

Year 6			
	Autumn	Spring	Summer
S c l e n c e	<p><u>Living things and their habitats</u></p> <p><i>National curriculum objectives</i> 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 and give reasons for classifying plants and animals based on specific characteristics.</p> <p>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 Give reasons for classifying plants and animals based on specific characteristics Know how living things have been classified</p> <p><u>Key Vocab</u></p> <p>Classification, Vertebrates, Invertebrates, Micro-organisms, Amphibians, Reptiles, Mammals, Insects</p>	<p><u>Evolution and Inheritance</u></p> <p><i>National curriculum objectives</i> 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 and identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>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</p> <p><u>Key Vocab</u></p> <p>Fossils, Adaptation, Evolution, Characteristics, Reproduction, Genetics</p>	<p><u>Light</u></p> <p><i>National curriculum objectives</i> 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 and 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>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</p> <p><u>Key Vocab</u></p> <p>Light, Reflection, Refraction, Spectrum, Rainbow, Colour</p>

C o m p u t i n g	<p><u>Aut1 Unit 6.2 Online Safety</u> Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. I can explain the difference between the internet and the World Wide Web. I can explain what a WAN and LAN is and describe the process of how access to the internet in school is possible I can use filters when searching for digital content. I can explain in detail how accurate and reliable a webpage and its content is. I can demonstrate safe and respectful use of a range of different technologies and online services I can identify more discrete inappropriate behaviours online. For example, someone who may be trying to groom me or someone else. I can use critical thinking to help me stay safe online. I know the value of protecting my privacy and others online.</p> <p><u>Unit 6.1 Coding</u> <i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i></p> <p><i>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i> I can turn a complex programming task into an algorithm I can identify the important aspects of a programming task</p>	<p><u>Spr1 Online Safety 3.2 quiz only</u> <u>Unit 6.4 Blogging</u> I can explain the difference between the internet and the World Wide Web. I can compare a range of digital content sources and rate them in terms of content quality and accuracy. I can design and create my own online blogs I can use criteria to evaluate the quality of my own and others digital solutions, suggesting refinements. I can demonstrate safe and respectful use of a range of different technologies and online services I know the value of protecting my privacy and others online.</p> <p><u>Unit 6.6 Networks</u> <i>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> <i>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i> I can explain the difference between the internet and the World Wide Web. I can explain what a WAN and LAN is and describe the process of how access to the internet in school is possible. I can consider the intended audience carefully when I design and make digital content.</p> <p><u>Unit 6.7 Quizzing</u> <i>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</i> I can use criteria to evaluate the quality of my own and others digital solutions, suggesting refinements.</p>	<p><u>Sum1 Online Safety 3.2 quiz only</u> <u>Unit 6.8 Binary</u> <u>Unit 6.5 Text Adventures (Additional unit – literacy link)</u> <i>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</i> I can compare a range of digital content sources and rate them in terms of content quality and accuracy. I can consider the intended audience carefully when I design and make digital content.</p> <p><u>Unit 6.9 Spreadsheets</u> <i>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</i> <i>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</i> I can use filters when searching for digital content. I can compare a range of digital content sources and rate them in terms of content quality and accuracy. I can consider the intended audience carefully when I design and make digital content.</p>
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<p>I can decompose important aspects of a programming task in a logical way, identifying appropriate coding structures that would work. I can test and debug my program as I work on it and use logical methods to identify a cause of a bug. I can identify a specific line of code that is causing a problem in my program and attempt a fix.</p> <p>I can translate algorithms that include sequence, selection and repetition into code and nest these structures within each other.</p> <p>I can use inputs and outputs within my coded programs such as sound, movement and buttons and represent the state of an object.</p> <p>I can interpret (understand) a program in parts and can make logical attempts to put the separate parts together in an algorithm to explain the program as a whole.</p> <p>I can compare a range of digital content sources and rate them in terms of content quality and accuracy.</p> <p>I can consider the intended audience carefully when I design and make digital content.</p> <p>I can use criteria to evaluate the quality of my own and others digital solutions, suggesting refinements.</p>	<p>I can use inputs and outputs within my coded programs such as sound, movement and buttons and represent the state of an object</p> <p>I can compare a range of digital content sources and rate them in terms of content quality and accuracy.</p> <p>I can consider the intended audience carefully when I design and make digital content.</p>	<p>I can use criteria to evaluate the quality of my own and others digital solutions, suggesting refinements.</p>
