



Gosfield School

Year 6 Curriculum Booklet

This booklet is a guide to your child's current academic year, giving you an overview of the content of our curriculum at Gosfield Prep School. Our curriculum has been devised to interest and engage every child to help them realise their potential. As with all the best teaching, it may be liable to changes as we respond to the questions, interests and particular needs of the pupils, but it will give you a broad idea of the year ahead.

If you have any questions please speak with your child's class teacher.

Year 6 - Yearly Overview for English

Your child will be assessed against the following criteria:

Reading	Writing
<p>Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that are met.</p> <p>Increases familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context.</p> <p>Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Participates in discussions about books that are read to the individual and those that can be read independently</p> <p>Provides reasoned justifications for their views about a book.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing , making comparisons within and across books.</p> <p>Learn a wider range of poetry by heart and prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Ask questions to improve their understanding.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives</p>	<p>Composition Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters, choosing the writing implement that is best suited for a task.</p> <p>Identifies the audience for, and purpose of, the writing.</p> <p>Can describe settings, characters and atmosphere.</p> <p>Drafts and edits own work, proof reading for spelling and punctuation errors.</p> <p>Selects appropriate grammar and vocabulary to enhance and clarify meaning.</p> <p>Assesses the effectiveness of their own and others writing.</p> <p>Chooses correct subject and verb agreement.</p> <p>Chooses the correct uses of tenses.</p> <p>Ensures the consistent and correct use of tense throughout a piece of writing Uses further organisational and presentational devices to structure text and to guide the reader, for example headings, bullet points, underlining.</p> <p>SpaG Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. For example, find out/discover; ask for/request; go in/enter.</p> <p>Uses the passive voice to affect the presentation of information in a</p>

from their actions, and justifying inferences with evidence.

Predict what might happen from details stated and implied.

sentence. For example 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken (by me)'.

Able to recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

Can use:

- passive verbs to affect the presentation of information in a sentence
- perfect form of verbs to mark relationships of time and cause
- expanded noun phrases to convey complicated information concisely
- modal verbs or adverbs to indicate degrees of possibility
- relative clauses beginning with who, which, where, when, whose,
- commas to clarify meaning or avoid ambiguity in writing
- hyphens to avoid ambiguity
- brackets, dashes or commas to indicate parenthesis
- semi-colons, colons or dashes to mark boundaries between independent clauses a colon to introduce a list
- layout devices such as heading, sub-headings, columns bullet points and tables consistently to structure text

Can:

- spell some words with 'silent' letters. For example, knight, psalm, solemn
- distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning

Year 6 - Yearly Overview for Maths

Your child will be assessed against the following criteria:

Number and Place Value	Addition and Subtraction	Multiplication and Division	Measurement	Properties of Shape
<p>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.</p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.</p> <p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</p> <p>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.</p> <p>Solve number problems and practical problems that involve all of the above.</p> <p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p>	<p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).</p> <p>Add and subtract numbers mentally with increasingly large numbers.</p> <p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19.</p> <p>Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.</p> <p>Multiply and divide numbers mentally drawing upon known facts.</p> <p>Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.</p> <p>Multiply and divide whole</p>	<p>Convert between different units of metric measure. For example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre.</p> <p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p> <p>Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.</p> <p>Estimate volume. For example, using 1cm³</p>	<p>Identify 3D shapes, including cubes and other cuboids, from 2D representations.</p> <p>Know angles are measured in degrees. Estimate and compare acute, obtuse and reflex angles.</p> <p>Draw given angles, and measure them in degrees.</p> <p>Identify: Angles at a point and one whole turn (total 360°); angles at a point on a straight line and a turn (total 180°); other multiples of 90°.</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p>

		<p>numbers and those involving decimals by 10, 100 and 1000 recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).</p> <p>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</p>	<p>blocks to build cuboids, including cubes, and capacity, for example, using water.</p> <p>Solve problems involving converting between units of time.</p> <p>Use all four operations to solve problems involving measure. For example, length, mass, volume, money, using decimal notation, including scaling.</p>	
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Year 6 – Science

