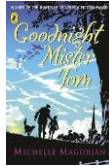
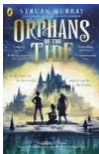
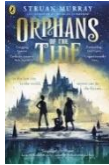
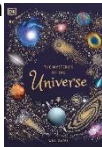
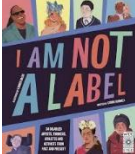
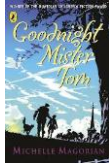
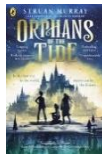


Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	<u>Fiction: Wild Boy</u> Pupils explore a historical mystery whilst developing inference and deduction skills.  <u>Non-Fiction: On the Origin of Species</u> Children analyse scientific explanations and complex non-fiction structures. 	<u>Fiction: Wild Boy</u> Children investigate themes of resilience and mystery whilst making increasingly sophisticated inferences.  <u>Non-Fiction: Fragile Earth</u> Develops understanding of environmental issues through comparison, summarising and analysis of factual information. 	<u>Fiction: Goodnight Mister Tom</u> Pupils explore character development, relationships and historical context through a classic text.  <u>Non-Fiction: Tales of World War II</u> Children deepen their understanding of wartime Britain through first-hand accounts and historical non-fiction. 	<u>Fiction: Orphans of the Tide</u> Children explore complex themes of identity, belonging and justice.  <u>Non-Fiction: Black and British</u> Pupils compare viewpoints and evaluate how authors present ideas and perspectives. 	<u>Fiction: Orphans of the Tide</u> Children continue to explore complex themes of identity, belonging and justice whilst developing critical reading skills.  <u>Non-Fiction: The Mysteries of the Universe</u> This scientific non-fiction text broadens knowledge and encourages interpretation of complex information and technical vocabulary. 	<u>Fiction: The First Year</u> Following on from their transition text, The Final Year, pupils explore themes of change, friendship, identity and transition through a contemporary novel centred on the move to secondary school.  <u>Non-Fiction: I am Not a Label</u> Through biographical non-fiction, children examine the achievements of individuals who challenged barriers and stereotypes, developing critical thinking and discussion skills. 
	<u>Reading domains:</u> Vocabulary, Retrieval, Inference, Prediction, Authorial Intent <u>NC Links:</u> Discuss and evaluate how authors use language; draw inferences and justify with evidence; retrieve, record and present information from non-fiction; identify how language, structure and presentation contribute to meaning.	<u>Reading domains:</u> Retrieval, Inference, Summarising, Comparison <u>NC Links:</u> Summarise main ideas; distinguish between fact and opinion; retrieve and present information; explain and discuss understanding through formal presentations and debate.	<u>Reading domains:</u> Inference, Vocabulary, Authorial Intent <u>NC Links:</u> Draw inferences about characters' feelings, thoughts and motives; provide reasoned justifications; discuss themes and conventions across a range of texts.	<u>Reading domains:</u> Inference, Prediction, Themes, Comparison <u>NC Links:</u> Identify and discuss themes; compare texts; distinguish between statements of fact and opinion; evaluate authors' use of language and structure.	<u>Reading domains:</u> Retrieval, Inference, Vocabulary, Explore <u>NC Links:</u> Retrieve, record and present information from non-fiction; use contextual evidence to understand vocabulary; explain and discuss reading with increasing confidence. Identify and discuss themes; compare texts; distinguish between statements of fact and opinion; evaluate authors' use of language and structure.	<u>Reading domains:</u> Inference, Themes, Authorial Intent, Comparison, <u>NC Links:</u> Draw inferences about characters' feelings, thoughts and motives and justify these with evidence; discuss and evaluate how authors use language, structure and presentation; identify and discuss themes and conventions; compare texts and viewpoints; retrieve, record and present information from non-fiction.
