

Year 6 Unit of Learning – Autumn 1 - Whole School Text

<h3>Values</h3> <p>Resilience: Resilience is strength, being able to overcome difficulties, and adapt to new situations. Honesty: Honesty is telling the truth, honesty is trust and honesty is being true to yourself and others.</p>		<h3>Central Idea</h3> <p>Finding peaceful solutions to conflict leads to a better quality of human life. Britain at War</p>		<h3>Guiding Questions</h3> <p>What is conflict? How does conflict affect everyday life? How can the past help us to solve the problems of the future?</p>	
<h4>Computing NC Knowledge and Skills</h4> <p>I can design, write and debug programs that accomplish specific goals, I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors; I can 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 I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ; I can use technology safely, respectfully and responsibly; and know how to report concerns I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information. Specific foci for unit: SEE ICT skills grid Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spreadsheets</p>		<h4>Core Texts/ Visits</h4> <p>Whole School Film Project: The Maker Rose Blanche, Goodnight Mister Tom, The Boy in the Striped Pyjamas Suggested visit: Greenwich Heritage Centre, Firepower</p>		<p style="text-align: center;">Religious Education Greenwich Windows on Faith</p> <p>Peace – Unit: Peace</p>	<h4>PHSE</h4> <p><i>I can express a sense of moral responsibility and understand that my own choices and behaviour can affect both myself and the wider community. I know that there are different kinds of responsibilities, rights and duties at home, at school and in the community) including government and democracy) and that these can sometimes conflict with each other. I show respect for cultural, ethnic, racial and religious diversity through viewing issues from more than one perspective. Democracy</i></p>
<h4>PE NC Knowledge and Skills</h4> <p style="text-align: center;">ATHLETICS</p> <p>Fitness training and circuits, Unit 1</p> <p style="text-align: center;">GAMES</p> <p>Volleyball, Unit 2</p>		<h4>Writing Genres</h4> <p style="text-align: center;">Fiction</p> <p>Film narrative Short stories with flashbacks Warning/quest stories Descriptive writing (imagery) Poetry – imagery (simile, metaphor, personification)</p> <p style="text-align: center;">Non-Fiction</p> <p>Letters of complaint – email, texting, formal letter writing Autobiography, Biography Revisit Journalistic writing Instructions, Reports, Explanations, Argument or Discussion text</p>		<h4>Singing NC Knowledge and Skills</h4> <p>I can play and perform in solo and ensemble contexts, using my voice I can listen with attention to detail and recall sounds with increasing aural memory; <i>I sing confidently and in tune; I breathe well and pronounce words, change pitch and show control in my singing; I perform songs from memory with confidence and an awareness of the meaning and impact of words; I hold my part in a two-part round with confidence and appreciate the harmonies produced; I perform songs in a way that reflects their meaning; I sing confidently and expressively with good intonation and a sense of occasion; I can sustain a drone or melodic ostinato to accompany singing; I can improvise and maintain my own part with an awareness of the whole ensemble</i></p>	<h4>Music NC Knowledge and Skills</h4> <p>I can play and perform musical instruments with accuracy, control and expression; I can improvise and compose music using the inter-related dimensions of music I can develop an understanding of the history of music I can appreciate and understand a wide range of high-quality live and recorded music from different traditions, great musicians and composers <i>I can combine sounds expressively I create my own simple songs I create melodies with an understanding of the relationship between lyrics and melody in song writing I can create rhythmic patterns with an awareness of timbre and duration I create music which reflects given intentions and uses notations as a support for performance I identify where to place emphasis and accents in a song to create effects</i></p>
<h4>Science NC Skills Working Scientifically</h4> <p>I can plan different types of scientific enquiries to answer questions I can record data and results of increasing complexity using scientific diagrams and labels, classification keys and tables I can use simple models to describe scientific ideas I can report and present findings from enquiries, including conclusions, causal</p>		<h4>Geography NC Knowledge and Skills</h4> <p>Locational Knowledge I can locate the world’s countries and continents, 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 I can name and locate counties and cities of the United Kingdom, Geographical skills and field work</p>		<h4>Art NC Knowledge and Skills – Digital Media, John Hartfield</h4> <p>I can create sketch books to record my observations and use them to review and revisit ideas I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) I know about great artists, architects and designers in history. Key Skills Refer to Lower KS2 Progression in Art and Design Skills Lancs Drawing: Lines and Marks, Shape, Tone, Texture I can use my sketch book as a starting point for my art work</p>	
<h4>History NC Knowledge and Skills</h4> <p>World War II and other British conflicts (a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066) <i>I am able to give sensible reasons for and results of events and changes throughout history.</i></p>		<h4>French</h4> <p>Rigolo 2 Unit 10 – Les transports</p>		<h4>Art NC Knowledge and Skills – Digital Media, John Hartfield</h4> <p>I can create sketch books to record my observations and use them to review and revisit ideas I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) I know about great artists, architects and designers in history. Key Skills Refer to Lower KS2 Progression in Art and Design Skills Lancs Drawing: Lines and Marks, Shape, Tone, Texture I can use my sketch book as a starting point for my art work</p>	

