Year 6 Long Term Plan
2022 – 2023
Mrs C Gomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The World at War		A Tale of Childhood		Journey of a river	
N.B. Objectives are in the terms that they are first introduced as a focus; after that, they will be revisited throughout the rest of the year. Objectives may also be covered prior to their initial introduction, but will not be overtly taught.						
Trips	Eden Camp Otley Science fair?	KS2 pantomime trip on bus to Harrogate? Dodgeball event PHGS			Residential 22nd May	PHGS Rounders tournament
Events	Bikeability Harvest	Anti-Bullying Week Christmas shows and parties	Leeds United – Primary Choices		SATS 8th May	Sports Day Production Leavers Transition Days Whole school Trip
Assessment		November: SATS Previous Paper: 2017	February: SATS Previous Papers: 2018	April: SATS previous Papers: 2019/2022	Year 6 SATS	
Class novel and quality used texts	WAR HORSE – MICHAEL MORPURGO PIG HEART BOY – MALORIE BLACKMAN The Journey – Francesca Sanna (PSHE) Letters from the Lighthouse (History) Where the Poppies Now Grow Hilary Robinson and Martin Impey (History) The Story of World War One - Richard Brassey My Secret War Diary by Marcia Williams Skyward – The story of female pirates in WW2. Usborne introduction to World War 2. Just Like Me –Neurodiversity. Louise Gooding(PSHE)		STREET CHILD – BERLIE DOHERTY To add to throughout the year		JOURNEY TO THE RIVER SEA – EVA IBBOTSON To add to throughout the year	
Maths **(KPIs)** Number Measurement Geometry	**NUMBER: Place value** -Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. -**Round any whole number to a required degree of accuracy**. -**Use negative numbers in context**, **and calculate intervals across zero**. -Solve number and practical problems that involve all of the above. **NUMBER: Addition, subtraction, multiplication & division**		**NUMBER: Fractions** -Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. -Compare and order fractions, including fractions > 1. -Generate and describe linear number sequences (with fractions). -Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. -Multiply simple pairs of proper fractions, writing		**NUMBER: Algebra** - **Use simple formulae**. - **Generate and describe linear number sequences.** -Express missing number problems algebraically. -Find pairs of numbers that satisfy	Consolidation and mastery of previously learnt skills. Transition work.

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	- **Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.** - **Multiply multi digit numbers up to 4 digits by a 2 digit number using the formal written method of long multiplication.** - Divide numbers up to 4 digits by a 2 digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions or by rounding as appropriate for the context. - **Divide numbers up to 4 digits by a 2 digit number using the formal written method of short division, interpreting remainders according to context.** - Perform mental calculations, including with mixed operations and large numbers. - Identify common factors, common multiples and prime numbers. - Use their knowledge of the order of operations to carry out calculations involving the four operations. - Solve problems involving addition, subtraction, multiplication and division. **GEOMETRY: Properties of shapes** - Draw 2D shapes using given dimensions and angles. - **Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.** - Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. **GEOMETRY: Position & direction** - Describe positions on the full coordinate grid (all four quadrants). - **Draw and translate simple shapes on the coordinate plane, and reflect them in the axis.**	the answer in its simplest form [for example 14 x 12 = 18]. - Divide proper fractions by whole numbers [for example 13 ÷ 2 = 16]. - Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example 38]. - **Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.** **NUMBER: Decimals** - Identify the value of each digit in numbers given to three decimal places and multiply numbers by 10, 100 and 1000 giving answers up to 3 decimal places (dp). - Multiply one digit numbers with up to 2dp by whole numbers. **Use written division methods in cases where the answer has up to two decimal places.** **- Solve problems which require answers to be rounded to specified degrees of accuracy.** **NUMBER: Percentages** - **Solve problems involving the calculation of percentages [for example, of measures such as 15% of 360] and the use of percentages for comparison.** - **Recall and use equivalences between simple FDP including in different contexts.** **MEASUREMENT** - Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. - **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 up to 3dp.** - Recognise that shapes with the same areas can have different perimeters and vice versa.	an equation with two unknowns. - Enumerate possibilities of combinations of two variables. **NUMBER: Ratio** - Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. - Solve problems involving similar shapes where the scale factor is known or can be found. - **Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.** **GEOMETRY & Statistics** - Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. - **Interpret and construct pie charts and line graphs and use these to solve problems.** - **Calculate the mean as an average.**	

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<table>
<tr><td></td><td></td><td colspan="2">- Recognise when it is possible to use formulae for area and volume of shapes.
- Calculate the area of parallelograms and triangles.
- Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm3, m3 and extending to other units (mm3, km3).