Writing	<u>Transition Text: The Final Year</u> Children establish a writing baseline against previous year group standards.  <u>Wild Boy Fiction Writing: Narrative Opening</u> Pupils develop atmosphere, suspense and intrigue through narrative openings.  <u>Wild Boy Non-Fiction Writing: Writing to inform</u> Pupils write an informative text about Victorian circuses, organising factual information clearly for the reader.	<u>Shadow Jumper Fiction Writing: Perspective Narrative</u> Pupils develop atmosphere, suspense and intrigue through narrative openings.  <u>Shadow Jumper Non-Fiction Writing: Writing to persuade</u> Pupils write an informative text about Victorian circuses, organising factual information clearly for the reader. <u>Christmas Classic The Nutcracker: Perspective Description</u> Children write detailed descriptions from a character's viewpoint, using ambitious vocabulary and figurative 	<u>Goodnight Mister Tom Fiction Writing: Flashback Narrative</u> Children explore the experiences of evacuees during World War II, writing flashback narratives that move between past and present events to reveal character emotions and memories.  <u>Goodnight Mister Tom Non-Fiction Writing: Writing to recount</u> Pupils use journalistic features, formal language and eyewitness accounts to inform the reader.	<u>Orphans of the Tide Fiction Writing: Narrative Diary Entry</u> Children write in role to explore thoughts, feelings and motivations through diary writing and create biographies that organise factual information effectively. 	<u>Orphans of the Tide Fiction Writing: Narrative Adventure</u> Inspired by the setting, characters and themes of <i>Orphans of the Tide</i>, pupils plan and write their own original adventure narrative, developing tension, action and characterisation.  <u>Orphans of the Tide Non-Fiction Writing: Writing to Explain</u> Through explanation and extended instructional writing, children explain processes and procedures clearly using precise technical vocabulary, logical sequencing and cohesive devices.	<u>The First Year Fiction Writing: Additional Chapter Written in the Style of the Author</u> Children analyse Matt Goodfellow's writing style, including his use of language, character voice and narrative structure, before applying these techniques to write an additional chapter that remains true to the original text.  <u>The First Year Non-Fiction Writing: Writing to Inform</u> Through biography writing, pupils will select and organise key information about a person's life, sequence significant events and achievements, and use factual detail alongside engaging description to create a coherent and informative account using an appropriately formal tone.

		language to convey atmosphere, emotion and setting.				
	NC Links: Write effectively for a range of purposes and audiences; use organisational and presentational devices; assess the effectiveness of their own and others' writing. Describe settings, characters and atmosphere; select vocabulary and grammar to enhance meaning; use organisational devices and paragraphs; retrieve and present information from research.	NC Links: Distinguish between formal and informal language; use a range of cohesive devices; select appropriate grammar and vocabulary to suit audience and purpose. Describe settings, characters and atmosphere; use expanded noun phrases and precise vocabulary; enhance meaning through varied sentence structures.	NC Links: Select vocabulary and grammatical structures that reflect the level of formality required; use organisational and presentational devices to structure texts; use a range of cohesive devices within and across paragraphs; describe settings, characters and atmosphere; use verb tenses consistently and correctly.	NC Links: Integrate dialogue and description; use first-person viewpoint effectively; summarise and organise information into cohesive paragraphs.	NC Links: In narratives, describe settings, characters and atmosphere and integrate dialogue to advance the action; select vocabulary and grammatical structures that reflect audience and purpose; use a range of devices to build cohesion within and across paragraphs; use organisational and presentational devices to guide the reader; use commas, semi-colons, colons and dashes accurately to clarify meaning.	NC Links: Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning; use a wide range of devices to build cohesion within and across paragraphs; distinguish between the language of speech and writing and choose the appropriate register; perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.
Maths	<u>Place Value</u> <u>Rounding</u> <u>Four Operations</u> <u>Factors, Multiples and Prime Numbers</u> <u>Rules of Divisibility</u> Pupils consolidate their understanding of place value in numbers up to 10 million by reading, writing, comparing, ordering and rounding whole numbers. They apply efficient written and mental methods to all four operations, investigate factors, multiples, prime numbers and divisibility rules, and use reasoning to solve increasingly complex multi-step problems involving whole numbers.	<u>Multiplication and Division</u> <u>Order of Operations (BIDMAS)</u> <u>Fractions</u> Pupils develop fluency with long multiplication and long division, applying efficient written and mental strategies to solve problems. They use the correct order of operations when evaluating calculations and extend their understanding of fractions by simplifying, comparing, ordering and carrying out calculations involving fractions, mixed numbers and improper fractions.	<u>Fractions</u> <u>Decimals</u> <u>Fractions, Decimals and Percentages</u> <u>Ratio</u> <u>Scale Drawing</u> Pupils continue to develop fluency with fractions before making links between fractions, decimals and percentages. They solve problems involving percentage and proportion, use ratio to compare quantities and solve practical problems involving scaling and scale drawings, applying mathematical reasoning in a range of contexts.	<u>Ration and Proportion</u> <u>Measurement – Converting Units</u> <u>Perimeter, Area and Volume</u> <u>Angles</u> Pupils apply their understanding of measurement to calculate perimeter, area and volume using standard formulae. They solve problems involving metric and imperial units, investigate angles in triangles and quadrilaterals, angles around a point and on a straight line, and use known angle facts to solve missing-angle problems.	<u>Geometry – Area and Perimeter, Position and Direction, Coordinates</u> <u>Translation and Reflection</u> <u>Statistics (Mean)</u> <u>Algebra introduction</u> <u>Line Graphs and Pie Charts</u> <u>Shape</u> Pupils consolidate their understanding of area and perimeter before developing their knowledge of position and direction through coordinates and translation. They calculate and interpret the mean and develop their understanding of algebra through formulae, expressions, sequences and equations. Pupils deepen and extend their mathematical understanding through statistics, including line graphs and pie charts, before exploring the properties of circles and accurately drawing and classifying 2-D shapes.	<u>Properties of Shapes, Volume, Using formulae and solving problems, Algebra formulae and sequences</u> <u>Consolidation and KS3 Transition</u> Pupils deepen their understanding of geometry by exploring 3-D shapes and nets before developing their understanding of volume and applying formulae to cubes and cuboids. They revisit position and direction through reflection, translation and coordinates before applying their knowledge of ratio, proportion and algebra to increasingly complex problems. The year concludes with opportunities to consolidate and connect learning from across the Year 6 curriculum through rich reasoning and multi-step problem solving, supporting pupils in their transition to Key Stage 3.
