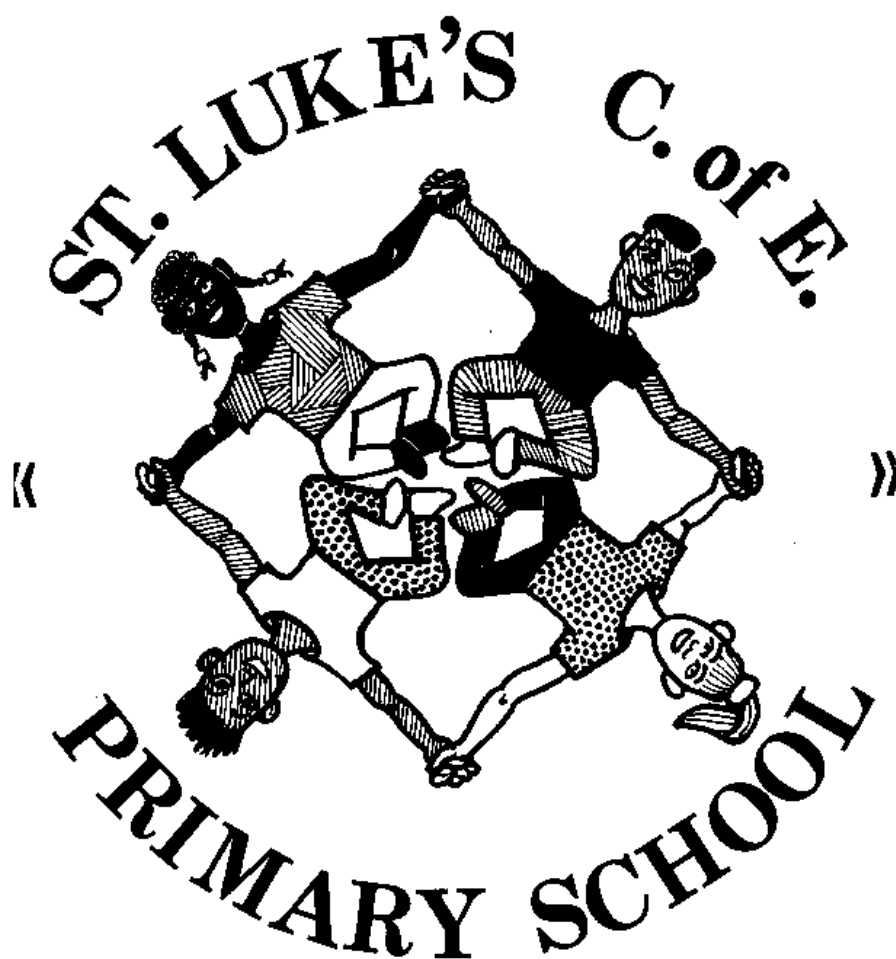


# St Luke's CE Primary School



**Year 6 Curriculum  
2023/24**

## **Aims of the school**

- To provide a secure, happy and stimulating environment in which children will be well motivated to learn.
- To value each child in their own right irrespective of ability, gender or background and to provide them with opportunities of access to curriculum, and give each the confidence and motivation to meet challenges at work and leisure.
- To develop and foster their self esteem to take their place in society.
- To enable children to make informed decisions concerning the quality of their life and well-being in a world of increasing opportunities and dangers.
- To equip children with the skills to learn; encouraging increasing independence, self reliance and confidence.
- To provide a broad and balanced skill based curriculum which meets the needs of all children, providing opportunities to think logically, critically and creatively, and where they are enabled to work independently and co-operatively to fulfil their potential.
- To demonstrate and foster a positive attitude towards work and to recognise and respect of their own and each other's achievements.
- To value and respect each person's contribution to our school and to work together to achieve excellence.
- To teach and foster self discipline and respect for people, property and animals in order to achieve and maintain high standards of behaviour and good relationships.
- To prepare children to live in a multi-cultural society and to enable them to understand, respect and value the beliefs and values of their own and other cultures. To nurture their spiritual development, providing opportunities to acquire and discuss personal values and beliefs.
- To work with parents/carers forming a partnership based on trust and mutual understanding in the best interests of the children; to form and foster links with the local and wider community.
- To make the best use of all available resources to achieve the best possible outcomes.

