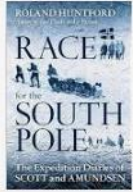

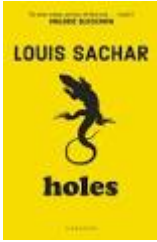




Year 6 Planning Overview			
	Autumn	Spring	Summer
<b>Topic title</b>	<b>Discovery and Exploration</b>	<b>A Child's War</b>	<b>The Ancient Maya and Mexico</b>
<b>Drivers (past present future)</b>	<p><b>Past:</b> Who were the significant polar explorers and how were they similar and different? Significance of this?</p> <p><b>Future:</b> Where will humans go next and how will we evolve?</p>	<p><b>Past:</b> What was the impact of WWII on the lives of children?</p> <p><b>Present:</b> How is war impacting the lives of children today?</p>	<p><b>Past:</b> What did we learn from the Mayans? (Number system, chocolate, calendar, gods etc)</p> <p><b>Future:</b> The Mayans ended due to drought. How can we stop this from happening to others?</p>
<b>Global themes covered</b>	Reducing inequalities Sustainable cities and communities Responsible consumption and production	Climate action Life below water	Life on land Peace and justice- strong institutions
<b>Charity Link</b>	Harvest-Rutland Food Bank donations ASHA		
<b>Visit/ experience linked to the topic</b>	Warning Zone linked to our PHSE	Evacuee Day	PGL trip linked to PHSE/ Growing Independence
<b>Overall outcome for topic (showcase)</b>	Darwin biography	Evacuee day write up/ photos/ food/games and their own evacuee letter	Art gallery showcasing topic. PPTs.
<b>Hook</b>	Reading the fascinating story of Amundsen and Scott's race to the S.Pole	BBC Broadcast by Neville Chamberlain on outbreak of war	Listening to and watching a traditional Mexican musical performance, such as the mariachi or ranchera. Then year 6 will

**The Big Idea Long Term Learning Journey – Year 6**

			take a refreshing sip of Latin limeade or a cool sangrita made from tomato and orange juice!
<b>Key Texts</b>	<b>Class read:</b> 	<b>Class read:</b> 	<b>Class read:</b> 
<b>English</b>	<ul style="list-style-type: none"> <li>• Charles Darwin Biography</li> <li>• Newspaper –Formal recount of Warning Zone visit</li> <li>• Informal, chatty letter</li> <li>• Suspense passage</li> </ul> <p><b>Class set of Poetry (Reading- Thriving on repetition)</b></p>	<ul style="list-style-type: none"> <li>• Fable</li> <li>• Non-Chronological report</li> <li>• Evacuee letter</li> </ul> <p><b>Class set of Poetry (Reading- Thriving on repetition)</b></p>	<ul style="list-style-type: none"> <li>• Instructions</li> <li>• Persuasive letter</li> <li>• Harry Potter diary entry</li> <li>• Drama –Leavers’ Concert</li> </ul> <p><b>Class set of Poetry (Reading- Thriving on repetition)</b></p>
<b>Theme links to Maths</b>			

<b>Focus Subjects</b>	<b>Geography/ History</b>	<p><b>Geography</b></p> <p><b>National Curriculum Objectives</b>  <b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>identify the position and significance of latitude, longitude, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p>Human and physical geography describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones and biomes</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>I can use maps and atlases to identify the position and significance of longitude &amp; latitude</li> <li>I can use maps and atlases to identify the position and significance of the Arctic and Antarctic Circles</li> <li>I can use maps and atlases to identify the position and significance of the Tropic of Cancer and Tropic of Capricorn</li> <li>I can identify the significance and explain the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>I can use ordnance survey symbols and 6-figure references</li> <li>I can describe how some places are similar and dissimilar in relation to my human and physical features</li> <li>I can name the largest desert in the world and locate desert regions in an Atlas</li> </ul>	<p><b>History</b></p> <p><b>National Curriculum Objectives</b></p> <ul style="list-style-type: none"> <li>Pupils should understand how our knowledge of the past is constructed from a range of sources</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>I know key dates during WW2</li> <li>I know what a secondary source is</li> <li>I know what a primary source is</li> <li>I know key figures during WW2</li> <li>I can summarise the main events from a period of history, explaining the order of events and what happened</li> <li>I have considered the wider social changes brought about by WW2 through the role of women</li> <li>I can describe a key event from Britain's past, such as D-day, using a range of evidence from different sources</li> <li>I can identify and explain propaganda</li> </ul> <p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>I can use a range of concepts and ideas to compare and critically analyse events from the past, such as how WW1 contributed to WW2 starting.