	NC Links: 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; Perform mental calculations, including with mixed operations and large numbers; Multiply	NC Links: Multiply multi-digit numbers up to four digits by a two-digit whole number using the formal written method of long multiplication; Divide numbers up to four digits by a two-digit whole number using the formal written methods of long division and short division; Use knowledge of the order of operations to carry out	NC Links: Associate a fraction with division and calculate decimal fraction equivalents; Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to three decimal places; Multiply one-digit numbers with up to two decimal places by	NC Links: 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; Calculate the area of parallelograms and triangles; Recognise when it is possible to use formulae for area	NC Links: 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; Interpret and construct pie charts and line graphs and use these to solve problems; Calculate and interpret the mean as an average; Solve increasingly	NC Links: Apply place value, number facts and calculation strategies fluently across all areas of mathematics; Solve multi-step problems in a range of contexts; Reason mathematically by following lines of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or

	multi-digit numbers up to four digits by a two-digit whole number using the formal written method of long multiplication; Divide numbers up to four digits by a two-digit whole number using the formal written method of short division and interpret remainders appropriately, and where appropriate use the formal written method of long division; Identify common factors, common multiples and prime numbers; Use knowledge of the order of operations to carry out calculations involving the four operations.	calculations involving the four operations; Use common factors to simplify fractions; 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; Divide proper fractions by whole numbers.	whole numbers; Use written division methods in cases where the answer has up to two decimal places; Recall and use equivalences between simple fractions, decimals and percentages; Solve problems involving the relative sizes of two quantities where missing values can be found using integer multiplication and division facts; Solve problems involving the calculation of percentages; Solve problems involving similar shapes where the scale factor is known or can be found.	and volume of shapes; Calculate, estimate and compare volume of cubes and cuboids; Recognise angles where they meet at a point, are on a straight line or are vertically opposite, and find missing angles.	complex problems by breaking them into smaller steps and choosing efficient methods.	proof using mathematical language; Use efficient written and mental methods to solve problems accurately.
History	<u>Titanic: The Unsinkable Ship</u> Children investigate the construction, voyage and sinking of the Titanic, exploring why it was considered one of the greatest engineering achievements of its time. They examine the experiences of passengers from different social classes, analyse a range of historical sources, evaluate differing interpretations of events and debate responsibility for the disaster before considering the ethical implications of preserving historical artefacts.			<u>Shackles and Sails</u> Children explore the growth of the British Empire, migration and the Transatlantic Slave Trade, examining the experiences of enslaved Africans, plantation owners and sailors.	<u>Standing on the Shoulders of Giants</u> Children investigate how ideas about the Earth, space and the universe have changed throughout history, from early beliefs in Ancient India, Egypt and the Islamic world to the work of Ptolemy, Copernicus and Galileo. They explore the significance of the Space Race and evaluate how historical discoveries continue to influence scientific understanding and technological advancement today	
	<u>Disciplinary Concepts:</u>  Similarity and Difference  Interpretations  Reasons and Results  Significance <u>NC Links:</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Understand how our knowledge of the past is constructed from a range of sources. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.			<u>Disciplinary Concepts:</u>  Change and Continuity  Interpretations  Reasons and Results <u>NC Links:</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance. Understand how our knowledge of the past is constructed from a range of sources.	<u>Disciplinary Concepts:</u>  Change and Continuity  Interpretations  Reasons and Results  Significance <u>NC Links:</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance. Address historically valid questions about change and interpretation.	