### **We hope that parents will work towards the school's aims by:**

- Ensuring their child attends school regularly and punctually.
- Avoiding term-time holidays wherever possible.
- Having due regard for the school's code of behaviour ensuring a supportive attitude.
- Supporting school policies.
- Contacting the school at the earliest opportunity to share information which may affect their child's learning or wellbeing.
- Participating in discussions concerning their child's progress and achievements.
- Understanding and being realistic about their child's abilities, offering encouragement and praise.
- Allowing and encouraging their child to become more self reliant as he/she progresses through school.
- Attending parents' information and consultation meetings.
- Encouraging and supporting children with out of school learning, especially reading and projects.

### **WHOLE SCHOOL FOCI**

Across the school, the key foci will be:

- Communication and language – Development of vocabulary
- Communication and language – Speaking and listening (class assemblies, debate and performances)
- Reading Skills
- Reading for pleasure
- Phonics (EYFS, KS1 and Y3 catch-up groups, INA pupils)
- Handwriting
- Consolidation of the use of 'Big Questions' and lesson questions to structure all units of work

Year 3 is a transition year between KS1 and KS2 and we aim to support all children to become inquisitive, independent and resilient learners. We encourage to ask questions, to take pride in their work and to begin to develop their own academic interests. One key way in which children are enabled to grow is through our annual residential trip to Castleton in the Peak District. Not only is this a fun and enriching trip, and a key part of our school curriculum, but the night away from home helps to teach them about teamwork, being brave and developing some self-reliance.

## **MENTAL HEALTH AND WELLBEING**

Alongside our Global Citizenship and Wellbeing curriculum, we will be ensuring that pupils receive daily opportunities to participate in Mental Health and Wellbeing activities.

Across the school, the key foci will be:

- Developing resilience
- Growth Mindset
- Mindfulness
- Recognising emotions
- Strategies for self-care and how to stay healthy
- Enrichment opportunities

## **EXTRA-CURRICULAR ACTIVITIES**

There is a rich programme of extension activities provided by school, including visitors, events, celebrations and trips. Every child will go on regular enrichment trips.

Children can also participate in a variety of after school clubs throughout the year e.g. sports – multi skills, art club, football club, reading club, project club etc (a timetable will be available at the school office).

## **STATUTORY TESTS**

In Year 6, the children complete the Statutory Attainment Tests (SATs). These national exams are designed to test the knowledge and understanding the children have acquired by the end of Key Stage Two and therefore see where their learning is at when leaving primary school. The SATs will take place in the second week of May 2024 and cover three areas of Literacy and numeracy: Spelling, Grammar and Punctuation (SPaG), Reading and Arithmetic and Reasoning.

## **HOMEWORK**

Homework is given to enable children to consolidate, extend and enrich their learning in school, and parents' support in encouraging positive attitudes towards work is greatly valued. The school seeks to maintain a balance between the amount of homework given, and the need for rest and leisure time when the amount of homework given, and the need for rest and leisure time when children can pursue other interests. In addition, homework provides children with opportunities for independent research. Your child will have a spelling list each week and there will also be regular mathematics homework to support learning in class.

## **REGULAR READING**

At St Luke's, we believe that reading is the foundation of all learning and therefore must be held at the highest of importance. With that said, we ask you to ensure that your child reads at home with an adult on a daily basis and read for pleasure as regularly as possible. Hearing your child read and discussing the book with them will help to improve vocabulary and understanding.

Children may also borrow other books of their choice from the school or local libraries as we encourage children to read as widely as possible and we hope that you will discuss the books with your child and encourage him/her to sample a wide range of literature.

## **PROJECTS**

All children throughout the school will be set projects to work on at home in order to extend their learning and help to develop independent learning skills. This is a fantastic opportunity for you and your child to work together to learn about a topic, expand the children's knowledge about the world, and use the skills they have learned in a purposeful way. The children will be able to develop their skills in English, Maths, Geography, Science, Art, ICT and across the wider curriculum. The main aims of our projects are:

- To develop research skills
- To become an independent learner
- To help prepare for High School with organising their time, focus and stamina
- To expand knowledge and understanding of the world in a flexible, fluid and creative way
- To encourage interests to widen and talents to shine

## **FEEDBACK**

Children will be offered feedback for their learning in many ways including written, verbal, stickers, stamps and as a group. Research suggests that verbal feedback is a powerful tool to open dialogue and help to reinforce main class teaching / address misconceptions. As a school we are have recently updated our Feedback policy and this is available to see via the school website in due course.

## **HOME LEARNING**

Work will not usually be sent home for children who are ill. Children do not achieve well under stressful conditions and when the child regains full health and returns to school, a co-operative attitude between home and school can rectify matters more quickly than work sent home to a sick child. However, should you like to access any online learning, this can be done so via Class Dojo. If illness is prolonged, work can be sent home, and parents in these circumstances are requested to contact school in order to make the necessary arrangements.