</li> </ul>	<p><b>History</b></p> <p><b>National Curriculum Objectives</b></p> <ul style="list-style-type: none"> <li>Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>a non-European society that provides contrasts with British history – one study chosen from: <b>Mayan civilization c. AD 900</b></li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>I know key dates during the Maya</li> <li>I know who the Maya were, what was special about them and where they lived</li> <li>I can describe the features of historical events and way of life from periods I have studied, such as foods eaten by the Maya and their significance, their number system and Gods</li> <li>I can place features of historical events and people from the past societies and periods in a chronological framework</li> <li>I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently)</li> <li>I can identify and explain differences, similarities and changes between different periods of history</li> </ul> <p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>I can create my own hypothesis about the past, formulating my own theories about reasons for change</li> <li>I can use a range of concepts and ideas to compare and critically analyse events from the past</li> </ul> <p><b>Geography</b>  <b>National Curriculum Objectives</b></p>
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		<ul style="list-style-type: none"> <li>• I can use the 8 points of a compass to build my knowledge of the UK and the wider world</li> <li>• I can use four and six-figure grid references to build my knowledge of the UK and the wider world</li> <li>• I can identify and use Ordnance Survey maps</li> <li>• I can use some basic Ordnance Survey map symbols</li> </ul> <p><b>Greater Depth</b> I can interpret other people's arguments for change, analysing and evaluating my viewpoints</p>		<ul style="list-style-type: none"> <li>• To know about the distribution of natural resources such as minerals</li> </ul> <p>Know how a location fits into its wider geographical location with reference to human and economical features.</p> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• <b>understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</b></li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>• I know that Mexico is among the world's largest producers of oil, natural gas, silver, copper, gold, lead, zinc and lumber. Other minerals such as mercury, cadmium, manganese, iron and coal are also found in Mexican mines and contribute to the global supply of rare earth elements.</li> <li>• I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like</li> <li>• I can compare physical and human geographical similarities and differences when studying a region within North or South America</li> </ul> <p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>• I can collect statistics about people and places from field work or research and analyse data looking for trends</li> </ul>
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	<b>Subject Outcome</b>	<p><b>Geography:</b> World maps Use a variety of sources to recall, organise and explain the geography of the polar regions.</p> <p><b>History:</b> Identify differences and similarities in the history of polar exploration and their significance.</p>	<p><b>History:</b> Present Findings: how the war impacted on British Lives e.g. through Propaganda, evacuees (evacuee letter) and Women's Role in society.</p>	<p><b>History:</b> Mayan Civilization Presentation to recall, explain and organise relevant facts about the Mayan Civilisation.</p>
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	<b>Science</b>	<p><b>Science – Evolution</b></p> <p><b>National Curriculum Objectives</b></p> <ul style="list-style-type: none"> <li>• recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to my parents</li> <li>• identify how animals and plants are adapted to suit my environment in different ways and that adaptation may lead to evolution</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can describe how the earth and living things have changed over time</li> <li>• I can explain how fossils can be used to find out about the past</li> <li>• I can link adaptation over time to evolution</li> <li>• I can explain evolution</li> <li>• I can explain about reproduction and offspring (recognising that offspring normally vary and are not identical to my parents)</li> <li>• I can explain how animals and plants are adapted to suit my environment</li> </ul> <p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>• I can research and discuss the work of famous scientists, such as Charles Darwin, Mary Anning and Alfred Wallace</li> </ul>	<p><b>Science – Light</b></p> <p><b>National Curriculum Objectives</b></p> <ul style="list-style-type: none"> <li>• recognise that light appears to travel in straight lines</li> <li>• use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>• explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can explain how light travels</li> <li>• I can explain and demonstrate how we see objects</li> <li>• I can explain