- -Convert between miles and kilometres.</td><td></td><td></td></tr>
<tr><td>Science</td><td>Animals including Humans (circulatory system)

Children will identify and name the main parts of the human circulatory system and describe the functions of the heart. They will study blood vessels and recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. They will describe the ways in which nutrients and water are transported within animals, including humans.

<u>Link with PSHE and PE – Mental Health benefits linked into what is happening in the body.</u></td><td>Evolution and Inheritance

Children will recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. They will research the early palaeontologists and naturalists. Children will recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. They will identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</td><td>Living things and their habitats

Children will 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 give reasons for classifying plants and animals based on specific characteristics.</td><td colspan="2">Light

Children will recognise that light appears to travel in straight lines and study how objects are seen because of reflection of light. They will study Newton's discovery of refraction and use prisms to refract light. They will 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. They will also explain why shadows have the same shape as the objects that cast them; making a shadow puppet theatre to illustrate this.

Electricity

Children will investigate the association between the brightness of bulbs and the cells needed to power them. They will use recognised symbols when representing a simple circuit in a diagram.</td></tr>
<tr><td>Working Scientifically</td><td colspan="4">- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Identifying scientific evidence that has been used to support or refute ideas or arguments.
- Taking measurements, using a range a scientific equipment, with increasing accuracy and precision, taking repeat readings where necessary.
- Using test results to make predictions to set up further comparative and fair tests.
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs.
- Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
Read, spell and pronounce scientific vocabulary correctly.</td></tr>
</table>

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	Investigation - Heart rates and physical exertion - a dramatic representation. Circulatory system sculptures. Heartbeat sound installation **Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.** **Report and present findings from enquiries, including conclusions, causal relationships and explanations of results.** **Identify scientific evidence that has been used to support or refute ideas or arguments.** **Investigation -** Plotting the journey of water and food **Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.** **Identify scientific evidence that has been used to support or refute ideas or arguments.** **Investigation -** Documentary on diet, exercise, drugs and lifestyle **Identify scientific evidence that has been used to support or refute ideas or arguments.**	**Investigation** - Identify things that are inherited and things that are learned. Explore variation through dog breeds. **Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.** **Identify scientific evidence that has been used to support or refute ideas or arguments.** **Investigation** - pattern seeking, exploring Identify features that support survival in a given environment. **Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.** **Identify scientific evidence that has been used to support or refute ideas or arguments.** **Investigation – Bird Beaks!** **Record data and results of increasing complexity using classification keys.** **Report and present findings from enquiries, including conclusions,**	**Investigation -** exploring, sorting and classifying Observe, record and classify local area living things. **Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary** **Record results of increasing complexity using scientific diagrams and labels and classification keys.** **Report and present findings from enquiries in oral and written forms such as displays and other presentations.** **Investigation - sorting and classifying -Design a 'new' creature that fits within a specific classification.** **Debate reasons for classifying living things as we do.** **Identify scientific evidence that has been used to support or refute ideas or arguments**	**Investigation - planning, fair testing, exploring** Investigate a range of simple light challenges. **Key Investigation - Investigate how light reflects (make a periscope).** **Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.** **Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.** **Record data and results of increasing complexity using scientific diagrams and labels, tables, bar and line graphs.** **Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.** **Use test results to make predictions to set up further comparative and fair tests.**	**Investigation - Investigate a range of simple electric circuit challenges (planning/fair testing/exploring)** **Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.** **Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.** **Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.** **Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.** **Record data and results of increasing complexity using tables, scatter graphs, bar and line graphs.** **Use test results to make predictions to set up further comparative and fair tests.**