Geography		<u>Climate Control</u> Children investigate how human activity impacts the environment through the study of waste management, recycling, the carbon cycle, global warming and climate change. They analyse geographical data, interpret thematic maps and explore how extreme weather events affect communities locally and globally.	<u>Costa Rica Uncovered</u> Children explore the physical and human geography of Costa Rica, comparing it with the United Kingdom. They investigate climate, land use, trade, tourism, environmental issues and global connections, using maps and data to explain how geographical features influence the lives of people living there.	<u>Shackles and Sails</u> Pupils investigate the causes and consequences of migration, evaluate the impact of slavery and abolition, and consider how migration continues to shape societies today.		<u>Raindrop to Rivers</u> Children deepen their understanding of the water cycle and investigate how water is collected, treated and distributed. They explore droughts, flooding and water pollution in both the UK and North America, analysing how physical processes and human activity affect water availability and sustainability.
		<u>Disciplinary Concepts:</u>  <i>Environment and Sustainability</i>  <i>Patterns and Trends</i>  <i>Interconnections</i>  <i>Spatial Significance</i> <u>NC Links:</u> <i>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts. Describe and understand key aspects of human geography, including the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i>	<u>Disciplinary Concepts:</u>  <i>Environment and Sustainability</i>  <i>Patterns and Trends</i>  <i>Interconnections</i>  <i>Spatial Significance</i> <u>NC Links:</u> <i>Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America. Locate the world's countries, using maps to focus on North and South America. Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts. Describe and understand key aspects of human geography, including economic activity including trade links.</i>	<u>Disciplinary Concepts:</u>  <i>Patterns and Trends</i>  <i>Interconnections</i>  <i>Spatial Significance</i> <u>NC Links:</u> <i>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i>		<u>Disciplinary Concepts:</u>  <i>Environment and Sustainability</i>  <i>Patterns and Trends</i>  <i>Interconnections</i>  <i>Spatial Significance</i> <u>NC Links:</u> <i>Describe and understand key aspects of physical geography, including rivers and the water cycle. Describe and understand key aspects of human geography, including the distribution of natural resources including water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i>
Science	<u>The Theory of Evolution</u> Pupils develop their understanding of evolution by exploring how living things have changed over millions of years and how fossils provide evidence of organisms that lived in the past. They investigate inheritance and variation, considering how characteristics are passed from parents to offspring, before examining domestication, selective breeding and adaptations that help organisms survive. Through Darwin's finches, pupils explore how variation and environmental pressures can lead to evolution through natural selection.	<u>Existing Endangered Extinct</u> Pupils develop their understanding of classification by distinguishing between vertebrates and invertebrates, using observable characteristics and classification keys to organise living things into groups. They classify microorganisms and investigate their helpful and harmful roles before exploring vulnerable, endangered and extinct species. Pupils use population data and research to investigate how environmental change, human activity, habitat loss and changes within food webs can influence species populations and consider how	<u>Ray of Light</u> Pupils explore how light travels and use the idea that light moves in straight lines to explain how objects are seen. They investigate reflection and identify materials that reflect light effectively, applying this knowledge to explain how mirrors and periscopes work. Pupils then investigate shadows, exploring how their size and position change according to the position, angle and distance of a light source, using measurements, fair tests and observations over time to identify patterns.		<u>Flora and Fauna</u> Pupils deepen their understanding of plant structure, variation and adaptation by comparing different root systems and considering how they support survival in different environments. They investigate how seeds have adapted for different methods of dispersal and identify patterns between habitat and dispersal method. Pupils also revisit the structure of flowering plants, dissecting flowers to identify reproductive parts and explaining the processes of pollination, fertilisation and seed formation.	<u>Current Connections</u> Pupils develop their understanding of electricity by constructing and accurately representing series circuits using recognised circuit symbols. They investigate how changing the number of components affects the way a circuit functions and explore the relationship between the number and voltage of cells and the brightness of bulbs or volume of buzzers. Pupils apply this knowledge through controlled investigations and a comparative enquiry involving electrically powered vehicles.

		endangered species can be protected.			
	Scientific Concepts: Evolution, Adaptation, Variation and Growth Disciplinary Skills:  Identifying, grouping and classifying  Research  Comparative Testing NC Links: 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. Working Scientifically: Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identifying scientific evidence that has been used to support or refute ideas or arguments. These skills are explicitly used within the unit.	Scientific Concepts: Structure, Variation, Adaptation, Evolution and Cause and Effect Disciplinary Skills:  Identifying, grouping and classifying  Research NC Links: 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. Working Scientifically: Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.	Scientific Concepts: Energy and Process Disciplinary Skills:  Identifying, grouping and classifying  Research  Fair Testing  Observing over time NC Links: 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. Working Scientifically: Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Using test results to make predictions to set up further comparative and fair tests.	Scientific Concepts: Structure, Function, Growth, Variation, Evolution Disciplinary Skills:  Identifying, grouping and classifying  Research NC Links: 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. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Working Scientifically: Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identifying scientific evidence that has been used to support or refute ideas or arguments. These are explicitly developed through the root-classification and seed-adaptation enquiries.	Scientific Concepts: Energy, Process and Cause and Effect Disciplinary Skills:  Identifying, grouping and classifying  Comparative Testing Fair testing NC Links: 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. Working Scientifically: Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Using test results to make predictions to set up further comparative and fair tests. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

Art & Design		Sculpture: Sculpting the Sea Inspired by Steven Rodrig, children investigate how recycled materials can be transformed into meaningful sculptures. They develop modelling, construction and joining techniques before designing and creating a three-dimensional sculpture of an endangered marine animal that raises awareness of environmental issues.		Drawing: Perspective Changes Everything Children study the work of Francis Bacon, exploring how artists manipulate proportion, composition and perspective to create expressive portraits. They develop observational drawing skills, experiment with chalk techniques and create a self-portrait that distorts perspective in the style of the artist.		Mixed Media: Art is Everywhere Children bring together artistic techniques developed throughout primary school to create a large-scale collaborative mural inspired by Paula Scher and the UN Convention on the Rights of the Child. They use typography, imagery, composition and a range of media to communicate powerful social messages through public art.