why shadows have the same shape as the object that casts them</li> <li>• I know how light travels</li> <li>• I know why there are shadows</li> <li>• I know the different components that make up an electric circuit</li> <li>• I can explain how simple optical instruments work, e.g., periscope, telescope, binoculars, mirror, magnifying glass etc</li> </ul> <p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>• I can explain how different colours of light can be created</li> <li>• I can use and explain how simple optical instruments work (periscope, telescope, binoculars, mirror, magnifying glass, Newton’s first reflecting telescope)</li> </ul>	<p><b>Science – Animals including Humans</b></p> <p><b>National Curriculum Objectives</b></p> <ul style="list-style-type: none"> <li>• identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>• recognise the impact of diet, exercise, drugs and lifestyle on the way my bodies function</li> <li>• describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can identify the main parts of the human circulatory system</li> <li>• I can describe the function of the heart, blood vessels and blood</li> <li>• I can discuss the impact of diet, exercise, drugs and lifestyle on health</li> <li>• I can describe the ways in which nutrients and water are transported in animals, including humans</li> <li>• I know and can name the main parts of the human circulatory system</li> </ul> <p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>• I can explore the work of medical pioneers, for example, William Harvey and Galen and recognise how much we have learnt about our bodies</li> <li>• I can compare the organ systems of humans to other animals</li> <li>• I can name and locate the major organs in the human body and make a diagram of the human body and explain how different parts work and depend on one another</li> </ul>
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			<ul style="list-style-type: none"> <li>I can explore a range of phenomena, including rainbows/ Northern Lights</li> </ul> <p><b>Science- Electricity</b></p> <p><b>National Curriculum Objectives:</b></p> <ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>use recognised symbols when representing a simple circuit in a diagram.</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>I can explain how the number &amp; voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer</li> <li>I can draw circuit diagrams using correct symbols</li> <li>I can compare and give reasons for why components work and do not work in a circuit</li> </ul> <p><b>Greater Depth</b></p>	
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			<ul style="list-style-type: none"> <li>• I can make my own traffic light system or something similar</li> <li>• I can explain the danger of short circuits</li> <li>• I can explain what a fuse is</li> <li>• I can explain how to make changes in a circuit</li> <li>• I can explain the impact of changes in a circuit</li> <li>• I can explain the effect of changing the voltage of a battery</li> </ul>	
	<b>Subject Outcome</b>	<b>Science:</b> Evolution : impact of Darwin	<b>Science:</b> Light & Electricity (3 weeks) Blackout link – what are the best materials to block light so that our house does not get bombed	<b>Science:</b> The human body Double page spread of the heart



		<p><b>Science – Living things and my habitats</b></p> <p><b>National Curriculum Objectives</b></p> <ul style="list-style-type: none"> <li>• describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</li> <li>• give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can classify living things into broad groups according to observable characteristics and based on similarities &amp; differences</li> <li>• I can describe how living things have been classified</li> <li>• I can give reasons for classifying plants and animals in a specific way</li> <li>• I can readily group animals into reptiles, fish, amphibians, birds and mammals</li> <li>• I can explain why classification is important</li> </ul> <p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>• I can explain how some living things adapt to survive extreme conditions and analyse the advantages/disadvantages of specific adaptations, e.g. being on 2 rather than 4 feet</li> </ul> <p>I can sub divide my original groupings and explain my divisions, such as vertebrates and invertebrates</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Greater Depth:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
