# St Paul's CE Academy
# Curriculum Map 2023-24

## Year 6

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| **Learning Journey TOPIC** | **Planet in Peril** | **All Greek to Me** | **Why is Fairtrade fair?** | **Kingdom of Benin** | **There's no place like home** | **Historical healthcare** |
| **WOW** | **NEWSROOM DAY** | **Christmas decorations** | | **Benin day** | | |
| **FINALE** | **PGL** | | | | **Port Lympne** | **PROM** |
| **Linked curriculum areas** | ENGLISH, MUSIC, GEOGRAPHY, PSHE, ART | ENGLISH, MUSIC, DT, HISTORY | GEOGRAPHY, ENGLISH, ART | HISTORY, ENGLISH, PSHE, ART | MATHS, DT, READING, GEOGRAPHY, GRAMMAR, ENGLISH | HISTORY, DT. |
| **Discrete subjects** | **RE, PE, ICT, SCIENCE, History, Art** | **RE, PE, ICT, SCIENCE, DT, Geography** | **RE, PE, ICT, SCIENCE,** | **RE, PE, ICT, SCIENCE** | **RE, PE,ICT, SCIENCE** | **RE, ICT, DT, SCIENCE** |
| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| **Quality Texts** | "Short"<br>War of the Worlds<br>Nonfiction – non chronological report | "The Legendier"<br>Castle Midnight | Non-fiction texts based round classification and Topic<br>No way Home | No way Home | The Lighthouse<br>The Plot<br>Different forms of stimuli to inspire writing. | The water tower |
| **English** | Narrative writing based short stories<br>Descriptive writing.<br>Narrative writing.<br>Recount (newspaper reports)<br>Letter | Descriptive writing<br>Narrative writing<br>Persuasive writing<br>Writing in role. | Narrative writing(fiction extended writing)<br>Non chronological report<br>Balanced argument | Recount (diary entry)<br>Narrative writing<br>Edit and improve work from term 1<br>Reading revision<br>Writing in role (letter)<br>Missing person report | Reading revision<br>Narrative writing<br>Recount<br>Writing in role (letter) | Recount (diary entry, non-chronological report<br>Narrative writing<br>Edit and improve work from term 1<br>Writing in role (letter)<br>Playscript |
| **Handwriting and Presentation** | Write legibly, fluently and with increasing speed by:<br>Choosing which shape of a letter to use and deciding whether or not to join letters – appropriate to task Develop own handwriting style – year 6 | | | | | |

