Long Term Planning - Year 6

Topics	Autumn Term – World War II	Spring Term – Rainforests	Summer Term – The Mayans
Key Drivers	A love of reading Keeping healthy and fit Working collaboratively Finding out about the wider world Explore the place where we live Building an aspirational curriculum where children can show perseverance and resilience in all that they do.		
SIAMS and value focus.	**Perseverance** – Let us begin… from small beginnings great things come **Respect** – Citizens and community – supporting those in need in our locality.	**Courage** – Our family of faith can move mountains – Justice, fair rights, life, freedom, dignity and global dimensions. Charity **Forgiveness** – showing we are sorry by having faith in ourselves and others. Aspirational people who have forgiven and made the world a better place.	**Compassion** – Show compassion and care for all of God's creation. Caring for our amazing universe - awe and wonder. Enterprise **Friendship** – sharing and celebrating our talents. Showing compassion and trust to others.
Key text(s)	Henry V Freedom – Catherine Johnson (RT>RP text) War poetry - For the Fallen by Laurence Binyon or Wilfred Owen Dulce et Decorum or Siegfried Sassoon.	Where the World turns Wild – Nicola Penfold (RT>RP text) Classic Poetry selected by Michael Rosen **Non-Fiction:** Persuasion / Discussion (link to science, geography and P4C topic areas)	**SATs** **Varied Genre** **Varied genre** Poetry Appreciation
Writing	Traditional Narratives - Produce extended narrative using the story as a frame for their own versions. e.g. further adventures of the Knights of the Round Table. Pupils to produce character study from text showing understanding of story and themes. Write to persuade - produce a speech motivating an army for battle or explaining why Henry V is a good leader. Explanation report and present findings from enquiries, including conclusions and rationales. Recounts - Write in role adapting distinctive voices, e.g., of historical characters through preparing a CV, composing a biographical account or describing a person from different perspectives. e.g. police description, school report, newspaper. Report Writing - Write reports as part of a	Narrative - Create extended narrative using structures, devices and characters from the story studied. Pupils to write letters from character to another Character study - write letters or report showing understanding of character motivation and responses to situations. Poetry Structure - - Monologues Read and respond. Poetry appreciation read and write response including own verses to poetry. Persuasion - Construct an argument in note form or full text to persuade other of a point of view and present own viewpoint to class. Ensure use of standard English. Pupils to evaluate effectiveness. Discussion - Pupils to hold a debate followed by write up presenting and evaluating the opinions of	Writing Focus Range of Genre covered. Editing and refining independently. Poetry Appreciation - Take one Poet Pupils to research poet. Write about personal response to poet. Recite familiar poems by heart.

	presentation on a non-fiction subject linked to a current enquiry. Choose appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types Poetry - War Poems. Write responses to poetry	multiple viewpoints.	
Reading	Become familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. Know that texts can have elements of more than one text type. Identify elements of a text type. Understand that there will be unfamiliar words in the texts they read. Use dictionaries to check or find the meaning of unfamiliar words. Give a personal point of view about a text. Identify key information from a text. Summarise key information in sentences. Find key information from different parts of the text. Present an oral overview of the summary of the text. Know that non-fiction texts may include a fictional, creative element. Evaluate the usefulness of a non-fiction book to research questions raised. Use meaning-seeking strategies to explore words	Explain why they enjoyed a book or a poem and suggest who might also enjoy it. Explain how the choices a writer has made about the structure of a text supports its purpose. Make predictions using knowledge of the conventions of different genres and text types – drawing on previous knowledge. Ask questions to improve and deepen understanding. Pupils re-read to check that the text is meaningful. Know that a text may need to be read slowly or re-read to deepen their understanding. Build on others' ideas and opinions about a text in a discussion. Make connections between texts which may not initially seem similar. Understand that a narrative can be told from different points of view – narrator, character. Explore how events ae viewed from another perspective. Understand that non-fiction texts may present the same information with different viewpoints. Identify the characteristics of a writer's style.	Know that style and vocabulary are linked to the purpose of the text. Explain the characteristics of a writer's style, using evidence. Explain how the word and language choices support the writer's purpose, including evidence. Record examples of techniques and structures from reading to use in their own writing. Find the different layers of meaning in a text. Explain how different layers of meaning contribute to the reader's understanding of the overall meaning, characters and theme. Make predictions from evidence found and implied. Identify themes in books which have different cultural, social or historical contexts. Know that points of view can also be applied and identify examples of this. Explain implied points of view, using evidence. Understand that the writer may have a viewpoint and identify the viewpoint – e.g. how different characters are presented. Explain how the style and vocabulary are linked to