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		causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. **Identify scientific evidence that has been used to support or refute ideas or arguments.**			**Investigation - exploring, analysing secondary sources** **Explore resistance through the use of various components.**
Geography	**The World at War** **Geographical skills and fieldwork** - Use maps, atlases and globes to locate the world's countries (focus on Europe including Russia) and describe features studied. - Collect and analyse statistics and other information in order to draw clear conclusions about locations. **Locational Knowledge** - Name and locate some of the countries and cities of the world and their identifying human and physical characteristics. Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.	**Geographical skills and fieldwork** -Use the 8 points of a compass, 4-figure and 6 figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. **Locational Knowledge** Identify and position the significance of latitude and longitude, Equator, Northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circle, the prime/Greenwich meridian time zones (including day and night). Study Latitude and Longitude including a study of non UK countries and locations in relation to latitude and longitude.		**Geographical Skills and fieldwork** Use maps, atlases and globes to locate the world's rivers; Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. **Human and Physical Geography** Describe and understand key aspects of p**hysical geography,** including: rivers and the water cycle. Study Fairtrade and trade across the world. Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.	
HISTORY (CHRIS QUIGLEY and TARGET TRACKER)	**Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – WW I&II** **UNDERSTANDING CHRONOLOGY** Place current study on time line in relation to other studies. Knowledge of any significant event from the past and place it in the right place on a time line (of periods studied) and its effects.	**Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Victorians (*Education and Childhood)*** **UNDERSTANDING CHRONOLOGY** Place current study on time line in relation to other studies. Use a time line to place events, periods and cultural movements (linked to art, music and architecture) from around the world.		**Local History Study – Leeds West Indian Carnival** **BUILDING AN OVERVIEW OF WORLD HISTORY** Identify continuity and change in the history of the locality of the school. Compare some of the times studied with those of the other areas of interest around the world.	

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	Use words such as social, religious, political, technological and cultural to describe changes. - Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). - Identify periods of rapid change in history and contrast them with times of relatively little change. - Use dates and terms accurately in describing events. - Use dates to order and place events on a timeline. **INVESTIGATING AND INTERPRETING THE PAST** - Use sources of evidence to deduce information about the past. - Select suitable sources of evidence giving reasons for choices. - Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. **Historical knowledge and understanding** Look at different versions of the same event in history and identify differences in the accounts. Know that people both now and in the past represent events or ideas in a way that persuades others. **COMMUNICATING HISTORICALLY** - Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change, chronology, continuity, century, decade and legacy. - Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas.	Knowledge of any significant event from the past and place it in the right place on a time line (of periods studied) and its effects. Use words such as social, religious, political, technological and cultural to describe changes. - Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). - Identify periods of rapid change in history and contrast them with times of relatively little change. - Use dates and terms accurately in describing events. - Use dates to order and place events on a timeline. **Historical Enquiry** I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance I can construct informed responses that involve thoughtful selection and organisation of relevant historical information I can make confident use of a variety of sources for independent research Recognise primary and secondary sources Using their knowledge and understanding, children ask historical questions and evaluate historical sources. Identify sources that are useful to answer specific enquiries and evaluate the success of their strategies. Bring knowledge gathered from several sources together in a fluent account. **Historical Interpretations** I can make comparisons between aspects of periods of history and the present day I can evaluate the usefulness of a variety of sources	**Understanding of Events, People and Changes** I can describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods I can note connections, contrasts and trends over time and show some use of historical terms I can use evidence to support arguments **Organisation and Communication** I can present findings and communicate knowledge and understanding in different ways I can provide an account of a historical event based on more than one source **Historical Interpretations** I can make comparisons between aspects of periods of history and the present day

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		Know and understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history. Give clear reasons why there may be different accounts of history. Consider ways of checking the accuracy of interpretations Be aware that different evidence will lead to different conclusions Propaganda vs trusted sources		
RE (LEEDS AGREED SYLLABUS units)	**How do Jews remember the Kings and Prophets in worship and life?** Children will describe and express ideas about festivals and how and why they are commemorated. They will give a considered response to how Jewish people follow the commandments set out in the Torah. They will summarise key beliefs for Jews including Shema and Tikkun Olam and describe how these affect lives today.	**How does growing up bring responsibilities?** Children will describe and understand the rights and responsibilities that come with growing up. They will explore and describe rites of passage, comparing a range of religious and secular approaches, responding with insights about the importance of these ceremonies. Children will reflect on their own beliefs, principles and values reasonably	**What do Christians believe about Jesus' death and resurrection?** Children will learn about what the gospel says about Palm Sunday and the resurrection of Christ. They will recount the events of the Last Supper and discuss the different versions of this as described in the gospels. Children will explore the events of Good Friday and the crucifixion and its significance for Christians. Children will discuss parallels of the Easter story e.g. The Lion,	**How do Sikhs show commitment?** Children will summarise some features of Sikh practice (e.g. sewa, prayer) in the home and in the community Children will, using a developing religious vocabulary, explain and give reasons for some Sikh beliefs and symbols (e.g. Khanda, 5Ks) considering the meanings behind them. They will discuss and apply ideas about Sikh practices and beliefs, recognising the challenges and value of belonging to the Sikh community.