| **Destination Reader** | Reading comprehensions. Different texts and genres. | | | | | |
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| **Maths**<br>**Number (including problem solving, using & applying in context)**<br>**(60% of each term)**<br><br>SEE MEDIUM TERM<br><br>Arithmetic and Reasoning papers will be practiced throughout the year | To read, write, order and compare numbers at least to 10,000,000 and determine the value of each digit.<br><br>To round any whole number to a required degree of accuracy.<br><br>To solve number problems and practical problems that involve all of the above.<br><br>To perform mental calculations, including with mixed operations and large numbers.<br><br>To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.<br><br>To perform mental calculations, including with mixed operations and large numbers.<br><br>To identify common factors, common multiples and prime numbers.<br><br>To solve problems involving addition, subtraction, multiplication and division. | To multiply multi-digit numbers up to 4 digits by a two-digit whole number using the efficient written method of long multiplication.<br><br>To divide numbers up to 4 digits by a two-digit whole number using efficient written methods of long division and interpret remainders as whole numbers, remainders, fractions or by rounding as appropriate in the context.<br><br>To compare and order fractions, including fractions >1.<br><br>To use common factors to simplify fractions; use common multiples to express fractions in the same denomination.<br><br>To identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100, 1000 where the answers are up to three decimal places.<br><br>To solve problems which require answers to be rounded to specified degrees of accuracy. | To read, write, order and compare numbers at least to 10,000,000 and determine the value of each digit.<br><br>To round any whole number to a required degree of accuracy.<br><br>To use negative numbers in context, and calculate intervals across zero.<br><br>To solve number problems and practical problems that involve all of the above.<br><br>To perform mental calculations, including with mixed operations and large numbers.<br><br>To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.<br><br>To use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.<br><br>To perform mental calculations, including with mixed operation and large numbers.<br><br>To identify common factors, common multiples and prime numbers (Children could practise using mental methods that involve using factors, for example.)<br><br>To use their knowledge of the order of operations to carry out calculations involving the four operations.<br><br>To use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.<br><br>To add and subtract fractions | KS2 REVISION<br>To round any whole number to a required degree of accuracy.<br><br>To solve number problems and practical problems that involve all of the above.<br><br>To perform mental calculations, including with mixed operations and large numbers.<br><br>To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.<br><br>To perform mental calculations, including with mixed operations and large numbers.<br><br>To identify common factors, common multiples and prime numbers.<br><br>To solve problems involving addition, subtraction, multiplication and division. | KS2 REVISION<br>To multiply multi-digit numbers up to 4 digits by a two-digit whole number using the efficient written method of long multiplication.<br><br>To divide numbers up to 4 digits by a two-digit whole number using efficient written methods of long division and interpret remainders as whole numbers, remainders, fractions or by rounding as appropriate in the context.<br><br>To compare and order fractions, including fractions >1.<br><br>To use common factors to simplify fractions; use common multiples to express fractions in the same denomination.<br><br>To identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100, 1000 where the answers are up to three decimal places.<br><br>To solve problems which require answers to be rounded to specified degrees of accuracy. | Playground Maths<br><br>To solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate.<br><br>To use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa using decimal notation to three decimal places.<br><br>Greek Maths<br>To draw 2D shapes using given dimensions and angles.<br><br>To compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.<br><br>To describe positions on the full co-ordinate grid (all four quadrants). |

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| | | | with different denominators, using the concept of equivalent fractions.<br><br>To associate a fraction with division to calculate decimal fraction equivalents (0.375) for a simple fraction (3/8).<br><br>To multiply simple pairs of proper fractions, writing the answer in its simplest form (1/4 ÷ 1/2 = 1/8).<br>To divide proper fractions by whole numbers (1/3 ÷ 2 = 1/6). | | | |
| **Algebra** | To express missing number problems algebraically.<br><br>To use simple formulae expressed in words.<br><br>To find pairs of numbers that satisfy number sentences involving two unknowns.<br><br>To enumerate all possibilities of combinations of two variables. | | To express missing number problems algebraically.<br><br>To use simple formulae expressed in words.<br><br>To find pairs of numbers that satisfy number sentences involving two unknowns.<br><br>To enumerate all possibilities of combinations of two variables. | | | |
| ***Measurement*** | To solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate.<br><br>To use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa using decimal notation to three decimal places.<br><br>To convert between miles and kilometres. | | To recognise that shapes with the same area can have different perimeters and vice versa.<br>To calculate the area of parallelograms and triangles.<br><br>To recognise when it is necessary to use the formulae for area and volume of shapes.<br><br>To calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed ($cm^3$) and cubic metres ($m^3$) and extending to other units such as $mm^3$ and $km^3$. | To solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places, where appropriate.<br><br>To use read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit and vice versa, using decimal notation to three decimal places.<br><br>To calculate the area of parallelograms and triangles.<br>To recognise when it is necessary to use the formulae for area and volume of shapes. | | |