	in context – including idiomatic and figurative language. Explain reasons for a viewpoint, using evidence from the text. Listen to others' ideas about a text. Understand the difference between fact and opinion and a find examples of both in a text. Explain why one example is fact and the other example of opinion. Use point, evidence and explanation (PEE) or answer, prove it, explain it (APE) to respond to questions about texts.	Know that word and language choices support the writer's purpose. Record examples of words and language from reading to use if their own writing. Know that texts have different layer of meaning – between the lines and beyond the lines. Summarise the main ideas drawn from a text. Question others' ideas about a text. Explain why there are connections, using evidence. Explain the similarities and differences between different versions of texts. Identify the techniques used to create feelings, mood or messages. Comment on how the writer's intent affects the reader.	the purpose of the text, using evidence. Explain how the techniques and structures used to support the writer's purpose, using evidence. Comment on the effectiveness of the writer's use of language structures and techniques. Know the context in which a text was written can affect it – e.g. a classic text will reflect how an audience of that time will react. Explain how the context of a text reflects the reaction of the audience it was written for. Compare and contrast themes in a range of books. Explain how there are common themes in different books, using evidence from reading. Explain the writer's viewpoint with evidence from the text. Explain the effect of the writer's viewpoint on the reader. Explain how the techniques used create feelings, atmosphere, mood or messages.
English and drama links	Poetry – performance	Persuasion - debate	Drama – end of term production
Maths	**Number and 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.	**Fractions: Calculating** - multiply one-digit numbers with up to two decimal places 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 - recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.	**Statistics** - interpret and construct pie charts and line graphs and use these to solve problems - calculate and interpret the mean as an average **Targeted revision** **SATS** **Problem solving** **Securing lessons:** fractions, decimals & percentages, algebra, ratio & proportion

	Decimals - identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal place **Multiplication and division** - multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication - divide numbers up to 4 digits by a two-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 two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context **Geometry position and 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 axes. **Fractions, decimals and percentages** - use common factors to simplify fractions; use common multiples to express fractions in the same denomination - compare and order fractions, including fractions > 1 - add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions - multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 4 1 × 2 1 = 8 1] - divide proper fractions by whole numbers [for example, 3 1 ÷ 2 = 6 1] - associate a fraction with division and calculate	**Ratio and proportion** - 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 the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison - 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 **Measurement converting units** - 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 three decimal places - convert between miles and kilometres **Measurement: area and volume** - recognise that shapes with the same areas can have different perimeters and vice versa - 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 cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3]. **Algebra** - use simple formulae	**Transition work**

	decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 8 3] **Geometry properties of shapes** - 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 properties of shapes** - draw 2-D shapes using given dimensions and angles - recognise, describe and build simple 3-D shapes, including making nets - illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius **Addition subtraction, multiplication and division** - 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 addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why - solve problems involving addition, subtraction, multiplication and division - use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.	- generate and describe linear number sequences - express missing number problems algebraically - find pairs of numbers that satisfy an equation with two unknowns - enumerate possibilities of combinations of two variables	

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<table>
<tr><td>Science</td><td colspan="3">Working Scientifically
During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
♣ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
♣ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
♣ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
♣ using test results to make predictions to set up further comparative and fair tests
♣ reporting and presenting 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
♣ identifying scientific evidence that has been used to support or refute ideas or arguments.</td></tr>
<tr><td></td><td>Electricity
♣ associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
♣ 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
♣ use recognised symbols when representing a simple circuit in a diagram.</td><td>Animals including humans
♣ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
♣ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
♣ describe the ways in which nutrients and water are transported within animals, including humans.

Living things and their habitats
♣ 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>Light
♣ recognise that light appears to travel in straight lines
♣ 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
♣ 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
♣ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Evolution and inheritance
♣ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
♣ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
♣ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</td></tr>
<tr><td>History</td><td colspan="3">Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</td></tr>
<tr><td></td><td>A study of an aspect or theme in British history that extends pupils' chronological knowledge</td><td>They should regularly address and sometimes devise historically valid questions about change,</td><td>A non-European society that provides contrasts with British history – one study chosen from: early</td></tr>
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	beyond 1066 A significant turning point in British history, the **Battle of Britain** **Focused knowledge/skill:** understand how our knowledge of the past is constructed from a RANGE OF HISTORICAL SOURCES.	cause, similarity and difference, and significance. **Focused knowledge/skill:** note CONNECTIONS, CONTRASTS and TRENDS over time. [Supporting Geography topic link.]	Islamic civilization, including a study of Baghdad c. AD 900; **Mayan civilization** c. AD 900; Benin (West Africa) c. AD 900-1300. **Focused knowledge/skill:** construct informed responses that involve thoughtful SELECTION AND ORGANISATION of relevant historical information.
Geography	The national curriculum for geography aims to ensure that all pupils: - develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes - understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time General skills: **Across all three terms** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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.		
	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and **Europe**, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. **Focused knowledge/skill:** collect, analyse and communicate with a range of data.	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and **South America**, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or **South America** Describe and understand key aspects of: ♣ physical geography, including: **climate zones, biomes and vegetation belts**, rivers, mountains,	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, **North and South America**. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. **Focused knowledge/skill:** communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

