

Curriculum Overview for Year 6



English - Reading

End of key stage objectives:

Pupils will be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
- Maintain positive attitudes to reading and understanding of what they read by:
- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Reading books that are structured in different ways and reading for a range of purposes
- Increasing their 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
- Tidy requirements
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Learning a wider range of poetry by heart
- Preparing 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

Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Year 6 key skills coverage:

Word Reading

- Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 6 spelling.

Comprehension

- Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes.
- Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions.
- Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing.
- Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books.
- Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart.
- Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, and identifying key details that support the main ideas.
- Understand what he/she reads by identifying how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Provide reasoned justifications for his/her views.

Spoken Language

- Ask specific reasoned questions to improve his/her understanding.

- Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning.
- Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary.
- Perform his/her own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear.

English - Writing, SPaG & Handwriting

English end of Year 6 objectives/skills

Pupils will be taught to:

Spelling

- Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.
- Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.
- Distinguish between homophones and other words which are often confused with reference to English Appendix 1.
- Use dictionaries to check the spelling and meaning of words.
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as with the word list in English Appendix 1.
- Use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.
- Use a thesaurus with confidence.

Vocabulary, Punctuation & Grammar

- Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter.
- Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little.
- Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).
- Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech.

- Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis.
- Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text.
- Use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up.
- Use the colon to introduce a list and use of semi-colons within lists.
- Use bullet points to list information.
- Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover.
- Understand the following terminology: Subject, object. Active, passive. Synonym, antonym. Ellipsis, hyphen, colon, semicolon, bullet points.

Composition

- Plan his/her writing by identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for his/her own.
- Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary.
- Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed.
- Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2, understanding how such choices can change and enhance meaning.
- Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Draft and write by accurately précisising longer passages.
- Draft and write by linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.
- Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables.
- Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning.
- Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning with reference to English Appendix 2.
- Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.
- Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

- Proof-read for spelling errors linked to spelling statements for Year 6.
- Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens.
- Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Handwriting

- Write 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.
- Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.

Assessing children's writing at the end of Key Stage Two

English writing framework objectives are used to assess children's writing at the end of Key Stage 2. To judge that a pupil is working at a standard in English writing, teachers need to have evidence which demonstrates that the pupil meets the standard described overall. A pupil's writing should meet all of the statements within the standard at which they are judged.

Working towards the expected standard

The pupil can:

- Write for a range of purposes.
- Use paragraphs to organise ideas.
- In narratives, describe settings and characters.
- In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).
- Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly.
- Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 statutory spelling list.
- Write legibly.

*At this standard, there is no specific requirement for a pupil's handwriting to be joined.

Working at the expected standard

The pupil can:

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).
- In narratives, describe settings, characters and atmosphere.
- Integrate dialogue in narratives to convey character and advance the action.
- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
- Use verb tenses consistently and correctly throughout their writing.
- Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).
- Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
- Maintain legibility in joined handwriting when writing at speed.

Working at *greater depth*

This pupil can:

- Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).
- Distinguish between the language of speech and writing and choose the appropriate register.
- Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
- Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

*There are no additional statements for spelling or handwriting.

Maths - Number and Calculation

End of year 6 objectives:

Pupils will be taught to:

- Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- Round any whole number to a required degree of accuracy
- Use negative numbers in context, and calculate intervals across zero
- Solve number and practical problems that involve all of the above
- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- Perform mental calculations, including with mixed operations and large numbers
- Identify common factors, common multiples and prime numbers
- Use their knowledge of the order of operations to carry out calculations involving the four operations
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- Solve problems involving addition, subtraction, multiplication and division
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Algebra

Pupils will be taught to:

- Use simple formulae
- Generate and describe linear number sequences
- Express missing number problems algebraically
- Find pairs of numbers that satisfy an equation with two unknowns
- Enumerate possibilities of combinations of two variables

Maths - Geometry and Measures

Pupils will be taught to:

- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
- Convert between miles and kilometres
- Recognise that shapes with the same areas can have different perimeters and vice versa
- Recognise when it is possible to use formulae for area and volume of shapes
- Calculate the area of parallelograms and triangles
- Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]
- Draw 2-D shapes using given dimensions and angles
- Recognise, describe and build simple 3-D shapes, including making nets
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- Describe positions on the full coordinate grid (all four quadrants)
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Maths - Fractions and Statistics

Pupils will be taught to:

- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- Compare and order fractions, including fractions > 1
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $1/4 \times 1/2 = 1/8$]
- Divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$]
- Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $3/8$]
- Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- Multiply one-digit numbers with up to two decimal places by whole numbers
- Use written division methods in cases where the answer has up to two decimal places
- Solve problems which require answers to be rounded to specified degrees of accuracy
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
- Solve problems involving similar shapes where the scale factor is known or can be found
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
- Interpret and construct pie charts and line graphs and use these to solve problems
- Calculate and interpret the mean as an average.