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G e o g r a p h y	<p><u>Autumn - The Water Cycle</u> <u>Human and Physical Geography – Water Cycle</u></p> <p>Describe and understand key aspects of the water cycle.</p> <p>Explain the features of the water cycle and the process To explain the three states of matter: solid, gas, liquid To explain how and why drinking water is cleaned SDG 13 - Climate Action - To understand the causes and effects of water pollution.</p> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ● Absorb ● Atmosphere ● Condensation ● Cycle ● Droplets ● Evaporation ● Gas ● Groundwater ● Liquid ● Precipitation ● Runoff ● Surface ● Transpiration ● Water vapour 	<p><u>Spring - North America</u> <u>Location Knowledge & Human and Physical Geography</u></p> <p>Locate the world’s countries, using maps to focus on North America.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</p> <p>To name and locate the countries of North America, including the major cities To know where the Equator, Tropics of Cancer, Capricorn, Arctic and Antarctic Circle are on a world map To know what is meant by ‘tropics’ To be able to identify the position of latitude and longitude To know how the Northern Hemisphere and Southern Hemisphere affects day and night To know the different climate zones To know about and identify time zones and work out the differences – compare a European region to North America</p> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ● North America ● Continent ● Equator ● Tropics ● Tropics of Cancer ● Tropics of Capricorn ● Arctic and Antarctic Circle ● Latitude ● Longitude ● Northern and Southern Hemisphere ● Prime/Greenwich Meridian ● Time zones 	<p><u>Summer - Walkden</u> <u>Place Knowledge - Local Area (Walkden)</u></p> <p>Understand geographical similarities and differences through the study of human and physical Geography of a region of the United Kingdom.</p> <p>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>To locate Walkden on a map and describe how Walkden has changed over time To see how land use has changed over time To understand the importance of the Bridgewater Canal To understand economic activity, making links with trades and the distribution of resources around the world SDG No 1 – No Poverty, 4 - Quality Education, 5 - Gender Equality - To compare what life was like for a rich/poor child in Walkden living in the 19th Century compared to today.</p> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ● Pre-industrial ● Trade ● Economics ● Industrial ● Canal ● Century ● Transport ● Navigation <p><u>Skills and fieldwork – Lledr Hall residential</u> Use maps, atlases, globes and digital/computer mapping Use the eight points of compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey Maps)</p>
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	Climate zones	<p>to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area, using a range of methods, including sketch maps, plans and graphs and digital technologies</p> <p>To attend a residential at Lledr Hall</p> <p>To know what most of the Ordnance Survey symbols stand for</p> <p>To know how to use a six-figure grid reference</p> <p>To identify a range of mapping symbols and know their meanings</p> <p>To observe and discuss the human and physical features that surround them, during their residence</p> <p>Use maps, graphs, and digital technology to plan a journey in the UK</p> <p>To compare and contrast Walkden with the village of Dolwyddelan (North Wales in the scenery of the Snowdonia National Park - Lledr Hall)</p>
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H i s t o r y	<p><u>Mayan Civilization</u></p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p>To discover the Maya and where they lived</p> <p>To learn how Maya civilisation was so successful</p> <p>To find out about how the Maya civilisation developed over time</p> <p>To learn how the Maya ruled</p> <p>To find out about everyday life for the Maya people</p> <p>To explore Mayan writing and calendars</p> <p>To understand the Abandonment of the southern Maya lowlands</p> <p>To find out about the decline of the Maya civilisation</p>	<p><u>Stone Age: changes in Britain from the Stone Age to the Iron Age</u></p> <p>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p> <p>Bronze Age religion, technology and travel, for example, Stonehenge</p> <p>Iron Age hill forts: tribal kingdoms, farming, art and culture</p> <p>To know that many of the early civilisations gave much to the world.</p>	<p><u>Walkden: a local history study</u></p> <p>An in-depth study linked to one of the British areas of study listed above</p> <p>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p> <p>I can research in order to find similarities and differences between two or more periods of history</p>
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D. T	DT- Cooking (Link with History) Make Mayan Tortillas <i>See Cooking and Nutrition plan</i>	DT – Packaging design (Link with History) Plan, design and make the packaging for Mayan Tortillas	DT – Electrical systems (Link with Science) <i>See Technical Knowledge plan</i> Design, make and evaluate a functional boat for the Bridgewater Canal
A r t	NC- 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] Enhance digital media by editing sound, video, still images and installations. Artist link- Banksy Use a full range of pencils, charcoal, or pastels to develop a personal style, drawing on work of other artists for inspiration. In painting, combine colours, tones, and tints to enhance mood Explain the style of art used and how it has been influenced by a famous artist. Artist link- Jave Yoshimoto	NC- 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] In collage, combine visual and tactile qualities. In sculpture, confidently create realistic, life like proportions. In sculpture, confidently create abstract proportions. Master art/design techniques with a wide range of materials and mixed media. Artist link- Paul Nash	NC- 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] Recognize there are a range of printing techniques and demonstrate skills with Master art/design techniques with a wide range of materials and mixed media using a variation of printing. Artist link- William Morris