		NC Links: Create sketch books to record observations and review ideas; improve mastery of art and design techniques including sculpture using a range of materials; learn about great artists, architects and designers in history.		NC Links: Create sketch books to record observations and review ideas; improve mastery of drawing techniques including line, tone, shading and perspective; develop control in using different media; learn about great artists and evaluate their work.		NC Links: Create sketch books to record observations and review ideas; improve mastery of a range of art and design techniques including drawing, painting, sculpture and mixed media; learn about great artists, designers and architects; evaluate and refine artistic work.
Design & Technology	Food & Nutrition: Taste of Tradition Children investigate traditional African cuisine, exploring ingredients, flavours, nutrition and cultural influences across the continent. They adapt existing recipes, evaluate nutritional content and prepare a handheld meal using a range of cooking techniques whilst considering dietary requirements and food choices.		Structures: Bridging the Gap Children explore how different bridge structures are designed and engineered to support loads. They investigate truss bridges, create scale drawings, test structural strength and construct their own bridge capable of spanning a distance whilst supporting weight.		Enterprise: Entrepreneur's Emporium Children work collaboratively to design, market and sell a product, service or game for the school summer fair. They apply research, branding, market analysis, budgeting and evaluation skills to develop a successful enterprise project.	
	NC Links: Understand and apply the principles of a healthy and varied diet; prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.		NC Links: Use research and investigation to develop design criteria; generate, develop and communicate ideas through annotated sketches and scale drawings; select from and use a wider range of tools and materials accurately; evaluate and improve products against design criteria.		NC Links: Use research and develop design criteria to inform products that are fit for purpose; generate and communicate ideas through discussion, annotated sketches and prototypes; evaluate products against design criteria and consider the views of intended users.	
PE	Complete Yoga Children are able to demonstrate, teach and lead a small group. Children are able to give useful and supportive feedback to improve poses. Children are able to show respect during poses and relaxation.	Complete Handball Children can evaluate their performance and talk about how they can improve their scores. Children can explain how they have used feedback from a partner to improve their performance. Children can talk about their improvements in their	Complete Dance Children can evaluate and refine their own and others' work. Children can dance to the rhythm in the style of the music. Children can analyse the strengths and areas of improvement of dance routines using key terminology.	Invasion Games (fundamentally Hockey) Children can evaluate their performance and talk about how they can improve their scores. Children can explain how they have used feedback from a partner to improve their performance.	Complete Netball (Attacking and Defending) Children can understand they can pass backwards drawing the defence away from goal if they don't have the correct support. Children can understand they can pass backwards allows their team to keep possession if they	Outdoor Adventurous Activities (Complete) Children can plan a route and a series of clues for someone else. Children are able to take part in outdoor activity, adventurous challenges both individually and as part of team. Complete Cricket

	<u>Competing Basketball</u> Children understand they can pass backwards to draw the defence away from the goal if they don't have the correct support. Children understand that passing backwards allows their team to keep possession if they haven't got an option of a forward pass. Children use the 'man marking' principles and force the player with the ball away from goal.	performance and give reasons why. <u>Complete Gymnastics</u> Children can demonstrate a variety of balance positions, including ones with feet high and understand body tension and quality of performance. Children can understand, identify and use the terms synchronisation and canon. Children can analyse skills and techniques to modify and improve performance	<u>Complete Football</u> Children can evaluate their performance and talk about how they can improve their scores. Children can explain how they have used feedback from a partner to improve their performance. Children can talk about their improvements in their performance and give reasons why.	Children can talk about their improvements in their performance and give reasons why. <u>Complete Jag Tag</u> Children can understand that they start on the line of a scrimmage. Children can come up with a variety of offensive plays to score a touchdown. Children can organise their team and call plays to setup an attack. Children can play small games following the rules provided.	haven't got an option for a forward pass. Children use the 'man marking' principles and force the player away from goal. <u>Complete Athletics</u> Children can combine a range of running, jumping, throwing and catching techniques with control. Children can analyse skill and techniques to modify and improve performance. Children show a knowledge of athletic events and technique such as running style and throwing/jumping technique achieving high success. Children confidently apply existing fundamental movements in a variety of athletic activities.	Children can play competitive games to agreed rules. Children can communicate a plan to a team. Children can use a range of techniques with confidence and skill in a game situation. Children can analyse skills and techniques to modify and improve performance.