		volcanoes and earthquakes, and the water cycle ♣ 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 Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world **Focused knowledge/skill:** interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)	
DT	Key stage 2 Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.		
	Sewing – 'Make do and Mend' - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Cooking – rationing - Understand and apply the principles of a healthy and varied diet - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed **Focused knowledge/skill:** 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	Understand and use mechanical systems in their products: Pulley system – design a pulley system which would allow access to a platform in the rainforest canopy. **Focused knowledge/skill:** 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	Musical instruments – use of clay or exploration of different materials to design a woodwind instrument (plastic etc).  **Focused knowledge/skill:** 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

	construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities		
Key piece of music/composer	Variety of War time famous songs and music. Run, rabbit, run – Flanagan & Allen White Cliffs of Dover – Dame Vera Lynn In the mood – Glenn Miller Don't fence me in – Bing Crosby Lili Marlene (in German & English versions) – Marlene Dietrich Everything stops for tea – Jack Buchanan We'll meet again – Dame Vera Lynn	Composer Nathaniel Mann & musician Akari from the community of Wauja in the Brazilian rainforest. 'An orchestra of the Rainforest' https://www.bbc.co.uk/programmes/m000765p	Panpipe music from the Mayan civilisation
Music	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.		
	- use and understand staff and other musical notations **Focused knowledge/skill:** understand ***(musical notation)***	- listen with attention to detail and recall sounds with increasing aural memory - 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. **Focused knowledge/skill:** appreciate	- 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 **Focused knowledge/skill:** performance
Key piece of art/artist	Manuel Bromberg – soldiers crossing the beach at Normandy The artist crossed the English Channel with the US troops on June 5th and landed on D-Day. Also – study a range of silhouette style art from WWII.	Henri Rousseau – post-impressionist painter.	Andrés Curruchich Also – consider Mayan monumental architects. Look at the huge range of ancient murals and stone carvings that are still around today.
Art and Design	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]		

<table>
<tr><td></td><td colspan="3">- about great artists, architects and designers in history.</td></tr>
<tr><td></td><td>Chalk / pastel
Silhouettes
Colour:
- hue, tint, tone, shades and mood
- explore the use of texture in colour
- colour for purposes
- colour to express feelings

<u>Focused knowledge/skill</u>: texture and colour</td><td>Sketching / painting
Rainforest animals
Colour:
- hue, tint, tone, shades and mood
- explore the use of texture in colour
- colour for purposes
- colour to express feelings

<u>Focused knowledge/skill</u>: observational skills & appreciation of key artist</td><td>Mayan masks
Form:
- plan and develop ideas
- Shape, form, model and join
- observation or imagination
- properties of media
- Discuss and evaluate own work and that of other sculptors
Pattern:
- Create own abstract pattern to reflect personal experiences and expression
- create pattern for purposes