<p>relationships and explanations of results, in oral and written forms such as displays and other presentations</p> <p>I can identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Teachers to plan a science investigation linked to Britain at War.</p>	<p><i>I know some events, people and changes have been interpreted in different ways and can make suggestions why this has happened.</i></p> <p><i>I have started to judge which sources of evidence are reliable and use this to inform my questioning.</i></p>	<p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><i>I can explain the effect that physical and human patterns in the local environment have on people and places and how these affect the lives of people living there.</i></p>	<p>Specific Media Focus Key Stage Coverage</p> <p>Digital media, Painting, Printing, Textiles, 3D, Collage</p>
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Year 6 Unit of Learning – Autumn 2

<h3>Values</h3> <p>Responsibility: Responsibility is being fair; doing my share of the work and taking care of myself and others.</p> <p>Respect: due regard for the feelings, wishes, or rights of others.</p>		<h3>Central Idea</h3> <p>Animals and plants adapt and change over time in response to challenges in their environment.</p> <p>The Dinosaur Age</p>		<h3>Guiding Questions</h3> <p>What challenges are there in the environment? How do living things evolve? How is evolution studied?</p>	
<h3>Computing NC Knowledge and Skills</h3> <p>I can design, write and debug programs that accomplish specific goals. I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors; I can 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 I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ; I can use technology safely, respectfully and responsibly; and know how to report concerns I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information.</p> <p style="text-align: center;">Specific foci for unit: SEE ICT skills grid</p> <p>Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spreadsheets</p>		<h3>Core Texts/ Visits</h3> <p>Hansel and Gretel Stig of the Dump, Jabberwocke Suggested visit: Natural History Museum</p>		<h3>Religious Education</h3> <p>Greenwich Windows on Faith</p> <p>Judaism Part 2: Unit 4 – Jewish life</p> <p>Key Questions How does the Shema tell Jews to keep their religion alive? How does life change for a Jew after their Bar/Bat Mitzvah? Why are the home and synagogue equally important in Jewish life?</p> <p>The Jewish home Mezuzah keeping Kashrut – rules found in the Torah Hospitality</p> <p>The Shema Said daily. Preparing for prayer. Philacteries, Tallit, Kippah The Shema in the Mezuzah – signifying a Jewish home</p> <p>The journey of Jewish life Bar/Bat Mitzvah Wearing Kippah, tallit and tzitzit in worship Family celebrations in the synagogue</p>	<h3>PHSE</h3> <p>Link to Values</p> <p><i>I can recognise what I like and name the feelings attached to these.</i> <i>I recognise the choices I make and know the difference between right and wrong.</i> <i>I agree and follow the rules in the classroom.</i> <i>I recognise that family and friends should care for each other.</i></p>
<h3>PE NC Knowledge and Skills</h3> <p style="text-align: center;">DANCE</p> <p>Explorers, Unit 2</p> <p style="text-align: center;">GAMES</p> <p>Netball, high5, Unit 2</p>		<h3>Writing Genres</h3> <p>Fiction Film narrative Short stories with flashbacks Warning/quest stories Descriptive writing (imagery) Poetry – imagery (simile, metaphor, personification)</p> <p>Non-Fiction Letters of complaint – email, texting, formal letter writing Autobiography, Biography</p> <p>Revisit Journalistic writing Instructions, Reports, Explanations, Argument or Discussion text</p>		<h3>Singing NC</h3> <p>I can play and perform in solo and ensemble contexts, using my voice I can listen with attention to detail and recall sounds with increasing aural memory; <i>I sing confidently and in tune</i> <i>I breathe well and pronounce words, change pitch and show control in my singing</i> <i>I perform songs from memory with confidence and an awareness of the meaning and impact of words</i> <i>I hold my part in a two-part round with confidence and appreciate the harmonies produced</i> <i>I perform songs in a way that reflects their meaning</i> <i>I sing confidently and expressively with good intonation and a sense of occasion</i> <i>I can sustain a drone or melodic ostinato to accompany singing</i> <i>I can play a simple accompaniment on a glockenspiel, bass drum and cymbal</i> <i>I can improvise and maintain my own part with an awareness of the whole ensemble</i></p>	
		<h3>French</h3> <p>Rigolo 2 Unit 8 – Les vêtements</p>		<h3>History NC Knowledge and Skills</h3> <p><i>the lives of significant individuals in the past who have contributed to national and international achievements (KS1) Charles Darwin</i></p> <p><i>I can find out about the events and people studied using an appropriate range of resources.</i> <i>I am able to give sensible reasons for and results of events and changes throughout history.</i> <i>I have started to judge which sources of evidence are reliable and use this to inform my questioning.</i></p>	
		<h3>Science NC Knowledge and skills</h3> <p>Yr 6 All Living Things</p> <p>I can 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 I can give reasons for classifying plants and animals based on specific characteristics.</p>		<h3>Geography NC Knowledge and Skills</h3> <p>The Galapagos Islands Different environments</p>	<h3>Art NC Knowledge and Skills - Drawing</h3> <p>I can create sketch books to record my observations and use them to review and revisit ideas</p>
<h3>Science NC Skills</h3> <p>Working Scientifically</p> <p>I can plan different types of scientific enquiries to answer questions</p>	<h3>Science NC Knowledge and skills</h3> <p>Yr 6 All Living Things</p> <p>I can 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 I can give reasons for classifying plants and animals based on specific characteristics.</p>		<h3>Geography NC Knowledge and Skills</h3> <p>The Galapagos Islands Different environments</p>	<h3>Art NC Knowledge and Skills - Drawing</h3> <p>I can create sketch books to record my observations and use them to review and revisit ideas</p>	