<p>P. E</p>	<p><u>Gymnastics</u></p> <p>Select a suitable routine to perform to different audiences, bearing in mind who the audience is. Transfer sequence above onto suitably arranged apparatus & floor. Perform 6–8-part floor sequence as individual, pair & small group. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. Demonstrate 3 paired or group balances in sequence using various skills/actions. Begin to record their peers’ performances and evaluate these constructively as a team. Shows willingness and confidence to perform to different audiences.</p> <p><u>Dance</u></p> <p>Create & perform dances in a variety of styles consistently. Be aware of & use musical structure, rhythm & mood & can dance accordingly. Use appropriate criteria & terminology to evaluate performances. Demonstrates consistent precision when performing dance sequences. Is able to show a change of pace and timing when performing. Work confidently and constructively in a larger group Understand and remembers their role and movements within a large dance group.</p>	<p><u>Netball</u></p> <p>Know which pass is best to use and when in a game. Use a range of square & straight passes to change direction of the ball. Use landing foot to change direction to lose a defender. Draw defender away to create space for self or team. Position body to defend effectively, making successful interceptions. Apply tactics to outwit opponents successfully. Identify ways to improve their individual and team performance. Has a good knowledge of positions and follows the rules for their particular position. Shows willingness to take competitive games with a strong understanding of tactics and know how these affect their performance. Model to others better techniques to help them to develop their performance. Evaluate and adapt performance where necessary to compete at their personal best.</p> <p><u>Hockey</u></p> <p>Sometimes change direction of travel by rotating and turning stick to support this. Use a push pass to make a direct pass. Begin to use a slap pass (bringing stick back and causing more power). Use speed to dribble the ball into space. Maintain defence and keep the pressure until possession is gained. Attempt to score inside a designated scoring area. Play small sided competitive games. Takes part in competitive games with a good understanding of tactics and composition. Shows confidence in using ball skills in various ways, and can link these together for example, dribble and then shoot.</p>	<p><u>Athletics</u></p> <p>Investigate running styles and changes of speed. Practise throwing with power and accuracy. Throw safely and with understanding. Demonstrate good running technique in a competitive situation. Refine different footwork patterns. Understand which technique is most effective when jumping for distance. Utilise all the skills learned in this unit and further develop in a competitive situation. Beginning to compare their performances with previous ones and demonstrate consistent improvement to achieve their personal best. Demonstrate profound accuracy when throwing and catching and is able to hit targets precisely. Shows increasing strength and fluency when performing running and jumping techniques. Shows willingness to take competitive games with a strong understanding of tactics and composition and know how these affect their performance. Model to others better techniques to help them to develop their performance.</p> <p><u>Rounders</u></p> <p>Apply consistently rounders rules in conditioned games Play small sided games using standard rounders pitch layout. Use a range of tactics for attacking and defending in role of bowler, batter and fielder. I can work as a team and construct an attacking and defending plan. I can lead others in a competitive game.</p>
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	<p>Evaluates their own performance constructively and uses their evaluation to modify their work to maximise their potential and improve their sequence.</p> <p>Evaluates peers' performances and give constructive feedback to help them reach their potential and improve sequences.</p> <p>Creates intricate dance routines using a range of patterns from different times and cultures and places.</p>		<p>I can clearly evaluate mine and my team mates performances.</p> <p>I can modify my performance constructively to reach my potential.</p>