## Year 6 Curriculum

### Yearly Overview of English and Maths Learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Literacy</b>	Story Opening  Diary  Story Opening	Story Opening  Diary  Story Opening	Non-Chron  Narrative (Dialogue)  Description	Non-Chron  Narrative (Dialogue)  Description	Narrative Flashback  Persuasive Argument	Narrative Flashback  Persuasive Argument
<b>Numeracy</b>	Place Value  Addition and subtraction  Multiplication and division	Fractions  Converting Units	Ratio  Algebra  Decimals	Fractions, decimals and percentages  Area, perimeter and volume  Statistics	Shape  Position and direction	Money project- life lessons and future resilience

### READING

At our school, we believe reading is the bedrock of all learning. Reading threads through every area of the curriculum and we are passionate about ensuring each child leaves our school as a confident, competent and capable reader, who is not only ready for the future ahead, but finds enjoyment and pleasure from reading, too.

Each Year group has three main priorities within reading that are always at the forefront of the schools' curriculum: comprehension, vocabulary and reading for pleasure. Children who are new to English will continue to have small group catch up phonics interventions as necessary throughout Year 6.

Teaching, Objectives and Examples of Activities	
- Comprehension	<b>Throughout the year, foci will include:</b> Daily Guided Reading Whole Class Reading Phonic Reading Comprehension Termly Benchmarking That will include -inference and deduction skills

	<ul style="list-style-type: none"> <li>-specific strategies to decode and understand parts of a text</li> <li>-exploring author themes and meaning for a text</li> <li>-compare texts within the same genre and/or by the same author</li> </ul>
- Vocabulary	<p><b>Throughout the year, foci will include:</b></p> <ul style="list-style-type: none"> <li>-developing understanding and use of vocabulary</li> <li>-half-termly concept words designed to cross over each subject</li> <li>-dictionary Skills</li> <li>-understanding meanings</li> <li>-editing work to improve choices</li> <li>-thesaurus work</li> <li>- Year 4 spelling rules and function of word classes</li> </ul>
- Reading for pleasure	<p><b>Throughout the year, foci will include:</b></p> <p>Library visits  Book Challenges  Class Text- Read daily  Project Work (Reading being the theme for the first project of the year)  Book Clubs  Sharing Books  Peer Reviews  Performances  Performing book-based plays</p>
- Guided Reading	<p>Regular Guided Reading sessions provide children with the opportunity to be taught and practise key reading skills, as well as gaining experience of a range of text genres.</p> <p>In all sessions, the 'St Luke's Rainbow Reading Skills' will be taught:</p> <ul style="list-style-type: none"> <li>-Word reading (phonics and sight words)</li> <li>-Fluency</li> <li>-Text talk (genre analysis)</li> <li>- Reading for pleasure</li> </ul> <p>Each session will also focus on at least one of the following reading skills:</p> <ul style="list-style-type: none"> <li>- Vocabulary</li> <li>- Retrieval</li> <li>- Sequencing/Summarising</li> <li>- inference</li> <li>- Prediction</li> <li>- Commentary and comparisons</li> <li>- Authorial intent</li> </ul>

