Body Health (Animals including humans)</b></p> <ul style="list-style-type: none"> <li>To identify and present the long-term effects on the body of drug use</li> </ul>	<p><b>Body Health (Animals including humans)</b></p> <ul style="list-style-type: none"> <li>To reflect and consolidate learning about a healthy lifestyle</li> </ul>

		the past.				
<b>GEOGRAPHY</b>	Residential Trip	<b>Our world in the Future</b> <ul style="list-style-type: none"> <li>To understand the different topographical features of an area.</li> <li>To plan and carry out fieldwork to answer a given enquiry question</li> </ul>	<b>Our world in the Future</b> <ul style="list-style-type: none"> <li>To understand how and why housing needs change over time</li> </ul>	<b>Our world in the Future</b> <ul style="list-style-type: none"> <li>To understand the importance of local work opportunities to the community</li> </ul>	<b>Our world in the Future</b> <ul style="list-style-type: none"> <li>To understand that communities need a range of accessible amenities and public services</li> </ul>	<b>Our world in the Future</b> <ul style="list-style-type: none"> <li>To plan for a sustainable future for our area</li> </ul>
<b>MFL</b>	Residential Trip	<b>Francophonie: Quotes and Expressions</b> <ul style="list-style-type: none"> <li>To use more complex vocabulary to express opinions.</li> </ul>	<b>Francophonie: Quotes and Expressions</b> <ul style="list-style-type: none"> <li>To explore classic idioms and quotations from another culture.</li> </ul>	<b>Francophonie: Quotes and Expressions</b> <ul style="list-style-type: none"> <li>To count beyond one hundred.</li> </ul>	<b>Francophonie: Quotes and Expressions</b> <ul style="list-style-type: none"> <li>To appraise a film in a foreign language.</li> </ul>	<b>Francophonie: Quotes and Expressions</b> <ul style="list-style-type: none"> <li>To apply expressive language to a review.</li> </ul>
<b>RE</b>	Residential Trip	<b>Why don't we all get on?</b> <ul style="list-style-type: none"> <li>To examine the concept of freedom and compare ideas from different religious world views.</li> </ul>	<b>Why don't we all get on?</b> <ul style="list-style-type: none"> <li>To examine the concept of justice and compare ideas from different religious world views.</li> </ul>	<b>Why don't we all get on?</b> <ul style="list-style-type: none"> <li>To examine the concept of justice and compare ideas from different religious world views.</li> </ul>	<b>Why don't we all get on?</b> <ul style="list-style-type: none"> <li>To identify human rights and explore if any of the world religions have influenced them.</li> </ul>	<b>Why don't we all get on?</b> <ul style="list-style-type: none"> <li>To describe the influence of religious beliefs on the non-violent protest movement.</li> </ul>
<b>PSHE</b>	Residential Trip	<b>Growing and Changing</b> <ul style="list-style-type: none"> <li>Recognise some of the changes I have experienced.</li> </ul>	<b>Growing and Changing</b> <ul style="list-style-type: none"> <li>Know what is meant by the term stereotype;</li> </ul>	<b>Growing and Changing</b> <ul style="list-style-type: none"> <li>Understand the risks of sharing images online.</li> </ul>	<b>Growing and Changing</b> <ul style="list-style-type: none"> <li>Know what the word 'puberty' means.</li> </ul>	<b>Growing and Changing</b> <ul style="list-style-type: none"> <li>Explain the difference between a safe and an unsafe secret.</li> </ul>
<b>COMPUTING</b>	Residential Trip	<b>Skills Showcase: Inventing a Product</b> <ul style="list-style-type: none"> <li>To be aware of strategies to help be protected online.</li> <li>To design an electronic product.</li> </ul>	<b>Skills Showcase: Inventing a Product</b> <ul style="list-style-type: none"> <li>To use CAD to design a product.</li> </ul>	<b>Skills Showcase: Inventing a Product</b> <ul style="list-style-type: none"> <li>To create a website.</li> </ul>	<b>Skills Showcase: Inventing a Product</b> <ul style="list-style-type: none"> <li>To create and edit a video.</li> </ul>	<b>Skills Showcase: Inventing a Product</b> <ul style="list-style-type: none"> <li>To understand the techniques used in advertising a product.</li> </ul>