<p>I can record data and results of increasing complexity using scientific diagrams and labels, classification keys and tables</p> <p>I can use simple models to describe scientific ideas</p> <p>I can report and present findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</p> <p>I can identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>I can devise classification systems and keys to identify some animals and plants in the immediate environment. I can research animals and plants in other habitats and decide where they belong in the classification system.</p>	<p><i>Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.</i></p> <p>Yr 6 Evolution and inheritance</p> <p>I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p><i>Children should be introduced to the idea that characteristics are passed from parents to their offspring, e.g. dog breeds – labradoodle.</i></p> <p><i>They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox.</i></p> <p><i>Children might find out about the work of palaeontologists such as Mary Anning and about how Alfred Wallace and Charles Darwin developed their ideas on evolution.</i></p>	<p>Human and Physical Geography</p> <p>I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (Galapagos Islands)</p> <p>Geographical skills and field work</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><i>I suggest questions and use a range of geographical skills to help me investigate places and environments.</i></p> <p><i>I recognise why people manage environment's sustainability. I can identify opportunities to become involved in improving and managing environments.</i></p>	<p>I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</p> <p>I know about great artists, architects and designers in history.</p> <p>Key Skills</p> <p><i>Refer to Lower KS2 Progression in Art and Design Skills Lancs</i></p> <p>Drawing: Lines and Marks, Shape, Tone, Texture</p> <p><i>I can use my sketch book as a starting point for my art work</i></p> <p>Specific Media Focus Key Stage Coverage</p> <p>Digital media, Painting, Printing, Textiles, 3D, Collage</p>
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Year 6 Unit of Learning – Spring 1 – Whole School Film