Autumn 1	Art	DT	Geography	History	ICT	MFL	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Link Question	How do we create 3D impressions on paper?		Does the planet need more National Parks to fight climate change?	Do civilisations become more civilised with time?							
Big Question	Smile! What can I learn about shading from Doug Hyde's work?	Stained Glass Biscuits: Treats, decorations or both?	Who and what are Britain's National Parks for?	What influence have the Ancient Greeks had on modern British life?	What is the 'PRIMM' approach to coding and why is it so useful?	What's it like where I live? ¿Cómo es donde vivo?	Pop / Neo Soul What makes a song sound 'Happy'?	Gymnastics: Why is it important to develop performance skills, considering the quality and control of my actions?	Does rugby have to involve tackling?	What matters most to Christians and Humanists?	How are living things classified by biologists?
Lesson Questions	<p><b>Lesson 1</b> – What is art to me?</p> <p><b>Lesson 2</b> – How will my critique of Doug Hyde's work impact my own art?</p> <p><b>Lesson 3</b> – What is my 'Monday, Wednesday, Friday'?</p> <p><b>Lesson 4</b> – What techniques do I need to use to shade and blend colours effectively?</p>	<p><b>Lesson 1</b> – What is my design brief for this project and how will it focus my planning?</p> <p><b>Lesson 2</b> – What research do I need to conduct about biscuits to give me further direction?</p> <p><b>Lesson 3</b> – What might my dream 'Stained Glass Biscuit' look like and how, through evaluation, can I make it realistic?</p> <p><b>Lesson 4</b> – What lessons have I learnt from our class prototype biscuits?</p>	<p><b>Lesson 1</b> – What are 'National Parks' and why are they described as Britain's Breathing spaces?</p> <p><b>Lesson 2</b> – Why do National Parks welcome visitors?</p> <p><b>Lesson 3</b> – What can OS Maps tell us about the features of National Parks and why this makes them so important?</p> <p><b>Lesson 4</b> – What is the value of tourism to National Parks?</p>	<p><b>Lesson 1</b> – Why is the term 'Ancient Greeks' both helpful and unhelpful?</p> <p><b>Lesson 2</b> – I've been speaking Greek all day? How can that be?</p> <p><b>Lesson 3</b> – How were different Greek City States ruled? Which form of governance looked most like how Britain is run today?</p> <p><b>Lesson 4</b> – What can primary sources tell us about how the Ancient Greek Olympics compared to our modern Olympic Games?</p>	<p><b>Lessons 1 and 2</b> – How can I code a game which includes a timer and score?</p> <p><b>Lesson 3</b> – How do I programme a game with multiple functions?</p> <p><b>Lesson 4</b> – How can I use flowcharts to de-bug a programme?</p> <p><b>Lesson 5</b> – How can user input be used in a game?</p> <p><b>Lesson 6</b> – How can 2.Code be used to make a text-based adventure game?</p>	<p><b>Lesson 1</b> – How do verb forms in Spanish change according to the subject and how can I apply this knowledge to explain where someone lives?</p> <p><b>Lesson 2</b> – What do I do in different parts of town?</p> <p><b>Lesson 3</b> – Which Spanish words will help me explain where certain places are in town?</p> <p><b>Lesson 4</b> – Which adjectives can I use to compare two different places?</p> <p><b>Lesson 5</b> – How can the word 'porque' help me to extend a sentence in which I describe how I feel about a place?</p> <p><b>Lesson 6</b> – How can I bring my knowledge together to write a paragraph describing a town?</p>	<p>Happy - Pharrell Williams</p> <p>Top of the World - Carpenters</p>	<p><b>Lesson 1 and 2</b> what are the different types of rolls in gymnastics and how can I perform them safely and effectively?</p> <p><b>Lesson 3 and 4</b> What does counter balance and counter tension mean and how can I use my core strength to help with these skills?</p> <p><b>Lesson 5 and 6</b> What are inverted movements and how can I perform them safely and with control, to the best of my own ability?</p>	<p><b>Lesson 1</b> – When should I run and when should I pass in rugby?</p> <p><b>Lesson 2</b> – How do I pass a rugby ball and avoid being offside? (2 sessions)</p> <p><b>Lesson 3</b> – When can I tag someone in rugby? (2 sessions)</p> <p><b>Lesson 4</b> – How can I evade a defender?</p>	<p><b>Lesson 1</b> – What are the main Christian and Humanist beliefs?</p> <p><b>Lesson 2</b> – What are the similarities and differences between Christian and Humanist values?</p> <p><b>Lesson 3</b> – Why are humans capable of being both good and bad?</p> <p><b>Lesson 4</b> – Why might it be helpful to follow a moral code?</p> <p><b>Lesson 5</b> – Do we need religion to be good?</p>	<p><b>Lesson 1</b> – What is 'classification' and why is it important?</p> <p><b>Lesson 2</b> – How did scientists arrive at a standard system of classification?</p> <p><b>Lesson 3</b> – Is classification always straightforward?</p> <p><b>Lesson 4</b> – What are micro-organisms, are they all harmful and how are they classified?</p> <p><b>Lesson 5</b> – Which conditions can hinder mould growth?</p> <p><b>Lesson 6</b> – Why am I classified in the same domain as earthworms, trees, mushrooms and algae?!</p>