Science - Working Scientifically

End of year 6 objectives:

Pupils will be taught to:

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Use test results to make predictions to set up further comparative and fair tests.
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- Identify scientific evidence that has been used to support or refute ideas or arguments.

Science - Biology

End of year 6 objectives:

Pupils will be taught to:

ANIMALS INCLUDING HUMANS

- Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Describe the ways in which nutrients and water are transported within animals, including humans.

LIVING THINGS & THEIR HABITATS

- Give reasons for classifying plants and animals based on specific characteristics.
- 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.

EVOLUTION AND INHERITANCE

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Science - Physical

LIGHT

- Understand 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.

ELECTRICITY

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- Use recognised symbols when representing a simple circuit in a diagram.

History

Pupils will be taught to:

- Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- Summarise the main events from a period of history, explaining the order of events and what happened.
- Identify features and make links between past societies and periods.
- Summarise the main events from a period of history, explaining the order of events and what happened.
- Have awareness of significant people such as Winston Churchill and Anne Frank.
- Use historical concepts to create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Understand local history through a study
- Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. They will recognise and discuss the changes within an aspect of social history, such as crime and punishment, from the Anglo-Saxons to the present day
- Understand a non-European society that provides contrasts with British history: Mayan civilization c. AD 900.

Geography

Pupils will be taught to:

- Understand beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.
- Develop their use of geographical tools and skills to enhance their locational and place knowledge.

LOCATIONAL KNOWLEDGE

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

PLACE KNOWLEDGE

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
- Understand the links and relationships between different places and that make places dependent on each other.

HUMAN AND PHYSICAL GEOGRAPHY

- Identify and describe how the physical features affect the human activity of a location.
- Describe and understand the key aspects of physical geography (mountains and rivers).

GEOGRAPHICAL SKILLS AND FIELDWORK

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- 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.
- Collect and analyse statistics and other information in order to draw clear conclusions and locations.

Art & Design

Pupils will be taught to:

- Select ideas based on first hand observations, experience or imagination and develop these through open ended research.
- Refine his/her use of learnt techniques.
- Adapt his/her own work following feedback or discussion based on their preparatory ideas.
- Describe the work and ideas of various artists, architects and designers using appropriate vocabulary and referring to historical and cultural contexts.
- Explain and justify preferences towards different styles and artists.
- Begin to develop an awareness of composition, scale and proportion in their work.
- Use simple perspective in their work using a single focal point and horizon.
- Use techniques, colours, tones and effects in an appropriate way to represent things seen—brush stroke following the direction of the grass, stippling to paint sand, water colour bleeds to show clouds.
- Produce intricate patterns and textures in a malleable media.
- Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices.
- Create intricate printing patterns by simplifying and modifying sketch book designs.
- Follow a design brief to achieve an effect for a particular function

Computing

Pupils will be taught to:

- 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
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- 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
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Design & Technology

DESIGN

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- Use knowledge, understanding and skills needed to engage in an iterative process of designing and making.
- Work in a range of relevant contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.

MAKE

- Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- Use knowledge, understanding and skills needed to engage in an iterative process of designing and making.
- Work in a range of relevant contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.

EVALUATE

- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world

TECHNICAL KNOWLEDGE

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages
- Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors
- Apply their understanding of computing to programme, monitor and control their products.

Music

Pupils will be taught to:

- Sing and play musically with increasing confidence and control.
- Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- Play and perform in solo and ensemble contexts, using their voices and playing musical
- Play 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.

Physical Education

GYMNASTICS:

- Combine and perform movements/sequences/routines more fluently and effectively
- Develop their own sequences.
- Understand and use a range of compositional principals.
- Understand why warming-up and cooling down are important... why exercise is good for them.
- Carry out warm-ups.
- Evaluate their sequences.
- Suggest ways of making improvements.

DANCE:

- Explore, improvise and combine movements/sequences/routines fluently and effectively.
- Create and structure motifs.
- Begin to use basic compositional principals.
- Prepare effectively.
- Understand why dance is good for them.

- Understand how a dance is formed and performed.
- Evaluate, refine and develop moves.

Religious Education

WHAT DOES IT MEAN TO BE A SIKH?

Children should:

- Describe some Sikh beliefs and practices
- Make links to their own ideas
- Think about ideas to do with God for themselves.
- Appreciate what Sikhism teaches about following God and the effect this has on Sikh lifestyles and values.
- Consider their own beliefs about God's character and understand Sikh belief and the teachings of the Gurus.
- Make links to their own experience and ideas
- Appreciate what Sikhism teaches about following God and the effect this has on Sikh lifestyles and values.
- Know and understand the importance of the Guru Granth Sahib to Sikhs.
- Know and understand Sikh belief about symbols of identity and what they represent.
- Explore and discover the symbols of Sikh identity and belonging
- Explore and discover Sikh beliefs about equality
- Identify or describe the impact of being a Sikh in West Yorkshire in varied ways.
- Make links and applications to their own experience and ideas

CAN CHARITY CHANGE THE WORLD?