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| **Geometry** | To illustrate and name parts of circles, including radius, diameter and circumference.<br><br>To recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. | To draw 2D shapes using given dimensions and angles.<br><br>To compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.<br><br>To recognise, describe and build simple 3D shapes, including making nets. | To describe positions on the full co-ordinate grid (all four quadrants).<br><br>To draw and translate simple shapes on the co-ordinate plane, and reflect them in the axes.<br>To recognise when it is possible to use formulae for area and volume of shapes | | | |
| **Statistics** | | To interpret and construct pie charts and line graphs and use these to solve problems. | | To interpret and construct pie charts and line graphs and use these to solve problems. | | |
| **Science** | **Circulatory systems**<br><br>To describe ways in which water and nutrients are transported around the body<br><br>Recognise the impact of life style and exercise on the human body.<br><br>Identify the name parts of the human circulatory system including lungs, heart and blood<br><br>Plan different types of enquiries to answer their own and other's questions<br><br>Take measurements with increasing accuracy. | **Classification**<br><br>To make predictions to make up further comparative and fair tests<br><br>To report and present findings from an enquiry, including conclusions<br><br>To give reasons for classifying plants and animals<br><br>To describe how living things are classified into broad groups according to common observable characteristics. | **Light**<br><br>Plan different types of enquiries to answer their own and other's questions<br><br>To make predictions to make up further comparative and fair tests<br><br>To report and present findings from an enquiry, including conclusions<br><br>To use ideas that travels in a straight line and explains how shadows are created.<br><br>To describe how objects are seen as they reflect light into the eye to explain our eyes see using light that travels from a light source to our eye. | **Electricity**<br><br>To record data using increasingly difficult diagrams<br><br>To associate the brightness of a lamp or sound of a buzzer to number of cells used.<br><br>To compare and give reasons for how components function e.g. loudness of buzzer<br><br>To recognize symbols in a circuit diagram. | **Evolution**<br><br>To use appropriate scientific language and ideas to communicate ideas.<br><br>To recognize that living things have changed over time<br><br>To recognize that living things produce offspring that are not identical, but vary<br><br>To recognize how animals adapt to their environments. | **Outdoor learning sessions**<br><br>• Describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources.<br>• Ask their own questions about the scientific phenomena they are studying, and select and plan the most appropriate ways to answer these questions, or those of others, recognising and controlling variables where necessary - including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests, and finding things out using a wide range of secondary sources of information<br>• Use a range of scientific equipment to take accurate |

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| | | | | | | and precise measurements or readings, with repeat readings where appropriate<br>• Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs<br>• Draw conclusions in different forms, and raise further questions that could be investigated, based on their data and observations<br>• Raise further questions that could be investigated, based on their data and observations |

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| **Computing** | Computing systems and communication data and information<br><br>• Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration<br>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information<br>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | Creating media<br><br>Webpage creation<br><br>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content<br>• Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.<br>• use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour. | Programming A<br><br>Variable games<br><br>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts<br>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output<br>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs<br>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | Data and Information<br><br>• Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information | Creating Media<br>3D modelling<br><br>• Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information<br>• Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | Programming B<br><br>Sensing<br><br>• Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts<br>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output<br>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs<br>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. |
| **ICT Skills** | https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-communication | https://teachcomputing.org/curriculum/key-stage-2/creating-media-web-page-creation | https://teachcomputing.org/curriculum/key-stage-2/programming-a-variables-in-games | | https://teachcomputing.org/curriculum/key-stage-2/programming-b-sensing | https://teachcomputing.org/curriculum/key-stage-2/creating-media-3d-modelling |
| **E-Safety** | | Every Term<br>Y6 pupils will have a very strong understanding of Online-Safety, and they will continue to strengthen their understanding by:<br><br>• Online Safety Worship.<br>• Pupil interviews and surveys.<br>• Childnet.com resources<br>• ThinkuKnow.co.uk resources<br>• National Online Safety resources | | | | |

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| | | Internet Safety will also link to PSHE and general classroom rules. Children to be encouraged to be kind online and safe. Continually reinforcing the SMART rules.<br>• Use technology respectfully and responsibly<br>• Report a range of ways to report a concern both in and out of school. | | | | |
| **History** | | Ancient Greece<br><br>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.<br><br>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.<br><br>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.<br><br>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.<br><br>They should understand how our knowledge of the past is constructed from a range of sources. | | Benin<br>- To find out where the Kingdom of Benin was and<br>about the time period we will be exploring.<br><br>To explore how we know about the Kingdom of Benin from 900 to 1300.<br><br>To find out about the leaders of the Kingdom of<br>Benin.<br><br>To find out about the lives of the people of the<br>Kingdom of Benin.<br><br>To find out about the trade network of the Benin<br>Empire.<br><br>To find out about the Benin Empire's Golden Age. | | Medicine and Diseases<br><br>To learn about the medical practices of prehistoric civilisations and Ancient Egyptians.<br><br>To discover the Roman attitude<br>towards health and medicine<br>and how this was influenced by<br>the Greeks.<br><br>To investigate Medieval medicine and the events during<br>the Black Plague<br><br>To explore the medical practices of the Tudor period.<br><br>To research the medical advancements and significant<br>people during the Victorian period. |