<p>Values</p> <p>Peace: Peace is when we get along; having positive thoughts for myself and others and it begins within each one of us.</p> <p>Tolerance: Tolerance is accepting myself and others, knowing we are all different and being understanding and open-minded.</p>	<p>Central Idea</p> <p>Increasing the awareness of self -development helps us make decisions that can affect our future.</p> <p>Growing and Changing</p>	<p>Guiding Questions</p> <p>How do humans grow and change? What affects development? What are good choices?</p>	
<p>Computing NC Knowledge and Skills</p> <p>I can design, write and debug programs that accomplish specific goals, I can use sequence, selection, and repetition in programs</p> <p>I can work with variables and various forms of input and output</p> <p>I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors;</p> <p>I can 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</p> <p>I can use search technologies effectively, understanding how results are selected and ranked,</p> <p>I can be discerning in evaluating digital content ;</p> <p>I can use technology safely, respectfully and responsibly; and know how to report concerns</p> <p>I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information.</p> <p>Specific foci for unit: SEE ICT skills grid</p> <p>Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spreadsheets</p>	<p>Core Texts/ Visits</p> <p>The Landlady</p> <p>Suggested visit:</p> <p>The Cell (Queen Mary's University), L'Oreal Young Scientist Centre</p>	<p>Religious Education</p> <p>Greenwich Windows on Faith</p> <p>Christianity 2- Leading a Christian life Unit 9</p> <p>Key Questions</p> <p>How do Christians follow Jesus and His teachings in their daily lives? What Christian values guide the actions of the people and organisations studied? What are the challenges of living a Christian life today?</p> <p>Key Concepts</p> <p>Commitment, belonging and belief in the special presence of God during significant life events</p> <p>Example of at least one person and one charitable organisation that exemplifies Christianity in action</p> <p>Encounter with one local Christian to share how their life is led by faith</p>	<p>PHSE</p> <p><i>I know my worth as an individual by identifying positive things about myself and my achievements.</i></p> <p><i>I can express a sense of moral responsibility and understand that my own choices and behaviour can affect both myself and the wider community.</i></p> <p><i>I know the importance of rules and laws. I realise the consequences of anti-social and aggressive behaviours.</i></p> <p><i>I know how the body changes as we approach puberty and make informed decisions about my body.</i></p> <p><i>I am aware of different types of relationships, including marriage and those between friends and family.</i></p> <p><i>I know where individuals, families and groups can get help and support.</i></p>
<p>PE NC Knowledge and skills</p> <p>GYM</p> <p>Flight, Unit U</p> <p>GAMES</p>	<p>Writing Genres</p> <p>Fiction</p> <p>Film narrative</p> <p>Short stories with flashbacks</p> <p>Warning/quest stories</p> <p>Descriptive writing (imagery)</p> <p>Poetry – imagery (simile, metaphor, personification)</p> <p>Non-Fiction</p> <p>Letters of complaint – email, texting, formal letter writing</p> <p>Autobiography, Biography</p> <p>Revisit</p> <p>Journalistic writing</p> <p>Instructions, Reports, Explanations, Argument or Discussion text</p>		

Tag rugby, Unit 4			
History NC Knowledge and Skills I can use a range of historical terms. I can devise historically valid questions about change, cause, similarity and difference I can describe the impact of a significant individual in history I can use a range of secondary sources I understand how our knowledge of the past is constructed from a range of sources		Singing NC Knowledge and skills I can play and perform in solo and ensemble contexts, using my voice I can listen with attention to detail and recall sounds with increasing aural memory; <i>I sing confidently and in tune</i> <i>I breathe well and pronounce words, change pitch and show control in my singing</i> <i>I perform songs from memory with confidence and an awareness of the meaning and impact of words</i> <i>I hold my part in a two-part round with confidence and appreciate the harmonies produced</i> <i>I perform songs in a way that reflects their meaning</i> <i>I sing confidently and expressively with good intonation and a sense of occasion</i> <i>I can sustain a drone or melodic ostinato to accompany singing</i> <i>I can play a simple accompaniment on a glockenspiel, bass drum and cymbal</i> <i>I can improvise and maintain my own part with an awareness of the whole ensemble</i>	
Science NC Skills Working Scientifically I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs I can use test results to make predictions to set up further comparative and fair tests I can 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 I can identify scientific evidence that has been used to support or refute ideas or arguments.	Science NC Knowledge and skills Yr 6 Living things and their habitats I can 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 I can give reasons for classifying plants and animals based on specific characteristics. Yr 5 Animals including Humans I can describe the changes as humans develop to old age. Yr 5 Animals including Humans I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood I can recognise the impact of diet, exercise, drugs and lifestyle on the way my body functions I can describe the ways in which nutrients and water are transported within animals, including humans. <i>I could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</i> <i>I might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</i>	DT NC Knowledge and skills - Food Design: I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, and aimed at a specific audience; I can generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make: I can select from and use a wider range of tools and equipment for cutting, shaping, joining and finishing, accurately I can select from and use a wider range of materials and components according to their functional properties and aesthetic qualities Evaluate: I can investigate and analyse a range of existing products I can evaluate ideas and products against design criteria and consider the views of others I can understand how key events and individuals in DT Technical knowledge: I can apply understanding of how to strengthen, more complex structures I can understand and use mechanical systems in products I can understand and use electrical systems in products, I can apply my understanding of computing to programme, monitor and control products. Cooking and Nutrition: I understand and apply the principles of a healthy and varied diet I can prepare and cook a variety of dishes using a range of cooking techniques I understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. (Refer to Progression in Design and Technology Skills)	