Children should:

- Ask and respond to questions about fairness and justice in the World.
- Understand and respond to some ideas from Christian and Islamic sources, and to guess what impact they might have
- Describe the work of two religious charities involved in global poverty issues;
- Make links between the beliefs and teachings of Islam and Christianity and the work of the two charities;
- Show their understanding of the issues of justice, fairness and poverty that the charities address; □
- Describe the work of two religious charities involved in global poverty issues, Christian Aid.

- Make links between the beliefs and teachings of Islam and / or Christianity and the work of the two charities;
- Show their understanding of the issues of justice, fairness and poverty that the charities address;
- Evaluate the ways in which charity websites work
- Work in a small team on an ICT task
- Write a persuasive text about how a website can be improved
- Identify what they have learned from the Websites of Christian aid and Islamic Relief
- Identify the qualities needed to take action to bring about what is right and good
- Reflect upon and express their own ideas and beliefs about treating others with justice and love in light of their learning, through story, art, drama, music and ICT
- Express their own views and responses to issues of poverty and injustice, in the light of religious understanding
- Participate thoughtfully in role play for learning
- Summarise their learning about world development and the two faith based charities

WHAT IS COMPASSION AND HOW IS IT SHOWN

Children should:

- Explore what is meant by compassion and contrast this with alternatives such as indifference or hatred
- Reflect on different examples of the Golden Rule and make connections between them
- Explore Christian teachings about compassion
- Explore the response of Jesus to conflict
- Explore Sikh teachings about compassion and their response to conflict
- Consider whether force is justifiable
- Describe and show understanding of the links between religious teachings and compassion and conflict

CHRISTIANITY

Children should:

- Observe, describe and show understanding of Christian artefacts and how these reflect faith
- Discover more about Christians in their area, the places of worship and beliefs
- Begin to consider the key elements of Christian faith
- Reflect on a visit to a church or other engagement with Christians, responding thoughtfully with their own ideas
- Discover more about a creed and reflect on the meaning of some of its content

- Discuss different forms of Christian community, responding with their own thoughts
- Distinguish between the church as community and as a building
- Share ideas about the priorities for a Christian community
- Explain some Christian beliefs, and how these relate to a creed
- Observe and understand how people worship in different ways
- Describe the importance and meaning of Holy Communion/Mass
- Explain the importance of the Bible to Christians
- Investigate different examples of Christian lifestyle and Christian worship.
- Explain the meaning of some parables and how these might influence a Christian's choices
- Describe the main beliefs for Christians in worship and in daily life and respond with their own ideas
- Draw a conclusion and express a personal perspective on what matters to Christians

CHRISTIAN VALUES:

- Autumn 1 - Creativity
- Autumn 2 - Generosity
- Spring 1 - Responsibility
- Spring 2 - Service
- Summer 1 - Peace
- Summer 2 - Wisdom

Modern Languages

Pupils should be taught to:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.
- Learn the names for different weather types/how to dress for particular weather types/numbers to 40 to describe the temperature and become a weather reporter.
- Learn what lunch time is like in a French school/stating likes and dislikes/revisiting months of the year and discussing celebrations in France and the names of foods needed to make pancakes.
- Learn about different genres of music/how to buy a C.D and how to perform a French rap.

Special Events

- Jeans for Genes Non-Uniform Day
- Harvest Festival Church Service
- Travelling Book Fayre
- Children in Need Non-Uniform Day
- Anti-Bullying Week
- Christmas Discos
- Christmas Fayre
- Trust Carol Service
- KS1 Christmas Concert
- Christmas Gift Day
- Christmas Parties
- Christmas Church Service
- Maths Enrichment Day
- World Book Day
- LKS2 Easter Concert
- Easter Church Service
- Summer Discos
- Summer Fayre
- Sports Day
- Year 5/6 Concert
- End of Year Church Service

Possible visits and visitors

- Magistrates in the Community
- Robinwood
- Pantomime Christmas show
- Road Dahl workshop World Book Day
- Police talk on drugs
- Bowling

PSHCE

Children will be taught:

- Autumn 1: Relationships
- Autumn 2: Health and Wellbeing
- Spring 1: Living in the wider world
- Spring 2: Relationships
- Summer 1: Health and Wellbeing
- Summer 2: Living in the wider world
- Year 6 will also take part in sex and relationships education (SRE) and Drugs Education.