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				the Witch and the Wardrobe.		
COMPUTING (Purple Mash Units)	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					
	6.2 -Online Safety To identify benefits and risks of mobile devices broadcasting the location of the user/device. • To identify secure sites by looking for privacy seals of approval. • To identify the benefits and risks of giving personal information. • To review the meaning of a digital footprint. • To have a clear idea of appropriate online behaviour. • To begin to understand how information online can persist. • To understand the importance of balancing game and screen time with other parts of their lives. • To identify the positive and negative influences of technology on health and the environment.	**6.1 – Coding** To design a playable game with a timer and a score. • To plan and use selection and variables. • To understand how the launch command works. • To use functions and understand why they are useful. • To understand how functions are created and called. • To use flowcharts to create and debug code. • To create a simulation of a room in which devices can be controlled. • To understand how user input can be used in a program. • To understand how 2Code can be used to make a text-adventure game.	**6.3 and 6.9 – Spreadsheets** To use a spreadsheet to investigate the probability of the results of throwing many dice. • To use a spreadsheet to calculate the discount and final prices in a sale. • To use a spreadsheet to plan how to spend pocket money and the effect of saving money. • To use a spreadsheet to plan a school charity day to maximise the money donated to charity. To know what a spreadsheet looks like. • To navigate and enter data into cells. • To introduce some basic data formulae in Excel for percentages, averages and max and min numbers. • To demonstrate how the use of Excel can save time and effort when performing calculations. • To use a spreadsheet to model a reallife situation. • To demonstrate how Excel can make complex data clear by manipulating the way it is presented. • To create a variety of graphs in Excel. • To apply spreadsheet skills to solving problems.	**6.5 Text Adventures** To find out what a text adventure is. • To use 2Connect to plan a story adventure. • To make a story-based adventure using 2Create a Story. • To introduce an alternative model for a text adventure which has a less sequential narrative. • To use written plans to code a map based adventure in 2Code.	**6.7 Quizzing** To create a picture-based quiz for young children. • To learn how to use the question types within 2Quiz. • To explore the grammar quizzes. • To make a quiz that requires the player to search a database. • To make a quiz to test your teachers or parents. **6.4 – Blogging** To identify the purpose of writing a blog. • To identify the features of a successful blog. • To plan the theme and content for a blog. • To understand how to write a blog and a blog post. • To consider the effect upon the audience of changing the visual properties of the blog. • To understand how to contribute to an existing blog. • To understand how and why blog posts are approved by the teacher. • To understand the importance of commenting on blogs.	**6.8 Understanding Binary (linked to transition work)** To examine how whole numbers are used as the basis for representing all types of data in digital systems. • To recognise that digital systems represent all types of data using number codes that ultimately are patterns of 1s and 0s (called binary digits, which is why they are called digital systems). • To understand that binary represents numbers using 1s and 0s and these represent the on and off electrical states respectively in hardware and robotics. **6.6 – Networks** To learn about what the Internet consists of. • To find out what a LAN and a WAN are. • To find out how the Internet is accessed in school. • To research and find out about the age of the Internet. • To think about what the future might hold.