Autumn 2	Art	DT	Geography	History	ICT	MFL	Music	PE (Indoor)	PE (Outdoor)	RE	Science
<b>Big Question</b>	Smile! What can I learn about shading from Doug Hyde's work?	Stained Glass Biscuits: Treats, decorations or both?	Who and what are Britain's National Parks for?	What influence have the Ancient Greeks had on modern British life?	What should I be aware of when using the internet?	What do I need to know to go shopping in Spain? ¿Qué necesito saber para ir de compras en España?	<u>Pop / Neo Soul</u> What makes a song sound 'Happy'?	Gymnastics: Why is it important to develop performance skills, considering the quality and control of my actions?	Does rugby have to involve tackling?	What can be done to reduce racism? Can religion help?	How has a growing understanding of inheritance and adaptation helped to shape the theory of evolution?
<b>Lesson Questions</b>	<p><b>Lesson 5</b> – Do I need to alter my shading and blending technique depending on the medium used?</p> <p><b>Lesson 6</b> – Memory Lane: What is memorable to me and how can I symbolise this?</p> <p><b>Lesson 7</b> – How could I make my own version of Doug Hyde's 'Memory Lane'?</p> <p><b>Lesson 8</b> – What could I change to make my second version of 'Memory Lane' more effective?</p>	<p><b>Lesson 5</b> – Now that we've evaluated our prototypes, what's my final design?</p> <p><b>Lesson 6</b> – How can packaging make my biscuit even more enticing?</p> <p><b>Lesson 7</b> – How should I apply all I've learnt so far to create a biscuit that fits the brief?</p> <p><b>Lesson 8</b> – What do I think of my final product? What would I change if I were to do it all again?</p>	<p><b>Lesson 5</b> – How do the two aims of national Parks contradict each other at times?</p> <p><b>Lesson 6</b> – Are there any solutions to the problems that National Parks face?</p>	<p><b>Lesson 5</b> – Which Greek mathematician had the biggest impact on the way we see the world today?</p> <p><b>Lesson 6</b> – Why do we still love Greek mythology so much?</p> <p><b>Lesson 7</b> – What do I think is the greatest way the Ancient Greeks impacted modern Britain?</p>	<p><b>Lesson 1</b> – How do I identify a secure website?</p> <p><b>Lesson 2</b> – Why is it so important to cross-reference what I read online?</p> <p><b>Lesson 3</b> – What is the significance of my 'digital footprint'?</p> <p><b>Lesson 4</b> – Why is it so easy to spend so much time online and how can I avoid this?</p>	<p><b>Lesson 1</b> – Role play. Are you looking for anything in particular, Sir?</p> <p><b>Lesson 2</b> – Which shop should I go to in order to buy...?</p> <p><b>Lesson 3</b> – How do I make sure I can afford what I want to buy?!</p> <p><b>Lesson 4</b> – What does Tia Sofia's shopping list say?</p> <p><b>Lesson 5</b> – How should I respond in various shopping situations?</p>	<p>Don't worry, be happy – Bobby McFerrin</p> <p>Walking on Sunshine – Katrina and the Waves</p>	<p><b>Lesson 1</b> – Why is tension so important when learning new inverted movements (cartwheels and headstands)?</p> <p><b>Lesson 2</b> – Which inverted movements can I include when building a sequence?</p> <p><b>Lesson 3 and 4</b> – What method should I follow to use flight from hands to travel over apparatus?</p> <p><b>Lesson 5 and 6</b> – What ways can I vary the level, direction, speed, timing and pathway of my sequence to make our group sequence/formations look interesting?</p>	<p><b>Lesson 5</b> – How can we organise our team to attack and defend effectively? (2 sessions)</p> <p><b>Lesson 6</b> – What can we remember and apply to a game of tag rugby? (2-3 sessions)</p>	<p><b>Lesson 1</b> – What challenges does racism present to different communities?</p> <p><b>Lesson 2</b> – What does religion teach us about racism and equality?</p> <p><b>Lesson 3</b> – What does a Muslim look like? What does a Christian look like?</p> <p><b>Lesson 4</b> – What can the Nativity story teach us about racial equality?</p> <p><b>Lesson 5</b> – We have far more in common than what keeps us apart! How true is this statement?</p>	<p><b>Lesson 1</b> – What is meant by 'inheritance' and how does it explain why offspring look like their parents?</p> <p><b>Lesson 2</b> – What is 'adaptation' and what are some adaptive traits in familiar species?</p> <p><b>Lesson 3</b> – How do we know about organisms that used to exist on earth but are now extinct?</p> <p><b>Lesson 4</b> – How did the theory of evolution, well, evolve?</p> <p><b>Lesson 5</b> – How do fossil discoveries support the theory of evolution?</p> <p><b>Lesson 6</b> – How is artificial selection different from natural selection?</p> <p><b>Lesson 7</b> – What do I think about the theory of evolution?</p>