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| **Geography** | Climate Change<br><br>**What will I be able to do?:**<br>- Explain how Gambia is being affected by changes in the weather and evaluate how this is impacting on people<br><br>- Using a range of evidence reach conclusions and make judgements on the changing weather patterns in Victoria in Southeast Australia<br><br>- Reflect upon and evaluate different viewpoints and reach a personal judgement about the implications of changing weather patterns on the people of Greenland. | | Fair Trade<br><br>**What will I be able to do?:**<br>Describe what the Silk Road was the most important trading route in history and explain how this affected the movement of people<br>Explain why and how countries trade with each other<br>Describe the benefits and disadvantages of trading<br>Compare the most commonly imported products from China to the UK with the products imported from the UK to China.<br>Explain that the term of international trade are not always fair for some producers around the world<br>Explain what Fairtrade is and describe the difference between the situation of Fairtrade-verified farms and non-Fairtrade producers | | National Parks<br><br>**What will I be able to do?:**<br>- Identify and locate the 15 National Parks in the UK<br>- Describe the common natural features of National Parks<br>- Explain what 'cultural heritage' is<br>- Describe how National Parks encourage visitors and why these are important<br>- Explain the similarities and differences between the landscape of Southwest England with other parts of the UK<br>- Explain why farms are an important part of keeping National Parks<br>- Understand who looks after the UK National Parks<br>- Compare National Parks in the UK with National Parks in other countries. | |
| **Art** | **Activism**<br>**Printing/collage**<br>Artist study – topography – Louise Fili, Grayson Perry, Paula Scher, Chris Kenny.<br><br>• Give details about the style of notable artists and designers.<br><br>• Show how the work of those studies was influential in both society and to other artists.<br><br>• Create original pieces that show a range of different influences and styles.<br><br>• Build up layers of colours.<br><br>• Create and accurate pattern, showing fine detail.<br><br>Use a range of visual elements to reflect the purpose of the work | | **Painting – modern still life**<br>Artist study – Holly Coulis, Hilary Pecis, Nicole Dyer, Pedro Pedro.<br><br>• Sketch before painting to combine line and colour.<br>• Create a colour palette based upon colours observed in the natural or man-made world.<br>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.<br>• Combine colours, tones, tints to enhance the mood of a piece.<br>• Use brush techniques and the qualities of paint to create texture.<br>• Develop a personal styles of painting, drawing upon ideas from other artists. | | **Sculpture based on Benin sculptures**<br>Artist sculpture: Benin Bronzes 13th century<br><br>• Comment on and compare Benin sculptures<br>• Compare modern sculpture to Benin sculptures<br>• Plan sculpture inspired by Benin.<br>• Create<br>• Sculpture based on art of Benin<br>• Paint sculpture<br>Self-evaluation of Sculpture. | |
| **Design Technology** | | **Greek DT**<br><br>work confidently within a range | | | **Cereal bar T5**<br><br>use a wider range of materials and components | **Decoration – Prom decoration.** |