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PSHE **Jigsaw Units** **MindMate**	**Being Me in My World** *Identifying goals for the year * Global citizenship *Children's universal rights *Feeling welcome and valued *Choices, consequences and rewards *Group dynamics *Democracy, having a voice *Anti-social behaviour *Role-modelling **Feeling Good and Being Me** Children will discuss who and what they are influenced by. They will discuss why they are influenced and whether this is a positive or negative influence.	**Celebrating Difference** *Perceptions of normality |*Understanding disability *Power struggles *Understanding bullying *Inclusion/exclusion *Differences as conflict, difference as celebration *Empathy **Being the same and being different** This lesson focuses on recognising how images and campaigns in the media and social media do not always reflect reality and how they can affect how people feel about themselves.	**Dreams and Goals** *Personal learning goals, in and out of school *Success criteria *Emotions in success *Making a difference in the world *Motivation *Recognising achievements *Compliments **Solving Problems** Children understand the difference between physical, mental and emotional health and learn that each one is important in order to live a happy and healthy life.	**Healthy Me** *Taking personal responsibility *How substances affect the body *Exploitation, including 'county lines' and gang culture *Emotional and mental health *Managing stress **Strong emotions** This lesson focuses on recognising and understanding a range of 'comfortable' feelings and exploring the vocabulary to communicate these feelings effectively. Children explore how they might recognise and respond to the feelings of others and how listening to their own	**Relationships** *Mental health |*Identifying mental health worries and sources of support *Love and loss *Managing feelings *Power and control *Assertiveness *Technology safety *Take responsibility with technology use **Friends and Family** Children learn about the attributes needed to have a good, positive, healthy relationship. It takes it a step further and asks the children to think about their contributions to maintaining good relationships.	**Changing Me** *Self-image *Body image *Puberty and feelings *Conception to birth *Reflections about change *Physical attraction *Respect and consent *Boyfriends/girlfriends *Sexting * Transition **Life changes** This lesson focuses on the transition to secondary school. As this is an imminent change for the children in year 6, the lesson allows them to explore the fact that they may feel a range of emotions when moving to secondary school.

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				emotions is important in terms of moving on.		

Art	Taking inspiration from the greats – looking at a range of artists across the year. • Give details (including own sketches) about the style of some notable artists, artisans and designers.• Show how the work of those studied was influential in both society and to other artists. * Create original pieces that show a range of influences and styles. Develop Ideas • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.		
	Drawing – self portraits and facial features. Circulatory system and drawing of human heart. • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. ARTIST STUDY: Leonardo Da Vinci	Painting - Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. ARTIST STUDY: Robert Fuller – Wildlife artist. Claude Monet – landscape painting.	Sculpture – river models • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. ARTIST STUDY: Anthony Gormley - Sculptor

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<tr><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="2">DT</td><td colspan="3">Design
- 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.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
Make
- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
Evaluate
- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand how key events and individuals in design and technology have helped shape the world.</td></tr>
<tr><td>Electrical systems, switches and circuits. Electrical board game. Design: Research, generate and develop ideas, annotate sketches, time constraints and cost. Make: Formulate step by step plan, list tools, equipment materials, components. Assemble securely connect electrical components, create and modify. Evaluate: Evaluate and modify, test, demonstrate effectiveness.
Technical knowledge: Use of electrical systems, monitor and control of product, technical vocabulary, computer programme.

To look at more complex switches and circuits building on knowledge from Y4. Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. Apply their understanding of computing to program, monitor and control their products.</td><td>Mechanical systems: Controllable toy vehicle. Design: Research, develop simple design, annotate drawings. Make: List tools, equipment and materials, list resources and cost. Step by step plan. Accurately assemble. Evaluate: Compare with original design, test, and peer assessment. Technical Knowledge: Input/process/output, Speed/change direction, technical vocabulary.

Involve use of pulleys or gears
- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</td><td>Food: celebrating culture and seasonality. Carnival street food. Design: research criteria, design specification, explore a range of ideas, annotated sketches and communicate ideas, develop final product linked to user and purpose. Make: Step by step recipe, ingredients/ utensils/ instructions. Make, decorate and present food product appropriately. Evaluate: Record sensory evaluations in tables/graphs/photographs/peer assessment and identify improvements. Technical knowledge: Using utensils effectively and safely, seasonality of product.

Celebrating culture and seasonality - Understand and apply the principles of a healthy and varied diet. - Prepare and cook a dish using a range of cooking techniques. - Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</td></tr>
</table>

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<table>
<tr><td rowspan="3">Music
(Junior Jam)</td><td colspan="6">- Sing and play musically with increasing confidence and control.
- Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.</td></tr>
<tr><td>African Drumming</td><td>Boom Whackers</td><td>Music Theory</td><td>Song Writing</td><td>Singing</td><td>Steel Pans</td></tr>
<tr><td colspan="6"></td></tr>
<tr><td>PE</td><td>Cognitive Skills
Coordination: ball skills
Agility: reaction/response

Circuits</td><td>Creative Skills
Static balance: seated
Static balance: floorwork

Basketball</td><td>Social Skills
Dynamic balance
Counter balance in pairs

Creating a fitness video</td><td>Physical skills
Static balance: 1 leg standing

Benchball</td><td>Health and Fitness Skills
- Static balance: small base

Dance</td><td>Personal Skills
- Coordination: with equipment

Rounders</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
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