Spring 1	Art	DT	Geography	History	ICT	MFL	Music	PE (Indoor)	PE (Outdoor)	RE	Science
<b>Big Question</b>	Which way is up?! What can I learn about perspective from MC Escher's work?		How is Climate Change affecting the world?		How do spreadsheets make life easier? (Excel)	What is Spain famous for? ¿Por qué es famosa España?	<u>Classical Gospel</u> <u>Bhangra</u> Is there more than one way to perform a song?	Fitness: Speed, stamina, strength, coordination, balance and agility: how can developing these areas improve my fitness?	How can we keep or regain possession of the ball in a game of football?	What difference does it make to believe in ahimsa (harmlessness), grace and ummah (community)?	What are the circulatory and digestive systems and how can we keep them healthy?
<b>Lesson Questions</b>	<b>Lesson 1</b> – Who was M.C. Escher and what vocabulary does his work inspire? <b>Lesson 2</b> – How can isometric paper help me to create impressions of 3D architecture? <b>Lesson 3</b> – What can I learn from Escher when creating my own 3D drawings?		<b>Lesson 1</b> – What do we mean by 'Climate Change'? Is it only Global Warming? (Weather vs Climate) <b>Lesson 2</b> - Why is Elhaji cleaning shoes on the streets of Banjul? (Drought) <b>Lesson 3</b> - Why can't Olivia afford to insure her home? (Forest fires) <b>Lesson 4</b> - Why are people living in Starcross making flood plans?		<b>Lesson 1</b> – How can spreadsheets help me to calculate quickly? <b>Lesson 2</b> – What can Excel do to help me order and present data? <b>Lesson 3</b> – How do I add and edit data in Excel? <b>Lesson 4</b> – Why might an Ancient Greek love or hate Nike trainers? (Designs) <b>Lesson 4</b> – How can replicating formulae help me to solve problems quickly? <b>Lesson 5</b> – How can a spreadsheet help with budgeting? <b>Lesson 6</b> – What kind of spreadsheet could I design to make my life easier?	<b>Lesson 1</b> – How does Spain compare to other European countries? <b>Lesson 2</b> – What are some of Spain's major cities? <b>Lesson 3</b> – How do I describe the compass points in Spanish? <b>Lesson 4</b> – How would I persuade someone to visit Madrid? <b>Lesson 5</b> – What can I find out about some famous Spaniards?	A New Year Carol – Benjamin Britten  A New Year Carol – Urban Gospel version  I Mun I Married on Sunday – Benjamin Britten	<b>Lesson 1 and 2</b> In terms of fitness, what my body is able to do?  <b>Lesson 3 and 4</b> Why is it important to develop speed and stamina and how can I do this?  <b>Lesson 5 and 6</b> How can I develop strength using my own body weight?	<b>Lesson 1</b> – How can I maintain possession when I am dribbling under pressure? <b>Lesson 2</b> – How can I evade defenders by turning quickly? <b>Lesson 3</b> – When should I pass and when should dribble? (2 sessions) <b>Lesson 4</b> – How can I support a teammate who currently has the ball? (2 sessions)	<b>Lesson 1</b> – What does it mean to be committed to something? <b>Lesson 2</b> – What is meant by 'ahimsa' and how did a famous Hindu show he was committed to it? <b>Lesson 3</b> – What does grace mean and how does it affect the way Christians live?	<b>Lesson 1</b> – What is the circulatory system and which organs are in it? <b>Lesson 2</b> – How are nutrients transported around the body? <b>Lesson 3</b> – Understanding digestion. Why is it that what comes out looks so different from what goes in? <b>Lesson 4</b> – What happens to the water we drink? <b>Lesson 5</b> – How can I tell if my heart is healthy? <b>Lesson 6</b> – How can I make healthy eating choices? <b>Lesson 7</b> – How do drugs and alcohol affect the circulatory and digestive systems?