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M F L	<p><u>Ourselves</u></p> <ul style="list-style-type: none"> -To engage in conversations, speaking with increasing confidence and fluency -Listen attentively to spoken language, including language from native speakers, and show their understanding recording their knowledge in a range of ways -Orally present and perform their writing to a range of audiences and for a range of purposes, sometimes from memory -Develop accurate pronunciation, accent and intonation so that others clearly understand what they are saying when orally performing pieces of work -Broaden their vocabulary and develop their ability to understand new words using a bilingual dictionary, noting if a word is masculine or feminine and the appropriate article -With increasing independence, use vocabulary for building and manipulating sentences, writing a structured pieces in a range of styles -Write sentences from memory and adapt these to create new sentences -Learn through a range of mediums - appreciating and joining in with stories, songs, poems and rhymes in the Spanish language -Discover an appreciation of a range of writing in the language studied -Use a range of nouns and pronouns -Use a range of adjectives to describe nouns and plural nouns, knowing how the word order influences meaning -Use a range of verbs, reflex verbs, and verb endings when talking about a range of subjects -Use a range of conjunctions to join clauses 	<p><u>School</u></p> <ul style="list-style-type: none"> -To engage in conversations, speaking with increasing confidence and fluency -Listen attentively to spoken language, including language from native speakers, and show their understanding recording their knowledge in a range of ways -Orally present and perform their writing to a range of audiences and for a range of purposes, sometimes from memory -Develop accurate pronunciation, accent and intonation so that others clearly understand what they are saying when orally performing pieces of work -Read carefully and understand longer texts, translating parts of it into English -Broaden their vocabulary and develop their ability to understand new words using a bilingual dictionary, noting if a word is masculine or feminine and the appropriate article -Learn through a range of mediums - appreciating and joining in with stories, songs, poems and rhymes in the Spanish language -Discover an appreciation of a range of writing in the language studied <p><u>Key Vocabulary</u></p> <p>El colegio Me llamo Tenga ... años las matemáticas el español las ciencias la historia la geografía uniforme me gusta porque</p> <p><u>Weather</u></p>	<p><u>Hobbies</u></p> <ul style="list-style-type: none"> -To engage in conversations, speaking with increasing confidence and fluency -Listen attentively to spoken language, including language from native speakers, and show their understanding recording their knowledge in a range of ways -Develop accurate pronunciation, accent and intonation so that others clearly understand what they are saying when orally performing pieces of work -Broaden their vocabulary and develop their ability to understand new words using a bilingual dictionary, noting if a word is masculine or feminine and the appropriate article -With increasing independence, use vocabulary for building and manipulating sentences, writing a structured pieces in a range of styles -Write sentences from memory and adapt these to create new sentences -Learn through a range of mediums - appreciating and joining in with stories, songs, poems and rhymes in the Spanish language -Discover an appreciation of a range of writing in the language studied -Express opinions, giving reasons -Use a range of nouns and pronouns -Use a range of adjectives to describe nouns and plural nouns, knowing how the word order influences meaning -Use a range of verbs, reflex verbs, and verb endings when talking about a range of subjects -Use a range of conjunctions to join clauses -Continue to develop spelling skills, correctly spelling words and phrases from memory, using accents in the correct place -Use a range of punctuation, including those not used in the English language
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-Continue to develop spelling skills, correctly spelling words and phrases from memory, using accents in the correct place
-Use a range of punctuation, including those not used in the English language