	<u>NC Links:</u> <i>Develop flexibility, strength, technique, control and balance. Compare their performance with previous ones and demonstrate improvements to achieve their personal best.</i> <i>Use running, jumping, throwing and catching in isolation and combination.</i> <i>Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</i>	<u>NC Links:</u> <i>Use running, jumping, throwing and catching in isolation and combination.</i> <i>Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</i> <i>Compare their performance with previous ones and demonstrate improvement to achieve their personal best.</i> <i>Develop flexibility, strength, technique, control and balance. Perform dance using a range of movement patterns. Compare their performance with previous ones and demonstrate improvement to achieve their personal best.</i>	<u>NC Links:</u> <i>Develop flexibility, strength, technique, control and balance. Perform dance using a range of movement patterns.</i> <i>Compare their performance with previous ones and demonstrate improvements to achieve their personal best.</i> <i>Use running, jumping, throwing and catching in isolation and combination.</i> <i>Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</i> <i>Compare their performance with previous ones and demonstrate improvement to achieve their personal best.</i>	<u>NC Links:</u> <i>Use running, jumping, throwing and catching in isolation and combination.</i> <i>Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</i> <i>Compare their performance with previous ones and demonstrate improvement to achieve their personal best.</i> <i>Use running, jumping, throwing and catching in isolation and combination.</i> <i>Develop flexibility, strength, technique, control and balance. Compare their performance with previous ones and demonstrate improvement to achieve their personal best.</i>	<u>NC Links:</u> <i>Take part in outdoor and adventurous activity challenges both individually and in a team.</i> <i>Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</i> <i>Compare their performance with previous ones and demonstrate improvement to achieve their personal best.</i>	
	RE	<u>Christianity: How do Christians live? What would Jesus do?</u> Children explore the teachings, actions and example of Jesus through the four Gospels. They investigate how Christians use Jesus' teachings, parables and commandments to guide their daily lives, considering what Christians believe the 'Good News' is and how Christian communities today seek to live in response to Jesus' example.	<u>Christianity: Why do Christians believe that Jesus was the Messiah?</u> Children explore the Christian belief that Jesus is the promised Messiah foretold in the Old Testament. They investigate prophecies from Isaiah and Micah, examine how Christians interpret Jesus' life, death and resurrection as the fulfilment of these promises, and consider why Christians believe Jesus came to restore the relationship between God and humanity.	<u>Christianity: For Christians, What Kind of King is Jesus?</u> Children explore the Christian belief that Jesus is a king, but unlike earthly rulers. They investigate Jesus' teachings about the Kingdom of God, examining how Christians understand leadership, power, service, justice and humility through the example of Jesus, and consider what these teachings mean for Christians living today.	<u>Christianity: What Difference Does the Resurrection Make to Christians?</u> Children explore the Christian belief in the death and resurrection of Jesus and its significance within the 'big story' of the Bible. They investigate Gospel accounts of the resurrection, examine how Christians interpret these events and consider how beliefs about salvation, forgiveness, hope and eternal life continue to influence Christian worship, practice and daily life today.	<u>Islam: What Does It Mean to Be a Muslim in Britain Today?</u> Children explore what it means to live as a Muslim in contemporary Britain, examining key beliefs, practices and values within Islam. They investigate how the Five Pillars, worship, community, charity and pilgrimage influence the daily lives of Muslims and consider the diversity of Muslim experiences within modern British society.