Spring 2	Art	DT	Geography	History	ICT	MFL	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Big Question	Which way is up?! What can I learn about perspective from MC Esher's work?		How is Climate Change affecting the world?		What makes a blog worth reading?	How can I ensure I'm not 'tardy' when in Spain? ¿Cómo puedo asegurarme de no llegar tarde cuando estoy en España?	<u>Classical</u> , <u>Gospel</u> , <u>Bhangra</u> Is there more than one way to perform a song?	Fitness: Speed, stamina, strength, coordination, balance and agility; how can developing these areas improve my fitness?	How can we keep or regain possession of the ball in a game of football?	What difference does it make to believe in ahimsa (harmlessness), grace and ummah (community)?	How does light travel?
Lesson Questions	Lesson 4 - Which parts of my 3D shapes should I shade to enhance my drawing? Lesson 5 - Why does everything look smaller? - How do draw in single-point perspective? Lesson 6 - What skills to I need to use two-point perspective?		Lesson 5 - Why do Lars and Sofie disagree about how nice the weather is? (Global Warming) Lesson 6 - Why are people all over the world noticing that the weather they are used to is changing? Lesson 7 - What is being done to combat climate change?		Lesson 1 - What is a blog? Lesson 2 - What should I remember when planning a blog? Lesson 3 - Why is the audience so important when considering the visuals of my blog? Lesson 4 - What are the costs and benefits of comments sections on blogs?	Lesson 1 - How do I write and say the time in Spanish? Lesson 2 - Is this taking place in the morning or afternoon? Lesson 3 - How can adverbs help me when talking about holidays and routines? Lesson 4 - Where in the airport is...? Lesson 5 - What does this chart say? Lesson 6 - At what time of day do different activities happen?	Fishing Song - Benjamin Britten  Fishing Song - South African version	Lesson 1 and 2 - Why is co-ordination a key area to develop for fitness?  Lesson 3 and 4 - What is agility and how can I develop it to improve my own fitness levels?  Lesson 5 and 6 - Why is balancing with control so important?	Lesson 5 - How can we regain possession when the other team has the ball? (2 sessions) Lesson 6 - What can I remember and apply in a football tournament? (2-3 sessions)	Lesson 4 - What is 'ummah' to Muslims? What impact does it have on them? Lesson 5 - What are the challenges facing Hindus, Christians and Muslims in Britain today? Lesson 6 - How do the concepts of ahimsa, grace and ummah help Hindus, Christians and Muslims live in Britain today?	Lesson 1 - How do we see? Lesson 2 - How is light reflected? Lesson 3 - What is refraction and how does it change the direction in which light travels? Lesson 4 - How does a prism show the full spectrum of light? Lesson 5 - How does light enable us to see colour? Lesson 6 - Why do shadows keep the same shape as the object that casts them?

Summer 1	Art	DT	Geography	History	ICT	MFL	Music	PE (Indoor)	PE (Outdoor)	RE	Science
<b>Big Question</b>	How can sculpture bring the eye of a dragon to life?	How do I make footwear fit for an Ancient Greek?		Why did the Ancient Maya change the way they lived?	How have networks changed the world?	How can I make the planet greener? ¿Cómo puedo cuidar el planeta?	<u>Jazz, Latin, Blues</u> Is jazz music really random sounds?	Dance: Which choreographing tools will help me to create dances?	How do power, control and technique work together in athletics?		How do electrical appliances work?
<b>Lesson Questions</b>	<p><b>Lesson 1</b> – What are some of the different ways artists can sculpt?</p> <p><b>Lesson 2</b> – What can I do with this lump of clay?</p> <p><b>Lesson 3</b> – How can I divide a lump of clay into useable parts?</p>	<p><b>Lesson 1</b> – How will the design brief lead me towards creating suitable footwear for the target audience?</p> <p><b>Lesson 2</b> – What do we need to know about Greece and footwear before we design?</p> <p><b>Lesson 3</b> – What different methods might I employ when I make my Greek slippers?</p> <p><b>Lesson 3</b> – Why might an Ancient Greek love or hate Nike trainers? (Designs)</p>		<p><b>Lesson 1</b> – Who <u>are</u> the Maya and where do they live?</p> <p><b>Lesson 2</b> – What are the main occupations of Maya people today?</p> <p><b>Lesson 3</b> – What was rediscovered in 1839?</p> <p><b>Lesson 4</b> – What do the ruins of Chichen Itza tell us about the lives of the Ancient Maya?</p>	<p><b>Lesson 1</b> – What is the difference between the Internet and the World wide web?</p> <p><b>Lesson 2</b> – How do we access the internet at school?</p> <p><b>Lesson 3</b> – What is the history of the internet and what might the future hold for it?</p>	<p><b>Lesson 1</b> – What environmental challenges can I see in my local area?</p> <p><b>Lesson 2</b> – What small actions could I take in response to the environmental challenges where I live?</p> <p><b>Lesson 3</b> – What might some groups of people do in response to the environmental challenges I can see?</p> <p><b>Lessons 4 and 5</b> – How are environmental challenges being tackled around the world? (Presentation)</p>	<p>Bacharach Anorak</p> <p>Speaking my peace</p> <p>Take the A train</p>	<p><b>Lesson 1</b> THEME: Stamp, Clap (L1,2,3) What does it take to copy and repeat a dance phrase showing confidence in movements?</p> <p><b>Lesson 2</b> How should I work with others to explore and develop the dance idea?</p> <p><b>Lesson 3</b> How can I use changes in dynamics in response to the stimulus?</p> <p><b>Lesson 4</b> THEME: Bhangra (L4,5,6) What do I have to include to demonstrate a sense of rhythm and energy when performing bhangra style motifs?</p> <p><b>Lesson 5</b> When perform a bhangra dance, how can I show an awareness of timing, formations and direction?</p> <p><b>Lesson 6</b> How can I select, order, structure and perform movements in a bhangra style, showing various group formations?</p>	<p><b>Lesson 1</b> – How can I work with a partner to set myself a steady pace?</p> <p><b>Lesson 2</b> – How can others help me to develop my sprinting technique?</p> <p><b>Lesson 3</b> – How can I technique my power, control and technique for the triple jump?</p>		<p><b>Lesson 1</b> – What were some of the key discoveries regarding electricity and how were they significant?</p> <p><b>Lesson 2</b> – Why is it important that we have a standard way to draw circuits?</p> <p><b>Lesson 3</b> – What is the effect of differing voltages in a circuit?</p> <p><b>Lesson 4</b> – Does wire length affect how components work in a circuit?</p> <p><b>Lesson 5</b> – What could I investigate about electricity?</p> <p><b>Lesson 6</b> – How could I improve upon my previous investigation?</p>