<u>Focused knowledge/skill</u>: plan and develop ideas.</td></tr>
<tr><td>PE</td><td colspan="3">Aims
The national curriculum for physical education aims to ensure that all pupils:
- develop competence to excel in a broad range of physical activities are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
Pupils should be taught to:
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.</td></tr>
<tr><td></td><td>Term 1 – hockey
Term 2 – handball</td><td>Term 3 – Tag rugby
Term 4 – Football</td><td>Term 5 – Happy Healthy Heart
Term 6 – Athletics and Ultimate Frisbee</td></tr>
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Computing	**Computer science / Programming** - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs **Esafety** use technology safely, respectfully and responsibly **<u>Focused knowledge/skill</u>:** coding / esafety	**Information technology** - understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content **Esafety** recognise acceptable/unacceptable behaviour **<u>Focused knowledge/skill</u>:** search technology / esafety	**Digital literacy** - Acceptable and inacceptable behaviour on internet - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information **Esafety** identify a range of ways to report concerns about content and contact. **<u>Focused knowledge/skill</u>:** presentation / esafety
RE	**U2.2: Creation and Science: conflicting or complementary?** (Creation) -Our awesome universe -Genres in the Bible: -Interpretations of Genesis 1 by Christians -Compare scientific and biblical accounts of origins of universe. -Scientists who reconcile faith and science Christian Visitors with differing viewpoints **U2.6: For Christians, what kind of a king was Jesus?** (Kingdom of God) -Recipe for a better world (Nobel peace prize) -Jesus' temptation in the desert -Parables: Tenants in Vineyard, The Feast -concept of heaven on earth: service -Work of local churches -**Christmas:** the birth of a king (evidence?)	**U2.7: Why do Hindus want to be good?** (Overview) - Review key concepts -*Man in a well* story - 4 aims in life -Life as a journey with duties -Hindu role models -Consider how Hindu values make a difference to life. **U2.5:What do Christians believe Jesus did to "save"** (Salvation) -Holy Week -Who was responsible for Jesus' death**?** -concept of sacrifice -Jesus's death + Holy communion	**U2.11: Why do some people believe in God and some people not?** (Thematic) -context (stats) -Xn concept of God. -What do Xns use as authorities? Impact of faith -Why do some not believe? Forum of visitors **U2.12: How does faith help people when life gets hard?** (Thematic) -ask the big questions (life, death, suffering) -Gratitude as an attitude -compare beliefs in life after death + art images -ceremony and liturgy of burials Visitor: how faith has helped them
PSHE	**Me and my relationships** • Working together • Let's negotiate	**Keeping myself safe** • Think before you click! • Traffic lights	**Being my best** • Five Ways to Wellbeing project • This will be your life!

	• Solve the friendship problem • Assertiveness skills (formerly Behave yourself - 2) • Behave yourself • Dan's day • Don't force me • Acting appropriately • It's a puzzle **Valuing difference** • OK to be different • We have more in common than not • Respecting differences • Tolerance and respect for others • Advertising friendships! • Boys will be boys? - challenging gender stereotypes	• To share or not to share? • Rat Park • What sort of drug is...? • Drugs: it's the law! • Alcohol: what is normal? • Joe's story (part 1) • Joe's story (part 2) **Rights and Responsibilities** • Two sides to every story • Fakebook friends • What's it worth? • Jobs and taxes • Action stations! • Project Pitch (parts 1 & 2) • Happy shoppers • Democracy in Britain 1 - Elections • Democracy in Britain 2 - How (most) laws are made	• Our recommendations • What's the risk? (1) • What's the risk? (2) • Basic first aid **Growing and Changing** • Helpful or unhelpful? Managing change • I look great! • Media manipulation • Pressure online • Is this normal? • Dear Ash • Making babies • What is HIV?
French	Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3. Pupils should be taught to: - listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* - present ideas and information orally to a range of audiences* - read carefully and show understanding of words, phrases and simple writing - appreciate stories, songs, poems and rhymes in the language - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - write phrases from memory, and adapt these to create new sentences, to express ideas clearly - describe people, places, things and actions orally* and in writing. - understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the		

	conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.		
	Let's visit a French town	Let's go shopping	This is France All in a day
Cultural diversity/SMCS	• Respect culture and beliefs of others • Understand and respect the roles of people who help us. • Listen to and respect other people's opinions and values • Understand consequences of actions • Treat everybody equally • Understand right from wrong Links to curriculum: History, PSHE, RE	• Respect culture and beliefs of others • Understand consequences of actions • Understand right from wrong • Listen to and respect other people's opinions and values Links to curriculum: RE, PSHE	• Respect culture and beliefs of others • Listen to and respect other people's opinions and values Links to curriculum: Geography, RE, PSHE
P4C links	**Enquiries** Value: respect (link to WWII veterans?) Topic: WWII – should we have declared war on Germany? (for example) General knowledge: Remembrance? Or look for current affair topic	**Enquiries** Value: courage (link to prep for SATs) or forgiveness (link to friendships with peers) Topic: Rainforest – Should rainforest areas be protected from further destruction? (for example) General knowledge: Look for current affair topic	**Enquiries** Value: compassion or friendship Topic: RE (link to belief in a God/Gods General knowledge: Look for current affair topic
Trips/visit to school	Suggestion: WWII – Steam Museum, Swindon RE – Christian visitors with differing opinions	Suggestion: Bristol Zoo or online interactive exploration of environment	Suggestion: RE – visitor – how faith has helped them

Suggestions from Jo:
Focus termly for each year group on different roles / jobs / responsibilities that people have in the wider world? We could invite visitors in to explain their roles (linked closely to an element of the curriculum, i.e. someone who uses IT programming in their role or a local artist or musician).
This approach would help children recognise the possible outcomes for learning certain skills or topic areas?