Year 6 Unit of Learning – Spring 2

<p style="text-align: center;">Values</p> <p>Kindness: the quality of being friendly, generous, and considerate. Forgiveness: Forgiveness is healing, shows strength of character and liberates us from anger, fear and resentment.</p>	<p style="text-align: center;">Central Idea</p> <p style="text-align: center;">Ancient civilisations help people to understand the modern world</p> <p style="text-align: center;">Ancient Worlds</p>	<p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">What was a good life for people in the Indus Valley? How did the civilisation develop and change? What can we learn from Ancient civilisations?</p>	
<p style="text-align: center;">Computing NC Knowledge and Skills</p> <p>I can design, write and debug programs that accomplish specific goals, I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors; I can 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 I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ; I can use technology safely, respectfully and responsibly; and know how to report concerns I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information.</p> <p style="text-align: center;">Specific foci for unit: SEE ICT skills grid</p> <p>Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spreadsheets</p>	<p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;">Suggested visit:</p> <p style="text-align: center;">The British Museum</p>	<p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p style="text-align: center;">Buddhism 2Unit 4 Worldwide community</p> <p>Key Questions Which places have special meaning to Buddhists? What might Buddhists gain from visiting these places? How do Buddhists try to live a good life?</p> <p>Key Concepts Beliefs, teachings and sources Practices and ways of life Identity and belonging. Meaning, purpose and truth</p> <p>End of life's journey unit How is life like a journey? How do we feel when people leave us? What do Christians believe happens after we die? How does the Christian community respond to bereavement? What do other religions believe happens after we die? How do they respond to bereavement? How do we remember people who have died?</p> <p>Understanding faith in Greenwich What can we discover about the faiths and beliefs in our class and school?; What can we discover about the faiths and beliefs in the local community and Greenwich?; How have faith and belief communities in Greenwich changed over the past 50 years? What are the reasons for changes in these communities in Greenwich?; How do faith groups work in partnership with each other and the local community? How has life in Greenwich been enriched by the diversity of the faiths and beliefs that make up the borough?</p>	<p style="text-align: center;">PHSE</p> <p><i>I know my worth as an individual by identifying positive things about myself and my achievements. I can express a sense of moral responsibility and understand that my own choices and behaviour can affect both myself and the wider community. I know the importance of rules and laws. I realise the consequences of anti-social and aggressive behaviours. I appreciate the range of national, regional, religious and ethnic identities in the UK.</i></p>
<p style="text-align: center;">PE NC Knowledge and Skills</p> <p style="text-align: center;">GYM</p> <p>Holes and barriers, Unit Z</p> <p style="text-align: center;">GAMES</p> <p>Hockey, Unit 1</p>	<p style="text-align: center;">Writing Genres</p> <p style="text-align: center;">Fiction</p> <p style="text-align: center;">Film narrative Short stories with flashbacks Warning/quest stories Descriptive writing (imagery) Poetry – imagery (simile, metaphor, personification)</p> <p style="text-align: center;">Non-Fiction</p> <p style="text-align: center;">Letters of complaint – email, texting, formal letter writing Autobiography, Biography</p> <p style="text-align: center;">Revisit</p> <p style="text-align: center;">Journalistic writing Instructions, Reports, Explanations, Argument or Discussion text</p>	<p style="text-align: center;">Singing NC Knowledge and Skills</p> <p>I can play and perform in solo and ensemble contexts, using my voice I can listen with attention to detail and recall sounds with increasing aural memory; <i>I sing confidently and in tune; I breathe well and pronounce words, change pitch and show control in my singing; I perform songs from memory with confidence and an awareness of the meaning and impact of words; I hold my part in a two-part round with confidence and appreciate the harmonies produced; I perform songs in a way that reflects their meaning; I sing confidently and expressively with good intonation and a sense of occasion; I can sustain a drone or melodic ostinato to accompany singing; I can improvise and maintain</i></p>	<p style="text-align: center;">Music NC Knowledge and Skills</p> <p>I can play and perform musical instruments with accuracy, control and expression; I can improvise and compose music using the inter-related dimensions of music I can develop an understanding of the history of music I can appreciate and understand a wide range of high-quality live and recorded music from different traditions, great musicians and composers <i>I can combine sounds expressively I create my own simple songs I create melodies with an understanding of the relationship between lyrics and melody in song writing I can create rhythmic patterns with an awareness of timbre and duration I create music which reflects given intentions and uses notations as a support for performance I identify where to place emphasis and accents in a song to create effects</i></p>