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	DT	<p>No DT in first term.</p>	<p><b>D&amp;T</b>  <b>Electrical Systems-</b> More complex switches and circuits (including programming, monitoring and control)  <b>National Curriculum Objectives</b>  <b>Design</b></p> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks accurately</li> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to my functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>understand and use electrical systems in my products</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>I know what a budget is</li> <li>I know how to work safely</li> <li>I can use market research to inform my plans and ideas</li> <li>I can follow and refine my plans</li> <li>I can show that I consider culture and society in my plans and designs</li> <li>I show that I can test and evaluate my products</li> <li>I can explain how products should be stored and give reasons</li> </ul>	<p><b>D&amp;T</b>  <b>Food</b> (Term 5)- Celebrating culture and seasonality. Savoury scones.  <b>Textiles</b> (Term 6)- Combining different fabric shape (including computer-aided design)</p> <p><b>National Curriculum Objectives</b></p> <p><b>Cooking</b>  prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>I know what a budget is</li> <li>I know how to work safely</li> <li>I can use market research to inform my plans and ideas</li> <li>I can follow and refine my plans</li> <li>I can show that I consider culture and society in my plans and designs</li> <li>I show that I can test and evaluate my products</li> <li>I can explain how products should be stored and give reasons</li> <li>I can work within a budget</li> <li>I can evaluate my product against clear criteria</li> <li>I can justify my plans in a convincing way</li> </ul> <p><b>Greater Depth:</b>  Can I test and evaluate my final product - Is it fit for purpose? What would improve it? Would different resources have improved my product? Would they need more or different information to make it even better? Does my product meet all design criteria?</p>
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			<ul style="list-style-type: none"><li>• I can work within a budget</li><li>• I can evaluate my product against clear criteria</li><li>• I can justify my plans in a convincing way</li></ul> <p><b>Greater Depth:</b> Can I test and evaluate my final product - Is it fit for purpose? What would improve it? Would different resources have improved my product? Would they need more or different information to make it even better? Does my product meet all design criteria?</p>	
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	<b>PHSE</b>	<p><b>PSHE: Protective Behaviours booklet. Warning Zone trip, Hello Yellow Day and Computing e-safety also covers a lot of the 3 elements of our PHSE curriculum: ‘Relationships’, ‘Living in the Wider World’ and ‘Health and Well-Being’, such as peer pressure, unhealthy relationships and the risks of sharing online. See Yr 6’s newspaper recounts on elements covered.</b></p> <p><b>Granular Knowledge:</b></p> <ul style="list-style-type: none"> <li>• I can identify my Early Warning Signs, the physical feelings in my body that help them to know that they are not feeling safe</li> <li>• I can identify the qualities that make a safe ‘network’ person</li> <li>• I can seek help from an adult in my Network of Support and know when to review my network</li> <li>• I can judge whether a secret is a safe or unsafe</li> <li>• I can identify behaviours that constitute abuse and neglect</li> <li>• I can identify touches which break personal boundaries and understand that no-one should touch the intimate parts of my bodies</li> <li>• I can contribute to discussions about assessing risk.</li> <li>• To know how to keep personal information, including photos, safe.</li> <li>• Know about the types of things that might affect mental health and ways to take care of it.</li> <li>• Understand how to balance time online with other activities to help maintain their health and wellbeing</li> </ul>	<p><b>PSHE: Living in the Wider World</b></p> <p><b>Role of money and social media in Gambling:</b> Look at advertising, risks, debt and fraud and the role of social media/internet.</p> <p><b>Granular Knowledge:</b></p> <ul style="list-style-type: none"> <li>• I have begun to recognise influence and pressure and have related this to peers and the media</li> <li>• I can identify risk and risk management strategies, know where they can get support and I can identify some sources of reliable and accurate information.</li> <li>• I can understand the difference between prejudice and discrimination and some safe strategies to challenge discrimination and stereotypes.</li> <li>• I understand the role money plays in people’s lives</li> <li>• I know about some of the common risks associated with money including debt, fraud, gambling and theft.</li> <li>• I understand why people choose to communicate through social media and recognise the risks and challenges of doing so.