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| | | of contexts, such as the home, school,<br>leisure, culture, enterprise, industry and the wider environment<br><br>describe the purpose of their products<br><br>indicate the design features of their products that will appeal to intended<br>users<br><br>explain how particular parts of their products work<br><br>why materials have been chosen<br><br>what methods of construction have been used<br><br>how well products work to achieve their purposes<br>how innovative products are | | | than KS1, including construction<br>materials and kits, textiles, food ingredients, mechanical components and electrical components<br><br>how food is processed into ingredients that can be eaten or used in cooking<br><br>that recipes can be adapted to change the appearance, taste, texture and aroma<br><br>that different food and drink contain different substances – nutrients, water and<br>fibre – that are needed for health | work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment<br><br>describe the purpose of their products<br><br>indicate the design features of their products that will appeal to intended<br>users<br><br>explain how particular parts of their products wor<br><br>use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas<br><br>critically evaluate the quality of the design, manufacture and fitness for<br>purpose of their products as they design and make |
| **Music**<br>**Scheme of work internet link** | **<u>Pulse</u>**<br>Under eight<br><br>**<u>War of the Worlds musicscapes</u>**<br><br>Listen with attention to sound and detail<br><br>Recall sounds with increasing aural memory<br><br>Perform a solo or ensemble contexts with increasing accuracy, fluency and expression.<br>**<u>Graphic Score</u>**<br><br>Create a composition | **<u>Singing</u>**<br><br>• Confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate my own and others work.<br><br>• Discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. | **<u>Composing</u>**<br><br>• Compose a detailed piece of music from a given stimulus – pentatonic scale.<br><br>• Use staff notation to record rhythms and melodies. | **<u>Musicianship</u>**<br>Pitch<br>Creating a chord<br><br>• Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence.<br>• Suggest and demonstrate improvements to own and others' work. | **<u>Composing</u>**<br><br>• Compose a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. | **<u>Performance</u>**<br>**<u>Singing in two parts.</u>**<br><br>• Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. – leaver's ceremony<br><br>• Work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicate with the group. |

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| | using formal representation<br><br>Appreciate a wide range of high quality live and recorded music drawn from different traditions. | | | | | |
| **Religious Education Scheme of work** | **Creation and science: conflicting or complimentary?**<br><br>• Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their response.<br>• Weigh up how far Genesis 1 creation narratives is in conflict, or is complementary, with a scientific account, giving good reasons for their views. | **Why is the Torah so important to Jewish people?**<br><br>• Make clear connections between Jewish beliefs about the Torah and how they use and treat it.<br>• Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws).<br>• Give evidence and examples to show how Jewish people pit their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice). | **What does it mean to be a Muslim in Britain today?**<br><br>• Make connections between Muslim beliefs studied and Muslim ways of living in Britain /East Sussex today.<br>• Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims.<br>• Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. | **For Christians what kind of King was Jesus?**<br><br>• Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today.<br>• Articulate their own responses to the idea of the importance of love and service in the world today. | **How does faith help people when life gets hard?**<br><br>• Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these.<br>• Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own. | **What matters most to Humanists and Christians?**<br><br>• Raise important questions and suggest answers about how and why people should be good.<br>• Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. |
| **PE** | **OAA**<br>**Handball**<br><br>As an outdoor adventurer, I know how to:<br>- Use information given to me by others to complete tasks and work collaboratively<br>- Undertake more complex tasks<br>- Take responsibility for a role in a task<br>- Use knowledge of physical activities to suggest design ideas and amendments to games. | **Gymnastics**<br><br>As a gymnast, I know how to:<br>- Develop flexibility, balance, strength and control<br>- Demonstrate accuracy, consistency and clarity of movement<br>- Lead group warm ups, showing understanding the need for strength and flexibility<br>- Arrange own apparatus to enhance work and vary compositional ideas<br>- Develop symmetry (as a pair and in a small group) | **Dance**<br><br>As a dancer, I know how to:<br>- Take the lead by suggesting ideas and refining actions of others.<br>- Talk about different styles of dance with understanding, using appropriate language and terminology. | **Netball**<br><br>As a netball player, I know how to:<br>- Play within the rules using blocking skills for shots and passes<br>- Develop defensive skills<br>- Make choices about where to pass the ball<br>- Anticipate, track and control a rebounding ball from a shot<br>- Mark the ball for a | **Athletics**<br><br>As a sportsperson, I know how to:<br>- Use power to improve the start of a short sprint<br>- Develop the 3 phases of the triple jump<br>- Use the correct technique to jump further<br>- Develop and implement the heave throw<br>- Perform the scissor jump consistency and good technique<br>- Apply strength and | **Tennis**<br><br>As a tennis player, I know how to:<br>- Develop backhand shots<br>- Demonstrate a lob shot in isolated situations<br>- Perform a lob shot in gameplay<br>- Implement basic positioning as a pair to score points. |