Topic/Area of Study	Description	The skills developed in Science
<p>Autumn Term Electricity</p> <p>Light</p>	<p>Pupils will explore and learn to build electrical circuits. They will be able to associate the brightness of a lamp, or the volume of a buzzer, with the number and voltage of cells used in the circuit. They will 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. The girls will be taught how to recognise and use symbols when representing a simple circuit in a diagram.</p> <p>Pupils will investigate the idea that light travels in straight lines, along with reflected and refracted light, through practical experiments. They will be able to use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source change. Pupils will learn that we see things because light travels from light sources to our eyes, or from light sources to objects and then to our eyes. We will also explore the fact that white light is made of many colours.</p>	<p>Plan enquiries, including recognising and controlling variables where necessary.</p> <p>Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</p> <p>Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</p> <p>Present findings in written form, displays and other presentations.</p>
<p>Spring Term Evolution and inheritance</p>	<p>Pupils will be introduced to the idea that characteristics are passed from parents to their offspring, but normally offspring vary and are not identical to their parents. They 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 identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</p>
<p>Summer Term Living things and their habitats</p>	<p>Pupils will describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. They will be able to give reasons for classifying plants and animals based on specific characteristics.</p>	

Animals including humans	<p>Pupils will share their prior understanding of the human body by locating the major organs on a skeleton. They will explore the functions of the main organs through diagrams, investigations, models and video clips. We will learn to identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. They will also learn to identify and name the main parts of the human respiratory system, and describe the process. They will learn about the importance of diet, exercise, drugs and lifestyle on the way the human body functions and describe the ways in which nutrients and water are transported within animals, including humans.</p>	
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Year 6 - History

Topic/Area of Study	Description	The skills developed in History
<p>Autumn Term Crime and Punishment</p> <p>Ancient Benin</p>	<p>In this topic pupils will be introduced to the broad trends of crime and punishment from the Romans to the 21st century. They will explore crime and punishment in the Roman period and consider the importance of the 'gods' to the justice system. They will look at crime and punishment in the Anglo-Saxon and Viking periods and analyse the idea of the weregild (compensation) system. They will also compare crime and punishment in the medieval and Tudor periods and consider how it changed.</p> <p>Pupils will compare the justice system in Britain over a period of time and describe and evaluate how 'fair' a system there was by comparing different periods in British history. They will consider how concepts of crime and punishment changed due to religious, social and political influences.</p> <p>Pupils will find out where the Kingdom of Benin was and explore how we know about The Kingdom of Benin from AD 900 to 1300. They will learn about the leaders of The Kingdom of Benin, the lives of the people and about the trade network of the Benin empire.</p> <p>Pupils will learn to recognise similarities and differences between Benin society and Britain at the time. They will assess the use of imagery and symbolism in art work of the time and recognise how trade with Britain and other European countries had an impact on the development of Benin.</p>	<p>Investigate and interpret the past by using sources of evidence to deduce information. To understand that no single source of evidence gives the full answer to questions about the past. Describe sources as either primary or secondary.</p> <p>Communicate historically by using appropriate historical vocabulary to communicate. Place events in chronological order.</p> <p>Understand chronology by describing the main changes in a period of history and British society by following a theme through the years.</p> <p>Share their knowledge and understanding of past events by describing and making links between events, and changes across periods, using dates and historical vocabulary to describe the period.</p> <p>Describe key events.</p> <p>Use research skills to make comparisons.</p> <p>Understand the difference between primary and secondary sources.</p>
<p>Spring Term Children in World War II</p>	<p>Pupils will find out what World War II was and where and when it took place, considering the causes and reasons for the start of the war. They will find out what the Blitz, which areas were affected and the social implications of the Blitz. They will learn about the effects of air raids, the causes of evacuation and about the experiences and feelings of evacuees. They will find</p>	<p>Use historical enquiry skills as they use, and question, a variety of sources to find out about events, people and changes.</p> <p>Identify causes of changes/differences between the decades.</p>