	<u>NATRE Outcomes:</u> Explain connections between Jesus' teachings and the way Christians live today. Describe how Christians use the Bible as a source of authority. Make connections between Christian beliefs and actions. Consider what it means to follow Jesus in the modern world. Express reasoned views about Christian teachings and values.	<u>NATRE Outcomes:</u> Explain how Christians interpret Old Testament prophecies about the Messiah. Make connections between biblical texts and Christian beliefs about Jesus. Describe how the concept of Messiah fits into the Christian "big story". Explain how belief in Jesus as Messiah influences Christians today. Present reasoned responses to theological questions using evidence from religious sources.	<u>NATRE Outcomes:</u> Explain connections between Gospel texts and Christian beliefs about the Kingdom of God. Describe different ways Christians seek to follow the example of Jesus. Interpret religious texts and suggest meanings. Make connections between Christian beliefs, values and actions. Discuss and evaluate ideas about leadership, service and justice.	<u>NATRE Outcomes:</u> Explain connections between the concepts of Incarnation, Salvation and Resurrection within the Christian story; interpret and compare Gospel accounts of Jesus' death and resurrection; describe how Christian beliefs about salvation, forgiveness and eternal life influence worship and daily life; make connections between Christian beliefs and practices associated with Good Friday, Easter Sunday and Christian funerals; express reasoned views about the significance of the resurrection for Christians today.	<u>NATRE Outcomes:</u> Describe and explain key Muslim beliefs and practices, including the Five Pillars of Islam; make connections between Muslim beliefs and actions in everyday life; understand how faith influences identity, belonging and community; describe similarities and differences within Muslim communities; explain how religious beliefs affect the choices and lifestyles of Muslims in Britain today; express reasoned views about the importance of faith, commitment and belonging.	<u>NATRE Outcomes:</u> Explain the meanings of the terms theist, atheist and agnostic; describe a range of reasons why some people believe in God and others do not; explore religious and non-religious responses to questions about God's existence; use philosophical and theological thinking to consider different viewpoints; present reasoned arguments supported by evidence and examples; respectfully evaluate different beliefs and worldviews.
PSHE	<u>Being Me in my World</u> Children explore their role as responsible members of local, national and global communities. They develop empathy, consider the impact of their choices on others and investigate what it means to be a global citizen, whilst reflecting on rights, responsibilities, democracy and the importance of education.	<u>Celebrating Difference</u> Children explore diversity, discrimination, conflict and prejudice, developing empathy for people whose differences may be a source of conflict or celebration. They examine the causes and effects of bullying, power struggles and exclusion, whilst learning how respect, acceptance and understanding contribute to an inclusive society.	<u>Dreams and Goals</u> Children explore personal aspirations, achievement and the positive impact they can have on the world around them. They set personal learning goals, identify steps to success, overcome challenges and work collaboratively to make a difference through acts of kindness, charity and social action.	<u>Healthy Me</u> Children explore the importance of maintaining positive physical, mental and emotional health. They investigate healthy lifestyle choices, stress management, emergency aid, the effects of alcohol and substances, and develop strategies to manage pressure, make informed decisions and maintain emotional wellbeing.	<u>Relationships</u> Children explore the characteristics of healthy, positive relationships and consider how relationships change throughout life. They investigate power, control, coercion, online safety, consent, loss and grief, developing the skills needed to build respectful relationships and seek support when needed. <i>Reflecting on positive relationships and the children's services that are available to us.</i>	<u>Changing Me</u> Children explore the physical, emotional and social changes that occur during puberty and adolescence. They develop an understanding of relationships, reproduction, self-image and personal identity, whilst preparing for the transition to secondary school and considering how change can bring both challenges and opportunities.
	<u>Linked UNCRC Article:</u> Article 28 – Right to Education: Every child has the right to an education. Primary education must be free and secondary education accessible to all. Discipline in schools must respect children's dignity and rights.  <u>British Values:</u> Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	<u>Linked UNCRC Article:</u> Article 38 – Protection from War and Armed Conflict: Governments must protect children affected by war and armed conflict. The unit links to developing empathy for children experiencing conflict because of religion, culture or difference.  <u>British Values:</u> Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	<u>Linked UNCRC Article:</u> Article 24 – Right to Health: Every child has the right to the best possible health, including access to healthcare, nutritious food, clean water and education about health and wellbeing. Children consider how these rights influence opportunities and life chances across the world.  <u>British Values:</u> Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	<u>Linked UNCRC Article:</u> Article 37 – Children in detention: Children should be treated with dignity, care and respect, and protected from harmful treatment. The unit explores emotional wellbeing, stress management and making safe choices that protect physical and mental health.  <u>British Values:</u> Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	<u>Linked UNCRC Article:</u> Article 25 – Review of Treatment in Care: Children who are looked after or receiving care, protection or support have the right to regular reviews to ensure they are safe, healthy and receiving appropriate support.  <u>British Values:</u> Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	<u>Linked UNCRC Article:</u> Article 20 – Children Unable to Live with Their Family and Article 21 – Adoption: Children who cannot live with their birth families have the right to special protection and support, including adoption where appropriate. This unit explores different family structures, relationships and the importance of belonging, respect and care within families.   <u>British Values:</u> Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs
My Happy Mind	<u>Meet Your Brain</u> Pupils consolidate their understanding of how the brain works by revisiting	<u>Celebrate</u> Pupils reflect on how their character strengths have developed throughout primary	<u>Appreciate</u> Pupils deepen their understanding of gratitude by recognising the positive people,	<u>Relate</u> Pupils strengthen their communication, empathy and relationship-building skills,	<u>Engage</u> Pupils reflect on their achievements, resilience and aspirations as they prepare for the next stage of their education. They develop practical strategies for maintaining motivation, embracing	

	neuroplasticity, Team H-A-P and the connection between thoughts, feelings and behaviours. They learn how healthy habits, focus and self-regulation strengthen the brain, while the Transition Programme develops strategies for managing stress, calming the Amygdala, adopting a growth mindset and viewing the move to secondary school as a positive opportunity rather than a challenge.	school and recognise how these qualities will support them in new environments. Through the Transition Programme, they build confidence, self-belief and independence, learning to draw upon their strengths when facing unfamiliar situations, meeting new people and overcoming challenges.	experiences and opportunities that have shaped their primary school journey while looking ahead with optimism. The Transition Programme encourages pupils to appreciate change as a natural part of life, helping them focus on opportunities for growth, resilience and future success.	preparing them to form positive friendships and work successfully with a wider range of people. The Transition Programme focuses on developing confidence in new social situations, understanding different perspectives and building healthy relationships as they move into secondary school.	responsibility, managing setbacks and setting meaningful goals, enabling them to approach secondary school with confidence, independence and a positive mindset.	