		French Rigolo 2 Unit 11- Le sport	<i>my own part with an awareness of the whole ensemble</i>	
Science NC Skills Working Scientifically I can plan different types of scientific enquiries to answer questions I can record data and results of increasing complexity using scientific diagrams and labels, classification keys and tables I can use simple models to describe scientific ideas I can report and present findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations I can identify scientific evidence that has been used to support or refute ideas or arguments. Teachers to plan a science investigation linked to The Indus Valley.	History NC Knowledge and Skills The Indus Valley The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley ; Ancient Egypt; The Shang Dynasty of Ancient China <i>I am able to describe and make links between past societies and periods by comparing and contrasting social, cultural, religious and ethnic diversity.</i> <i>I can prove I have a good understanding of historical facts and show my understanding by explaining what I have learnt.</i>	Geography NC Knowledge and Skills Continents and countries Locational knowledge locate the world's continents and countries Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <i>I can use atlases and globes and to locate places and use their position to draw conclusions about what places are like.</i>	Art NC Knowledge and Skills -Sculpture I can create sketch books to record my observations and use them to review and revisit ideas I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) I know about great artists, architects and designers in history. Key Skills <i>Refer to Lower KS2 Progression in Art and Design Skills Lancs</i> Drawing: Lines and Marks, Shape, Tone, Texture <i>I can use my sketch book as a starting point for my art work</i> Specific Media Focus Key Stage Coverage <i>Digital media, Painting, Printing, Textiles, 3D, Collage</i>	

Year 6 Unit of Learning – Summer 1 and 2 – Whole School Visit

Values Trust: Trust is reliance on someone or something; it is to believe and to have confidence and certainty. Forgiveness: Forgiveness is healing, shows strength of character and liberates us from anger, fear and resentment. Cooperation: Cooperation is helping one another; working together with patience and a collective effort to reach a goal.	Central Idea Performance allows people to express thoughts, ideas and emotions to an audience. The Theatre	Guiding Questions How do people express themselves? What affects the way in which people express themselves? How do people express themselves through performance?	
Computing NC Knowledge and Skills I can design, write and debug programs that accomplish specific goals, I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors; I can 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 I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ; I can use technology safely, respectfully and responsibly; and know how to report concerns I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information. Specific foci for unit: SEE ICT skills grid Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research , Data Handling, Data logging, Control, Simulations and Spreadsheets	Core Texts/ Visits (S1) Whole School Visit: Whole School Film Project: Suggested visit: The Globe Theatre, Drama Workshop Visit – The Little Fish Company	Religious Education Greenwich Windows on Faith End of Life's Journey Unit Understanding Faith in Greenwich	PHSE <i>I know my worth as an individual by identifying positive things about myself and my achievements.</i> <i>I can express a sense of moral responsibility and understand that my own choices and behaviour can affect both myself and the wider community.</i> <i>I know the importance of rules and laws. I realise the consequences of anti-social and aggressive behaviours.</i> <i>I know that pressure to behave in a risky or unacceptable way can come from a variety of sources including people I know, and know who to ask for help and how to resist pressure.</i>