<p>Post War Britain (fashion, technology and leisure)</p>	<p>out about the experiences of Jewish children during the war and compare their own lives with the experience of children in World War II. They will recognise the political ideology behind the persecution of the Jewish people, look at examples of propaganda and raise questions as to motives of governments and individuals. They will learn that the war created many refugees.</p> <p>Pupils will identify some of the main changes in Britain since 1948 and identify key characteristics of different decades. They will note the connections, trends and differences between the decades of post War Britain in terms of fashion, technology and leisure time.</p>	<p>Consider impact on the lives of individuals.</p>
<p>Summer Term Children in Victorian Britain</p> <p>The History of Tea</p>	<p>Using primary sources, pupils will place Victorians on a timeline to consider what life was like. They will look at and compare the lives of poor and rich children and identify how inventions, laws and trade changed the lives of children.</p> <p>In this topic pupils will investigate countries where tea was traded and plot routes. They will describe changes in technology (clipper ships) and the impact they had on trade opportunities. They will recognise the use of taxes and the social impact of them.</p> <p>Pupils will look at the significance of trade in development of Britain and use key terms such as trade, economy, taxes, colonies and rebellion to describe the characteristics of a period. They will link the development of maps, ships and exploration to economic growth and power of a country.</p>	

Year 6 – Geography

Topic/Area of Study	Description	The skills developed through this topic
<p>Autumn Term Natural Resources</p> <p>Trade and Economics</p>	<p>Pupils will look at Dartmoor National Park, and how the geography of the area affects land use. They will look at how we power items and ways in which electricity can be created. Pupils will discuss and evaluate the use of renewable sources of energy, research where wood is found and consider implications on a region. They will look at statistics related to steel and glass production and create graphs using the data.</p> <p>Pupils will look at what we trade; play a trading game to understand the process. They will look at trade routes using maps to focus on Europe, North and South America. They will learn about trade between UK and El Salvador; comparing regions. Pupils will carry out research on the aims of 'Fair trade', listing some products that are fairly traded. They will look at the global supply chain and how trading has changed.</p> <p>Pupils will learn the difference between imports and exports and be able to list goods exported from the UK and imported into the UK, naming the countries involved and finding them using an atlas.</p>	<p>Identify some of Britain's resources and explain how they are used.</p> <p>Identify how natural resources are used to produce energy.</p> <p>Identify clean and renewable resources.</p> <p>Use map skills to identify parts of world where wood is produced.</p> <p>Know where steel is produced and how glass is made</p> <p>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.</p>
<p>Spring Term Eastern Europe & Russia</p> <p>Exploring Scandinavia</p>	<p>Pupils will use an atlas to find names of cities. They will look at similarities and differences between a place in eastern Europe and where they live, identifying similarities and differences in the climate. They will look at the difference between human geography and physical geography and identify similarities and differences between the human geography of a place in eastern Europe and where they live.</p> <p>Pupils will learn about the Chernobyl nuclear disaster and be able to explain some of the after-effects of it.</p> <p>In this topic pupils will learn about the countries that form Scandinavia, its climate and weather. Using maps, atlases and</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p>

	photos pupils will identify physical features of the region and explore the human geography of the region and compare the difference between Scandinavia and UK.	
<p>Summer Term Our changing world</p>	<p>Pupils will use research skills to identify key physical features of the landscape, identifying human and physical characteristics. They will conduct research and look at maps and atlases to see how boundaries and regions with the UK have changed over time. They will apply these skills to changes within Europe.</p> <p>Pupils will identify how the UK's borders have changed over time and similarities in photographs of a landscape taken at different times, looking at ways that human activity changes the landscape. They will describe some ways that weather can change the landscape, how physical changes have affected Earth since 1800 and be able to list some physical changes to the Earth predicted to occur by 2050. They will examine how changes in land use will affect people and the environment in different ways.</p>	<p>Identify human and physical characteristics of the United Kingdom, key topographical features such as coasts and rivers, and land-use patterns and understand how some of these aspects have changed over time.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p>
Investigating the coastline	<p>In this topic pupils will look at coastal regions and resorts in the UK, Europe and worldwide and be able to name some features of a coastline and some famous UK coastal features. They will learn about coastal erosion and deposition and be able to describe how erosion and deposition change the look of a coastline. They will learn how different rock types affect how the coast is shaped and look at landforms such as caves, stack and arches, understanding that they are often formed because of weak spots, such as cracks and how human activity can also cause erosion. They will use maps and secondary sources to research and describe coastal areas.</p> <p>Pupils will look at what happened to the Holbeck Hotel in Scarborough in 1993 and learn about coastal management strategies to protect against flooding and land damage.</p>	