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| | As a handball player, I know how to:<br>- Use a wide range of handball rules consistently<br>- Work as a team to improve group tactics and gameplay<br>- Play within the rules using screening to break down offensive play. | - Experience flight on and off of high apparatus. | | pass or a shot<br>- Attempt rebounds as an attacker and defender<br>- Use footwork techniques such as pivot. | flexibility to a broad range of throwing, running and jumping activities. | |
| **Languages** | **All about me**<br>• Form a question in order to ask for information<br>• Present factual information in extended sentences including justification/explanation.<br>• Rehearse and recycle extended sentences orally Plan and present a short descriptive text.<br>• Use intonation and gesture to differentiate between statements and questions<br>• Make realistic attempts at pronunciation of new, vocabulary<br>• Listen and repeat key phonemes with care applying pronunciation rules.<br>• Use adjectives with correct placement and agreement.<br>• Listening and following the sequence of a story, song or text including some unfamiliar language (The Snowman).<br>• Recognise blends of sounds and select words to recognise common spelling patterns<br>• Notice and begin to predict key word | **Animals**<br>• Form a question in order to ask for information<br>• Present factual information in extended sentences including justification/explanation.<br>• Rehearse and recycle extended sentences orally Plan and present a short descriptive text.<br>• Use intonation and gesture to differentiate between statements and questions<br>• Make realistic attempts at pronunciation of new, vocabulary<br>• Listen and repeat key phonemes with care applying pronunciation rules.<br>• Use adjectives with correct placement and agreement.<br>• Listening and following the sequence of a story, song or text including some unfamiliar language (The Snowman).<br>• Recognise blends of sounds and select words to recognise common spelling patterns<br>• Notice and begin to predict key word patterns and spelling patterns.<br>• Decode new vocabulary including context.<br>• Follow a short text or rhyme, listening and read at the same time.<br>• Use existing knowledge of vocabulary and phrases to create new sentences Complete a gapped text with key words/phrases.<br>• Write a short text using | **Weather and seasons**<br>• Form a question in order to ask for information<br>• Present factual information in extended sentences including justification/explanation.<br>• Rehearse and recycle extended sentences orally Plan and present a short descriptive text.<br>• Use intonation and gesture to differentiate between statements and questions<br>• Make realistic attempts at pronunciation of new, vocabulary<br>• Listen and repeat key phonemes with care applying pronunciation rules.<br>• Use adjectives with correct placement and agreement.<br>• Listening and following the sequence of a story, song or text including some unfamiliar language (The Snowman).<br>• Recognise blends of sounds and select words to recognise common spelling patterns<br>• Notice and begin to predict key word | **School**<br>• Form a question in order to ask for information<br>• Present factual information in extended sentences including justification/explanation.<br>• Rehearse and recycle extended sentences orally Plan and present a short descriptive text.<br>• Use intonation and gesture to differentiate between statements and questions<br>• Make realistic attempts at pronunciation of new, vocabulary<br>• Listen and repeat key phonemes with care applying pronunciation rules.<br>• Use adjectives with correct placement and agreement.<br>• Listening and following the sequence of a story, song or text including some unfamiliar language (The Snowman).<br>• Recognise blends of sounds and select words to recognise common spelling patterns<br>• Notice and begin to predict key word | **Food and drink**<br>• Form a question in order to ask for information<br>• Present factual information in extended sentences including justification/explanation.<br>• Rehearse and recycle extended sentences orally Plan and present a short descriptive text.<br>• Use intonation and gesture to differentiate between statements and questions<br>• Make realistic attempts at pronunciation of new, vocabulary<br>• Listen and repeat key phonemes with care applying pronunciation rules.<br>• Use adjectives with correct placement and agreement.<br>• Listening and following the sequence of a story, song or text including some unfamiliar language (The Snowman).<br>• Recognise blends of sounds and select words to recognise common spelling patterns<br>• Notice and begin to predict key word patterns and spelling patterns.<br>• Decode new vocabulary including context.<br>• Follow a short text or rhyme, listening and read at the same time. | **Sports**<br>• Form a question in order to ask for information<br>• Present factual information in extended sentences including justification/explanation.<br>• Rehearse and recycle extended sentences orally Plan and present a short descriptive text.<br>• Use intonation and gesture to differentiate between statements and questions<br>• Make realistic attempts at pronunciation of new, vocabulary<br>• Listen and repeat key phonemes with care applying pronunciation rules.<br>• Use adjectives with correct placement and agreement.<br>• Listening and following the sequence of a story, song or text including some unfamiliar language (The Snowman).<br>• Recognise blends of sounds and select words to recognise common spelling patterns<br>• Notice and begin to predict key word patterns and spelling patterns.<br>• Decode new vocabulary including context.<br>• Follow a short text or rhyme, listening and read at the same time.<br>• Use existing knowledge of vocabulary and phrases to create new sentences Complete a gapped text with key words/phrases.<br>• Write a short text using word and phrase cards to model or scaffold. |