<p style="text-align: center;">PE NC Knowledge and Skills</p> <p style="text-align: center;">GYM</p> <p>Matching and mirroring, Unit 1</p> <p style="text-align: center;">ATHLETICS</p> <p>Travelling, Unit 2</p> <p style="text-align: center;">DANCE</p> <p>Circus inspiration, Unit 4</p> <p style="text-align: center;">GAMES</p> <p>Cricket/Rounders U3</p>	<p style="text-align: center;">Writing Genres</p> <p style="text-align: center;">Fiction</p> <p>Film narrative Short stories with flashbacks Warning/quest stories Descriptive writing (imagery) Poetry – imagery (simile, metaphor, personification)</p> <p style="text-align: center;">Non-Fiction</p> <p>Letters of complaint – email, texting, formal letter writing Autobiography, Biography</p> <p style="text-align: center;">Revisit</p> <p>Journalistic writing Instructions, Reports, Explanations, Argument or Discussion text</p>	<p style="text-align: center;">Singing NC Knowledge and Skills</p> <p>I can play and perform in solo and ensemble contexts, using my voice I can listen with attention to detail and recall sounds with increasing aural memory; <i>I sing confidently and in tune; I breathe well and pronounce words, change pitch and show control in my singing; I perform songs from memory with confidence and an awareness of the meaning and impact of words; I hold my part in a two-part round with confidence and appreciate the harmonies produced; I perform songs in a way that reflects their meaning; I sing confidently and expressively with good intonation and a sense of occasion; I can sustain a drone or melodic ostinato to accompany singing; I can improvise and maintain my own part with an awareness of the whole ensemble</i></p>	<p style="text-align: center;">Music NC Knowledge and Skills (Summer 2)</p> <p>I can play and perform musical instruments with accuracy, control and expression; I can improvise and compose music using the inter-related dimensions of music I can develop an understanding of the history of music I can appreciate and understand a wide range of high-quality live and recorded music from different traditions, great musicians and composers <i>I can combine sounds expressively I create my own simple songs I create melodies with an understanding of the relationship between lyrics and melody in song writing I can create rhythmic patterns with an awareness of timbre and duration I create music which reflects given intentions and uses notations as a support for performance I identify where to place emphasis and accents in a song to create effects</i></p>
<p>Science NC Skills Working Scientifically</p> <p>I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs I can use test results to make predictions to set up further comparative and fair tests I can 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 I can identify scientific evidence that has been used to support or refute ideas or arguments. <i>I might work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. I might investigate the relationship between light sources, objects and shadows by using shadow puppets. I could extend my experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters.</i></p>	<p style="text-align: center;">Science NC Knowledge and skills</p> <p>Yr 6 Light</p> <p>I can recognise that light appears to travel in straight lines I can 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 I can 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 I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Yr 6 Electricity</p> <p>I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit I can 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 I can use recognised symbols when representing a simple circuit in a diagram. <i>I might work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.</i></p>	<p style="text-align: center;">History NC Knowledge and Skills</p> <p>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality – Leisure and Entertainment - <i>I am able to give sensible reasons for and results of events and changes throughout history. I know some events, people and changes have been interpreted in different ways and can make suggestions why this has happened.</i></p> <p style="text-align: center;">DT NC Knowledge and Skills - Textiles</p> <p>Design</p> <p>I can design purposeful, functional, appealing products for myself and other users based on design criteria I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <p>I can select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing I can select from and use a wide range of materials and components, including textiles according to their characteristics</p> <p>Evaluate</p> <p>I can explore and evaluate a range of existing products I can evaluate their ideas and products against design criteria Refer to Progression in Design and Technology Skills</p>	<p style="text-align: center;">Art NC Knowledge and Skills - Textiles</p> <p>I can create sketch books to record my observations and use them to review and revisit ideas I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) I know about great artists, architects and designers in history.</p> <p style="text-align: center;">Key Skills</p> <p><i>Refer to Lower KS2 Progression in Art and Design Skills</i></p> <p>Drawing: Lines and Marks, Shape, Tone, Texture</p> <p><i>I can use my sketch book as a starting point for my art work</i></p> <p>Specific Media Focus Key Stage Coverage Digital media, Painting, Printing, Textiles, 3D, Collage</p>