Year 6 – Spanish

Topic/Area of Study	Description	The skills developed in Spanish
Autumn Term	Pupils will revise how to give personal information about themselves, how to talk about their families, numbers 0 – 500. They will research about a Spanish celebrity. They will learn to describe people physically and their personality. They will learn about Christmas in Spain.	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p>
Spring Term	Pupils will learn to describe: the area they live in; their house; their bedroom. They will learn about prepositions and about the verbs – ser and estar. They will learn about Easter in Spain.	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>
Summer Term	Pupils will learn about Spanish verbs and be able to describe the weather in detail. They will learn how to make arrangements for an outing and about Spanish festivals. They will study some simple Spanish poems.	<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>

Year 6- PE

Topic/Area of Study	Description	The skills developed through PE
Autumn Term Multi Skills Fitness	Multi Skills Pupils will focus on: <ul style="list-style-type: none"> ▪ Principles of agility, balance and co-ordination. ▪ Improving the ability to move and respond in a number of different ways. ▪ Improving co-ordination skills of upper and lower limbs with greater accuracy and consistency. Fitness Pupils will focus on: <ul style="list-style-type: none"> ▪ Developing knowledge and understanding of the importance of a healthy and active lifestyle. ▪ Fitness testing. ▪ Different methods of training to improve fitness. ▪ Developing stamina and pacing skills for long distance running. 	Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance through athletics and gymnastics. Develop gross and fine motor skills. To use and apply skills with growing accuracy and consistency within competitive situations. Demonstrate a good kinaesthetic awareness, holding shapes and moving with fluency and expression. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Spring Term Badminton Gymnastics	Badminton Pupils will focus on: <ul style="list-style-type: none"> ▪ Different types of forehand shots progressing to rallies. ▪ Introducing different serving techniques. ▪ Game play introducing rules and scoring. Gymnastics Pupils will focus on: <ul style="list-style-type: none"> ▪ Advanced skills jumping, rolling, balancing, counter balance, twisting, turning, sliding and travelling. ▪ Sequence work independently and progressing to partner and group work. ▪ Developing skills on floor, low and high apparatus individually, with a partner developing to group work. 	
Summer Term Athletics Tennis	Athletics Pupils will focus on: <ul style="list-style-type: none"> ▪ Developing running, throwing and jumping skills. 	

	<ul style="list-style-type: none"> ▪ Measurement of events including times and distances. ▪ Experiencing competitions. <p>Tennis Pupils will focus on:</p> <ul style="list-style-type: none"> ▪ Ground strokes and volleys. ▪ Serving technique. ▪ Footwork and court movement. ▪ Rallies. ▪ Game play introducing rules and scoring. 	
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Year 6- Games

Topic/Area of Study	Description	The skills developed through Games
Autumn Term Hockey Rugby Football	<p>Hockey Pupils will focus on:</p> <ul style="list-style-type: none"> ▪ Skills incorporating passing, dribbling, tackling and shooting. ▪ Tactics and strategies incorporating principles of attack and defence. ▪ Game play introducing rules and scoring. <p>Rugby Pupils will focus on:</p> <ul style="list-style-type: none"> ▪ Skills incorporating passing, scoring, creating space, movement on and off the ball. ▪ Tactics including principles of attack and defence. ▪ Game play introducing rules and scoring. 	<p>To uphold the spirit of fair play and respect in all competitive situations.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>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.</p>