Key Vocabulary

All family vocabulary previously taught, including colours and numbers

En mi familia hay...

¿Cómo se llama (el)?

Se llama...

¿Cómo se llama (ella)?

Se llama...

¿Cuántos años tiene (el)?

¿Cuántos años tiene (ella)?

¿Dónde vive (el/ella)?

(El/ella) vive en.....

Celebrations

-To engage in conversations, speaking with increasing confidence and fluency

-Listen attentively to spoken language, including language from native speakers, and show their understanding recording their knowledge in a range of ways

-Orally present and perform their writing to a range of audiences and for a range of purposes, sometimes from memory

-Develop accurate pronunciation, accent and intonation so that others clearly understand what they are saying when orally performing pieces of work

-Read carefully and understand longer texts, translating parts of it into English

-Learn through a range of mediums - appreciating and joining in with stories, songs, poems and rhymes in the Spanish language

-To engage in conversations, speaking with increasing confidence and fluency

-Listen attentively to spoken language, including language from native speakers, and show their understanding recording their knowledge in a range of ways

-Orally present and perform their writing to a range of audiences and for a range of purposes, sometimes from memory

-Develop accurate pronunciation, accent and intonation so that others clearly understand what they are saying when orally performing pieces of work

-With increasing independence, use vocabulary for building and manipulating sentences, writing a structured pieces in a range of styles

-Write sentences from memory and adapt these to create new sentences

-Learn through a range of mediums - appreciating and joining in with stories, songs, poems and rhymes in the Spanish language

-Express opinions, giving reasons

-Use a range of nouns and pronouns

-Use a range of adjectives to describe nouns and plural nouns, knowing how the word order influences meaning

-Use a range of conjunctions to join clauses

-Continue to develop spelling skills, correctly spelling words and phrases from memory, using accents in the correct place

-Use a range of punctuation, including those not used in the English language

Key Vocabulary

Vocabulary previously taught for weather

Vocabulary previously taught for days of the week and months of the year

¿Qué tiempo hace?

Hoy

Ayer

Mañana

el norte

el sur

Key Vocabulary

Vocabulary previously taught about days of the week

Vocabulary previously taught related to hobbies

El parque

El gimnasio

El colegio

La casa

La piscina

Holidays

-To engage in conversations, speaking with increasing confidence and fluency

-Listen attentively to spoken language, including language from native speakers, and show their understanding recording their knowledge in a range of ways

-Orally present and perform their writing to a range of audiences and for a range of purposes, sometimes from memory

-Develop accurate pronunciation, accent and intonation so that others clearly understand what they are saying when orally performing pieces of work

-Broaden their vocabulary and develop their ability to understand new words using a bilingual dictionary, noting if a word is masculine or feminine and the appropriate article

-With increasing independence, use vocabulary for building and manipulating sentences, writing structured pieces in a range of styles

-Write sentences from memory and adapt these to create new sentences

-Learn through a range of mediums - appreciating and joining in with stories, songs, poems and rhymes in the Spanish language