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| | patterns and spelling patterns.<br>• Decode new vocabulary including context.<br>• Follow a short text or rhyme, listening and read at the same time.<br>• Use existing knowledge of vocabulary and phrases to create new sentences Complete a gapped text with key words/phrases.<br>• Write a short text using word and phrase cards to model or scaffold. | word and phrase cards to model or scaffold. | patterns and spelling patterns.<br>• Decode new vocabulary including context.<br>• Follow a short text or rhyme, listening and read at the same time.<br>• Use existing knowledge of vocabulary and phrases to create new sentences Complete a gapped text with key words/phrases.<br>• Write a short text using word and phrase cards to model or scaffold. | patterns and spelling patterns.<br>• Decode new vocabulary including context.<br>• Follow a short text or rhyme, listening and read at the same time.<br>• Use existing knowledge of vocabulary and phrases to create new sentences Complete a gapped text with key words/phrases.<br>• Write a short text using word and phrase cards to model or scaffold. | • Use existing knowledge of vocabulary and phrases to create new sentences Complete a gapped text with key words/phrases.<br>• Write a short text using word and phrase cards to model or scaffold. | |
| **RSE** | Pupils can recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves. | Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs. | Pupils realise the nature and consequences of discrimination, including the use of prejudice based language. | Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM) | Pupils have an awareness that infections can be shared during sexual intercourse and that a condom can help to prevent this. | Pupils develop the confidence and skills to know when, who and how to ask for help independently or with support. |
| **PSHE** | **<u>New Beginnings</u>**<br><br>I can suggest ways that I can make a healthy and safe environment<br><br>I know that if I have good friends and do activities I enjoy I am Likely to be happier | **<u>Getting on and falling out</u>**<br><br>I can suggest ways that I can make a healthy and safe environment<br><br>I know that if I have good friends and do activities I enjoy I am Likely to be happier | **<u>Healthy Living</u>**<br><br>I can suggest ways that I can make a healthy and safe environment<br><br>I know that if I have good friends and do activities I enjoy I am Likely to be happier | **<u>Stress and Relaxation</u>**<br><br>I can suggest ways that I can make a healthy and safe environment<br><br>I know that if I have good friends and do activities I enjoy I am Likely to be happier | **<u>Going for Goals</u>**<br><br>I can suggest ways that I can make a healthy and safe environment<br><br>I know that if I have good friends and do activities I enjoy I am Likely to be happier | **<u>Citizenship</u>**<br><br>I can suggest ways that I can make a healthy and safe environment<br><br>I know that if I have good friends and do activities I enjoy I am Likely to be happier |
| **Outdoor Learning** | OAA Activities - PGL | | | | Port Lympne | |