Computing	<u>Computing Systems and Networks – Communication and Collaboration</u> Children explore how data is transferred across networks and the internet, investigating packets, protocols and how information travels between devices. They evaluate the reliability of online communication and develop an understanding of how the internet enables global collaboration	<u>Creating Media – Web Page Creation</u> Children design and create their own websites, learning how web pages are structured and linked through navigation paths and hyperlinks. They evaluate websites for usability and consider the implications of using and linking to content created by others.	<u>Programming A – Variables in Games</u> Children develop their understanding of variables and how they are used within programs. They create and modify games, using variables to store and manipulate data, whilst designing, testing and evaluating their own projects.	<u>Data and Information – Spreadsheets</u> Children collect, organise and analyse data using spreadsheets. They learn to use formulae, perform calculations, present information using charts and evaluate how spreadsheets can be used to solve real-world problems.	<u>Creating Media – 3D Modelling</u> Children explore three-dimensional design using digital modelling software. They manipulate, combine and refine 3D objects before planning and creating their own purposeful 3D models.	<u>Programming B – Sensing Movement</u> Children create programs for controllable devices, using inputs, outputs, variables and selection to control outcomes. They design, test and debug programs that respond to movement and user interaction.
	<u>NC Links:</u> Understand computer networks, including the internet; understand how networks can provide multiple services; use technology safely, respectfully and responsibly; understand how information is transferred and shared digitally.	<u>NC Links:</u> Select, use and combine a variety of software to design and create content that accomplishes given goals; use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour online.	<u>NC Links:</u> Design, write and debug programs that accomplish specific goals; use sequence, selection and repetition in programs; work with variables and various forms of input and output; use logical reasoning to explain how algorithms work.	<u>NC Links:</u> Select, use and combine software to collect, analyse, evaluate and present data and information; use technology purposefully to organise and manipulate digital content.	<u>NC Links:</u> Select, use and combine a variety of software to design and create content; develop creativity through digital design; evaluate and improve digital content.	<u>NC Links:</u> Design, write and debug programs that accomplish specific goals; use sequence, selection and repetition; work with variables and inputs/outputs; use logical reasoning to detect and correct errors in algorithms and programs
Music	<u>Ukulele</u> Pupils begin whole-class ukulele learning, developing basic chord-playing and strumming techniques while consolidating their knowledge of rhythmic values. They develop their understanding of pulse and rhythm, reading and performing notation involving crotchets, quavers and crotchet rests. Through call-and-response and echo singing, pupils further develop their ensemble musicianship and are introduced to treble clef notation and the stave.	Awaiting Curriculum Updates from Bury Music Service	Awaiting Curriculum Updates from Bury Music Service	Awaiting Curriculum Updates from Bury Music Service	Awaiting Curriculum Updates from Bury Music Service	Awaiting Curriculum Updates from Bury Music Service
	<u>Musical Foci:</u> Pulse; Notation – crotchets, quavers and crotchet rests; Singing posture; Rhythm; Call-and-response; Echo singing; Treble clef notation; The stave	Awaiting Curriculum Updates from Bury Music Service	Awaiting Curriculum Updates from Bury Music Service	Awaiting Curriculum Updates from Bury Music Service	Awaiting Curriculum Updates from Bury Music Service	Awaiting Curriculum Updates from Bury Music Service

	<u>NC Links:</u> <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations.</i>					
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