Summer 2	Art	DT	Geography	History	ICT	MFL	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Big Question	How can sculpture bring the eye of a dragon to life?	How do I make footwear fit for an Ancient Greek?		Why did the Ancient Maya change the way they lived?	What is 'binary' and why is it so important in computing?		Jazz, Latin, Blues Is jazz music really random sounds?	Dance: Which choreographing tools will help me to create dances?	How do power, control and technique work together in athletics?	What do religions say to us when life gets hard?	
Lesson Questions	<p><b>Lesson 4</b> – Is there more than one way to join pieces of clay together?</p> <p><b>Lesson 5</b> – What do I want my dragon eye to look like?</p> <p><b>Lesson 6</b> – How can I turn my 2D design into a 3D sculpture?</p>	<p><b>Lesson 4</b> – What lessons can I learn from our class prototype slippers?</p> <p><b>Lesson 5</b> – How will the lessons I've learnt so far influence my final design?</p> <p><b>Lesson 6</b> – Now it's time to make my Greek slippers, what do I need to remember?</p> <p><b>Lesson 7</b> – Does the shoe fit?! If not, what would I improve next time?</p>		<p><b>Lesson 5</b> – How do historians know so much about ancient Mayan society?</p> <p><b>Lesson 6</b> – Why was pok-a-tok more than just a ball game?</p> <p><b>Lesson 7</b> – Why did the Ancient Maya leave their jungle cities?</p>	<p><b>Lesson 1</b> – What is binary?</p> <p><b>Lesson 2</b> – How do we count in binary?</p> <p><b>Lesson 3</b> – How do we convert from decimal to binary?</p>		<p>Meet the Blues</p> <p>Back O' Town Blues</p> <p>One O' Clock Jump</p>	<p><b>Lesson 7</b> THEME: waiting for... (L7,8,9) What skills can I draw upon to develop a dance phrase using actions, dynamics, space and relationships?</p> <p><b>Lesson 8</b> How can I effectively copy and create actions with consideration to stimulus?</p> <p><b>Lesson 9</b> Which choreographic devices should I use to improve the aesthetics of a performance?</p> <p><b>Lesson 10</b> THEME: 70s Disco (L10,11,12) What skills do I need to copy and repeat a phrase of movement in the 1970s disco style?</p> <p><b>Lesson 11</b> How can I choreograph a freeze frame montage in the 1970s style appropriately?</p> <p><b>Lesson 12</b> How can feedback help me to purposefully develop and refine a 1970s dance performance?</p>	<p><b>Lesson 4</b> – How can I technique my power, control and technique when throwing for distance?</p> <p><b>Lesson 5</b> – How can I throw further and more accurately?</p> <p><b>Lesson 6</b> – What do I need to know and do to begin officiating athletics events?</p>	<p><b>Lesson 1</b> – Do religions offer an easy life?</p> <p><b>Lesson 2</b> – How do religions help people to live when times are tough?</p> <p><b>Lesson 3</b> – What helps non-religious people get through tough times?</p> <p><b>Lesson 4</b> – What are the differing viewpoints on the afterlife and how can these bring comfort?</p>	