		<ul style="list-style-type: none"> <li>To code and debug a program.</li> </ul>				
<b>PE</b>	<b>Residential Trip</b>	<b>Athletics</b> <ul style="list-style-type: none"> <li>Outdoor: To develop your own and others sprinting technique.</li> </ul> <b>Tennis</b> <ul style="list-style-type: none"> <li>Indoor: To be able to perform an overhead tennis serve.</li> </ul>	<b>Athletics</b> <ul style="list-style-type: none"> <li>Outdoor: To develop power, control and technique for the triple jump.</li> </ul> <b>Tennis</b> <ul style="list-style-type: none"> <li>Indoor: To develop a volley for use in a tennis game.</li> </ul>	<b>Athletics</b> <ul style="list-style-type: none"> <li>Outdoor: To develop power, control and technique when throwing for distance.</li> </ul> <b>Tennis</b> <ul style="list-style-type: none"> <li>Indoor: To develop a volley for use in a tennis game.</li> </ul>	<b>Athletics</b> <ul style="list-style-type: none"> <li>Outdoor: To develop throwing with force and accuracy for longer distances.</li> </ul> <b>Tennis</b> <ul style="list-style-type: none"> <li>Indoor: To apply learnt skills in a variety of tennis games.</li> </ul>	<b>Athletics</b> <ul style="list-style-type: none"> <li>Outdoor: To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.</li> </ul> <b>Tennis</b> <ul style="list-style-type: none"> <li>Indoor: To apply learnt skills in a variety of tennis games.</li> </ul>
<b>MUSIC</b>	<b>Residential Trip</b>	<b>Reflect, rewind and replay</b> <ul style="list-style-type: none"> <li>To listen and appraise classical music.</li> <li>Listen to L'Autrier Pastoure Seoit (The Other Day A Shepherdess Was Sitting) - Traditional - Early Music.</li> </ul>	<b>Reflect, rewind and replay</b> <ul style="list-style-type: none"> <li>To play an instrument within a song.</li> <li>Familiarise and build on musical vocabulary.</li> <li>Reflect Armide Overture by Jean-Baptiste Lully composed in 1686.</li> </ul>	<b>Reflect, rewind and replay</b> <ul style="list-style-type: none"> <li>To improvise using voices and instruments.</li> <li>Reflect on The Marriage of Figaro: Overture by Mozart written in 1786, the Classical period.</li> </ul>	<b>Reflect, rewind and replay</b> <ul style="list-style-type: none"> <li>To create a composition.</li> <li>Reflect on Armide Overture by Jean-Baptiste Lully was composed in 1686.</li> </ul>	<b>Reflect, rewind and replay</b> <ul style="list-style-type: none"> <li>To share and perform.</li> <li>Reflect Homelands by Nitin Sawhney written in 1999.</li> </ul>
<b>DT</b>	<b>Residential Trip</b>	<b>Electrical Systems: Steady Hand Games</b> <ul style="list-style-type: none"> <li>To research and analyse a range of children's toys</li> </ul>	<b>Electrical Systems: Steady Hand Games</b> <ul style="list-style-type: none"> <li>To identify the key components of a steady hand game.</li> </ul>	<b>Electrical Systems: Steady Hand Games</b> <ul style="list-style-type: none"> <li>To understand the importance of a stable base.</li> </ul>	<b>Electrical Systems: Steady Hand Games</b> <ul style="list-style-type: none"> <li>To apply my knowledge of electronics when incorporating them in a product.</li> </ul>	<b>Electrical Systems: Steady Hand Games</b> <ul style="list-style-type: none"> <li>To evaluate the success of a product.</li> </ul>
<b>Citizenship</b>		<b>Economics, Money and Managing Resources</b> <ul style="list-style-type: none"> <li>How to use a bank account.</li> <li>How can money affect my feelings?</li> </ul>		<b>Economics, Money and Managing Resources</b> <ul style="list-style-type: none"> <li>How to use a bank account.</li> <li>How can money affect my feelings?</li> </ul>		<b>Economics, Money and Managing Resources</b> <ul style="list-style-type: none"> <li>How to use a bank account.</li> <li>How can money affect my feelings?</li> </ul>

P4C	Ah hah!		Howard Gardner's Multiple Intelligences		Love	
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