</li> <li>• I can recognise aspects of my identity and understand how other people can influence my perception of themselves</li> <li>• I can describe the ethnic make-up of my community and different groups that live in Britain</li> <li>• I can recognise the negative effects of stereotyping and prejudice</li> <li>• I know about how they and others, including volunteers, contribute to the community</li> </ul>	<p><b>PSHE: Drug Education and Relationship Education. Health and Wellbeing</b></p> <p><b>Granular Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To know what it means to be attracted to someone and that people who love each other can be of any gender, ethnicity and faith</li> <li>• Know what sexual intercourse is, how pregnancy occurs and how pregnancy can be avoided.</li> <li>• To know that people have the right to choose whom they marry and know that forced marriage is illegal.</li> <li>• To understand the features of a healthy and unhealthy friendship.</li> <li>• Know what consent is and how to seek and give permission/ not give permission in different situations</li> <li>• To recognise and respond to pressure from friends or others to do something that makes them feel unsafe or uncomfortable.</li> <li>• I can identify my Early Warning Signs, the physical feelings in my body that help them to know that they are not feeling safe</li> <li>• I can identify the qualities that make a safe ‘network’ person</li> <li>• I can seek help from an adult in my Network of Support and know when to review my network</li> <li>• I can judge whether a secret is a safe or unsafe</li> <li>• I can identify behaviours that constitute abuse and neglect</li> <li>• I can identify touches which break personal boundaries and understand that no-one should touch the intimate parts of my bodies</li> </ul>
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				<ul style="list-style-type: none"> <li>I can identify risk and risk management strategies, know where they can get support and I can identify some sources of reliable and accurate information</li> </ul> <p><b>Greater Depth:</b></p> <ul style="list-style-type: none"> <li>I can categorise, with confidence, a wide variety of drugs as medical, non-medical, legal and illegal</li> <li>I can show understanding of the possible physical and psychological effects and harm caused by a number of drugs on users and others in society</li> <li>I can explain multiple uses of medicines and immunisations</li> <li>I have a more detailed knowledge of the laws relating to drugs</li> <li>I have a broad understanding of the range of reasons why some people use and misuse drugs and share a number of alternatives</li> <li>I understand influence and pressure and have related this to peers and the media</li> <li>I can identify risk and risk management strategies and know where they can get support and reliable, accurate information</li> </ul>
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	<b>British Values</b>	<b>British Values:</b> Democracy, Mutual Respect and Tolerance of those with different faiths and beliefs.	<b>British Values:</b> The Rule of Law and Individual Liberty.	<b>British Values:</b> Revisit and retrieve all British Values
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	<b>Music</b>	<p><b>Music</b>  <b>National Curriculum Objectives</b></p> <ul style="list-style-type: none"> <li>• <b>play and perform in solo and ensemble contexts, using my voices and playing musical instruments with increasing accuracy, fluency, control and expression</b></li> <li>• <b>improvise and compose music for a range of purposes using the inter-related dimensions of music</b></li> <li>• <b>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</b></li> <li>• <b>develop an understanding of the history of music.</b></li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can sing in harmony confidently and accurately</li> <li>• I can perform parts from memory</li> <li>• I can take the lead in a performance</li> <li>• I can use a variety of different musical devices in my composition (including melody, rhythms and chords)</li> <li>• I know that music has a history</li> <li>• I can evaluate how the venue, occasion and purpose affects the way a piece of music is created</li> <li>• I can analyse features within different pieces of music</li> <li>• I can compare and contrast the impact that different composers from different times have had on people of that time</li> </ul> <p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>• I can perform a piece of music which contains two (or more) distinct melodic</li> </ul>		
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		<p>or rhythmic parts, knowing how the parts will fit together</p> <ul style="list-style-type: none"> <li>I can show how a small change of tempo can make a piece of music more effective</li> <li>I can use the full range of chromatic pitches to build up chords, melodic lines and bass lines</li> </ul> <p>I can appraise the introductions, interludes and endings for songs and compositions I have created</p>		
	<b>Music</b>	<b>Music:</b> 'Happy' (Charanga unit)	<b>Music</b> Analyse different songs. 'You've got a Friend' (Charanga unit)	<b>Music:</b> Leavers' Concert and drumming workshop and/or Ukulele lessons.