	<p>Football</p> <p>Pupils will focus on:</p> <ul style="list-style-type: none"> ▪ Skills incorporating passing, dribbling, tackling, shooting, creating space, movement on and off the ball. ▪ Tactics and strategies incorporating principles of attack and defence. ▪ Game play introducing rules and scoring. 	
<p>Spring Term</p> <p>Netball</p> <p>Rugby</p> <p>Football</p>	<p>Netball</p> <p>Pupils will focus on:</p> <ul style="list-style-type: none"> ▪ Passing, footwork, shooting, creating space, movement on and off the ball. ▪ Tactics and strategies incorporating principles of attack and defence. ▪ Game play introducing rules and scoring. <p>Rugby and Football</p> <ul style="list-style-type: none"> ▪ As in previous term. 	
<p>Summer Term</p> <p>Striking and Fielding</p>	<p>Striking and Fielding</p> <p>Pupils will focus on:</p> <ul style="list-style-type: none"> ▪ Throwing, catching, batting, bowling and fielding. ▪ Incorporating tactics and strategies into game play. ▪ Match play applying rules and scoring. 	

Year 6 – Additional Subjects

Art

Pupils will 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.
- About great artists, architects and designers in history.
- To become proficient in drawing, painting and other art, craft and design techniques.
- To evaluate and analyse creative works using the language of art, craft and design.
- About great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key Vocabulary:

Shading, tone, proportion, enlargement, scale.

Techniques:

Patterns and tessalation, shading, cross hatching, vanishing point. Collage work.

Artists and designers:

Turner, Escher, William Morris, Jasper Conran, Cath Kidston and Emma Bridgewater. Muybridge, Boccioni and Delaunay.

Computing

During the year pupils will learn:

How Computers Work: 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 technology safely, respectfully and responsibly.

Communication and E Safety: Use search technologies effectively and be discerning in evaluating digital content. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Data and Information: 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.

Algorithms and 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.

Design Technology

Design: design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make: select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate: explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.

Technical knowledge: build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms such as levers, sliders, wheels and axles in their products.

Drama

Pupils will learn to:

- Apply vocal, physical and design skills to communicate in performance.
- Develop and refine creative ideas from stimuli.
- Engage with the process of collaboration.
- Create character, roles, artefacts and designs.
- Analyse and evaluate personal contribution to the creation, development and refinement process.
- Analyse and evaluate performance, design skills and creative intentions within a performance.
- Demonstrate understanding of genre, structure, character, form, style, theatrical convention and language.
- Use drama terminology.

Food Technology

Food and nutrition:

Use the basic principles of a healthy and varied diet to prepare dishes.

Understand where food comes from.

Forest School

During the year pupils will have the opportunity to:

- Replicate the water cycle using natural materials.
- Capture digital images using a hand-held device to record change over time.
- Set up a wildlife camera to capture images of wildlife at night.
- Select tools suitable for a task and use them safely and independently (supervised).
- Identify poisonous plants.
- Gather resources for a fire, light it and boil water.
- Plan, prepare and cook food on an open fire.
- Use knot making skills to create a rope trail for younger pupils.
- Understand how to maintain a willow structure.
- Develop practical skills and use tools to create, build or manage.
- Evaluate risk.
- Develop personal and social skills and build confidence.
- Work through practical problems and challenges.

Music

Pupils will 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. They will be taught to:

- 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.

PSHE

Pupils will have the opportunity to recognise:

- What positively and negatively affects their physical, mental and emotional health (including the media).
- How images in the media do not always reflect reality and can affect how people feel about themselves.
- Change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.
- That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.
- What is meant by the term 'habit' and why habits can be hard to change.
- Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others.
- Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
- To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.
- The role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.
- To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax'. For example, their contribution to society through the payment of VAT.

RE

Throughout the Year pupils will make connections between different aspects of religion and consider various forms of religious expression, including the use of symbols. They will consider some of the beliefs, teachings, practices and ways of life that are central to religion. In doing this, pupils will go beyond the informative, engaging feelings and imagination so as to display a degree of empathy with different believers. They will learn about sacred texts and consider their meanings. They will begin to recognise diversity in religion, learning about similarities and differences both within and between religions and belief systems. They will extend the range and use of specialist vocabulary. In Year 6 they will look at the following key areas:

- Humanism
- The 5 Pillars of Islam
- The Ka'Bah and Hajj
- The Jewish Home
- The Synagogue
- What is Sacred to Sikhs