-Express opinions, giving reasons

<p><u>Key Vocabulary</u> Los Reyes Magos Epiphany Midnight mass Roscón de Reyes</p>	<p>el oeste el este el noreste el noroeste el sureste el suroeste La Europa el Reino Unido Francia España Alemania Grecia Italia Portugal Austria Suiza Irlanda la primavera el verano el otoño el invierno</p> <p><u>Geography objectives covered:</u> -Locate the world's countries, using maps to focus on - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -Use the eight points of a compass, four and 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</p>	<p>-Use a range of nouns and pronouns -Use a range of adjectives to describe nouns and plural nouns, knowing how the word order influences meaning -Use a range of verbs, reflex verbs, and verb endings when talking about a range of subjects -Use a range of conjunctions to join clauses -Continue to develop spelling skills, correctly spelling words and phrases from memory, using accents in the correct place -Use a range of punctuation, including those not used in the English language</p> <p><u>Key Vocabulary</u> <i>Vocabulary previously taught around country names</i> <i>Vocabulary previously taught about compass points</i> Me gustaría ir Está en Izquierda Derecha En tren En avión En coche En barco En bicicleta En taxi</p> <p><u>Geography objectives covered:</u> -Locate the world's countries, using maps to focus on -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -Use the eight points of a compass, four and 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.</p>
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R E	<p><u>2.3 What do religions say to us when life gets hard? Believing</u> Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</p> <p>Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</p> <p>Explain some similarities and differences between beliefs about life after death (B2).</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> ● Non-religious belief ● Humanist ● Karma ● Judgement ● Afterlife ● Bereavement ● Reincarnation <p>Understanding Christianity Unit on Incarnation UKS2</p> <p>(incorporating Christmas)</p> <p>Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms.</p> <p>Explain connections between biblical texts, Incarnation and Messiah, using theological terms.</p> <p>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p>	<p><u>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Expressing</u> Describe and make connections between examples of religious creativity (buildings and art) (A1).</p> <p>Show understanding of the value of sacred buildings and art (B3).</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).</p> <p>Apply ideas about values and from scriptures to the title question (C2).</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> ● Generosity ● Religious art ● Architecture ● Charity <p><u>U2.9 What can be done to reduce racism? Living</u></p> <p>Describe examples of connections between antiracism and religion (A1).</p> <p>Understand the challenges racism presents to human communities and consider different religious responses (B2).</p> <p>Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies (C3).</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> ● Racism ● Anti-racism ● Prejudice ● Dignity ● Respect ● Equality ● Edward Colston ● John Wesley <p><i>Celebrate John Wesley Day on 24th May – Methodism</i></p>	<p><u>U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? Living</u> Make connections between beliefs and behaviour in different religions (A1).</p> <p>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).</p> <p>Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths (B3).</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> ● Ahimsa ● Grace ● Ummah ● Harmlessness ● Wisdom ● Unconditional love ● Forgiveness
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	<p>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p>		
<p>M u s i c</p>	<p>Autumn 1 – Recorders - Blown Away - Book 2 Autumn 2 – Classroom Jazz 2</p>	<p>Spring 1 – Happy Spring 2 – Hip Hop/Beatboxing Summer 1 – You’ve Got a Friend.</p>	<p>Summer 2 – History of Music - Renaissance - 1400-1600</p>
<p><u>Singing</u></p> <p>Sing within an appropriate vocal range with clear diction and continue to understand the workings of an ensemble/choir, how everything fits together. Follow the leader/conductor and have a chance to be the leader/conductor.</p> <ul style="list-style-type: none"> - How important it is and why we warm up our voices, posture, breathing and voice projection. - Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts. - Have a greater understanding of melody, words and their importance and how to interpret a song musically. - Demonstrate musical quality and understanding of how the interrelated dimensions of music play their part <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> - Play differentiated parts with a sound- before-symbol approach or using the notated scores. Choose parts according to ability and play them musically. Progress as appropriate between the parts. - Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency and maintaining an appropriate pulse. - Demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc. Maintain an independent part in a small group. - Continue to treat each instrument with respect and use the correct techniques to play them. - Build on understanding the basics and foundations of formal notation - an introduction. 			

Perform/Share

Continue to perform together in an ensemble/band with an increasing understanding of how to improve your performance musically.

- Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence, skill and accuracy.
- Do all of this in front of an audience with more understanding of their needs.
- Communicate ideas, thoughts and feelings through the performance.

Understand about practice related to performance outcomes.

- Record your performance and learn from watching it back. - Respond to feedback and offer positive comments

Improvisation

- deepen your understanding of what improvisation means
- continue to improvise and perform confidently in solo and ensemble contexts, use quality not quantity of notes
- continue to create more complex rhythms and melodies and create their own rhythmic patterns

Composition

Confidently create your own melodies within the context of the song that is being learnt.

- Move beyond composing using two notes, increasing to three notes then five if appropriate.
- Use voice, sounds, technology and instruments in creative ways. - Record the composition in any way appropriate.
- Notate music in different ways, using graphic/pictorial notation, video, ICT or with formal notation if appropriate.
- Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate.
- Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.

Listen and Appraise

Children continue to show increasing depth of knowledge and understanding.

- Children will recognise style indicators with increasing knowledge and confidence and continue to recognise different instruments.
- They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. Styles include: 21st Century Classical Music, Electronic Music, Turntables, Jazz, the music of Benjamin Britten, Rock music, the music of Carole King, Early Classical Music, 20th Century Contemporary Classical Music.
- When listening to the music, find and internalise the pulse using movement confidently and independently.

- Understand the pulse and its role as the foundation of music.
- Listen with security/confidently recognise/identify different style indicators and different instruments and their sounds.
- Use correct musical language to confidently describe the music you are listening to and your feelings towards it. - Listen, comment on and discuss with confidence, ideas together as a group.
- Appropriately and confidently discuss other dimensions of music and how they fit into the music you are listening to.