<b>RE</b>		<p><b>Islam-</b> Know the main features of a mosque and understand its significance as well as Makkah. They will learn about the life of the Prophet Muhammad, the Holy Qur'an and Muslim life.</p> <p>Allah, Hajj, Islam, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salah, Sawm and Shahada. (Northants Syllabus)</p>	<p><b>What can we learn from stories shared by Christians, Jew and Muslims? Learning from Religions (Northants Syllabus)</b></p> <p>Adam and Eve; Noah and the Ark; and Joseph.</p> <p>Children will rate summaries of the stories as to their significance and meaning, write a prayer from Noah's perspective and make own coat of many colours, showing emotions and experiences.</p>	<p><b>Christianity-Upper KS2</b></p> <p>Lord's prayer and how it is used in worship</p> <p>Making moral decisions and lifestyle choices</p> <p>Beliefs about life and death</p>
		Significance of Shahada, pillars of Islam, label mosque and create Eid cards.	AT1 – Learning about religion and belief: enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing	AT2 – Learning from religion and belief: questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied

		meaning with reference to the specific beliefs and religions studied.	
<b>ART- (covered by expert teacher)</b>	<p><b>Art</b> <b>National Curriculum Objectives</b> <b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>to develop my techniques, including my control and my use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>to improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>I can explain why I have used different tools to create art</li> <li>I can explain why I have chosen specific techniques to create my art</li> <li>I know different artists choose different resources for effect</li> <li>I know what over printing is</li> <li>I can over print to create different patterns</li> <li>I can use a range of e-resources to create art</li> </ul> <p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>I can demonstrate an understanding of the 'Creative Process' by managing my time effectively, practicing skills, and actively enquiring how to make improvements</li> </ul> <p>I can explain my own style of art and identify a range of influences e.g mood, events, geography, nature, history</p>	<p><b>Art</b> <b>National Curriculum Objectives</b> <b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>to create sketch books to record my observations and use them to review and revisit ideas</li> <li>about great artists, architects and designers in history</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>I can explain the style of my work and how it has been influenced by a famous artist</li> <li>I can record my ideas in a sketchbook</li> <li>I can use feedback to make amendments and improvement to my art</li> </ul> <p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>I am able to work independently, confidently and take creative risks in my work</li> </ul>	<p><b>Art</b> <b>National Curriculum Objectives</b> <b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>to develop my techniques, including my control and my use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>to improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul> <p><b>Granular Knowledge</b></p> <ul style="list-style-type: none"> <li>I can explain why I have used different tools to create art</li> <li>I can explain why I have chosen specific techniques to create my art</li> <li>I know different artists choose different resources for effect</li> <li>I know what over printing is</li> <li>I can over print to create different patterns</li> <li>I can use a range of e-resources to create art</li> </ul> <p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>I can demonstrate an understanding of the 'Creative Process' by managing my time effectively, practicing skills, and actively enquiring how to make improvements</li> <li>I can explain my own style of art and identify a range of influences E g</li> </ul>

	<p>An art learning journey in Sketchpads demonstrating research and experimentation  Book cover illustration for 'On the Origins of the Species'  Set/ stage design</p>	<p>An art learning journey in Sketchpads demonstrating research and experimentation  A war propaganda poster  Realist wartime landscape inspired by official war artist</p>	<p>mood, events, geography, nature, history  Art inspired by Day of the Dead , Frida Kahlo and Basset.</p>
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<b>MFL</b>	Retrieval and practice of Year 5 Numbers to 100 The weather	Pocket money Human body/ illnesses	Sports and hobbies
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<b>Computing (covered by expert teacher)</b>	Computer systems and networks-communication Creating media: 3-D modelling	Creating media- Web page creation Data and information spreadsheets	Programming variables in a game Programming-Sensing