

# Birley Primary Academy Curriculum Map Year 6

National Curriculum Objectives (where applicable)

## School 'I can' Assessment System

	Autumn		Spring		Summer	
Theme	The Mayan Civilisation	Extreme Environments	World War II		STEM Skills	
<b>Class Visit</b>			History Van – World War II	Local walk to War Monument Visit to Sheffield city centre to complete the Sheffield Blitz trail Whole School VE Day celebration	Crucial Crew – life skills in preparation for secondary school	Transition days for secondary school
<b>Enrichment</b>			Work with Commando Joe	3 day residential to Robinwood	LEAD athletics enrichment days	LEAD Year 6 Athletics Event
<b>End of theme celebration</b>	Parents invited into classrooms to share learning and view a display of Mayan masks and lino prints. Drink of Mayan hot chocolate, which the children have made, for parents to taste.	Parents invited into church for carol concert.	Whole school 75 <sup>th</sup> anniversary of VE Day celebration		Transition to secondary school	
<b>Class Story</b>	Nowhere Emporium- Ross Mackenzie		Blitzed- Robert Swindells		Elsewhere Emporium- Ross Mackenzie	
<b>Speaking and Listening</b>	<p>Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, role play, improvisations and debates Maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.</p>					
<b>Reading</b>	<p>Book Study – The Nowhere Emporium</p> <p>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 meanings of new words that they meet.</p> <p>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 or 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</p>	<p>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 meanings of new words that they meet.</p> <p>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 or 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</p>	<p>Book Study – Blitzed</p> <p>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 meanings of new words that they meet.</p> <p>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 or 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</p>	<p>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 meanings of new words that they meet.</p> <p>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 or 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</p>	<p>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 meanings of new words that they meet.</p> <p>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 or 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</p>	<p>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 meanings of new words that they meet.</p> <p>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 or 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</p>
<b>Writing</b>	<p>Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Using expanded noun phrases to convey complicated information concisely. Using a wide range of devices to build cohesion within and across paragraphs. Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p>	<p>Use dictionaries to check meaning and spellings of words. Use the first three or four letters of a word to check spelling, meaning or both in a dictionary. Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. Describe settings, characters, atmosphere, and integrating dialogue to convey character and advance the action.</p>	<p>Identify how language, structure and presentation contribute to meaning Use dictionaries to check spelling and meaning of words Use a thesaurus Retrieve, record and present information from non-fiction. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Noting and developing initial ideas, drawing on reading and research where necessary. Using a wide range of devices to build cohesion within and across paragraphs Using further organisational and presentational devices to structure text and guide the reader</p>	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Describing settings, characters and atmosphere</p>	<p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Using modal verbs or adverbs to indicate degrees of possibility Using semi-colons, colons or dashes to mark boundaries between independent clauses Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p>

	<p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Using relative clauses beginning with who, which, where, when, whose or that with an implied (i.e. omitted) pronoun.</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Using further organisational devices to structure text and to guide the reader (for example, headings, bullet points, underlining).</p> <p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p>Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>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) and ellipsis.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Using commas to clarify meaning or avoid ambiguity in writing.</p> <p>Assessing the effectiveness of their own and others' writing.</p> <p>Ensuring the consistent use of tense throughout a piece of writing.</p> <p>Proof-reading for spelling and punctuation errors.</p>	<p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Identifying the audience and purpose of the writing, selecting the appropriate form and using other similar models for their own. Select appropriate grammar and vocabulary, understanding how such choices can enhance meaning.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Assessing the effectiveness of their own and others' writing.</p> <p>Proof-reading for spelling and punctuation errors.</p> <p>Identifying the audience and purpose of the writing, selecting the appropriate form and using other similar models for their own.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Identifying the audience and purpose of the writing, selecting the appropriate form and using other similar models for their own.</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>Identifying the audience and purpose of the writing, selecting the appropriate form and using other similar models for their own.</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p>	<p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p>	<p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Assessing the effectiveness of their own and others' writing</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Using modal verbs or adverbs to indicate degrees of possibility</p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proof-read for spelling and punctuation errors</p>	<p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)</p> <p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proof-read for spelling and punctuation errors</p>
<b>Writing Outcome</b>	<p>A character description of Billy Bones</p> <p>A non-chronological report about a Mayan God – topic writing</p> <p>Instruction Writing Mayan cooking – topic writing</p>	<p>Mountain adventure story</p> <p>Clockwork – retelling a story from a character's point of view</p> <p>Informational text comparing two mountains – topic writing</p>	<p>Diary entry in role as a character from Spy watch</p> <p>Informal letter in role as an evacuee</p> <p>Newspaper article about The Sheffield Blitz</p> <p>Writing a recount about the first night of the Sheffield Blitz in role as an ARP warden – topic writing</p>	<p>A biography of Anne Frank</p>	<p>Creating a persuasive leaflet for Robin Hood mixing formal and informal language styles</p>	<p>Extended narrative piece based on the film 'Alma'</p> <p>Discussion writing – linked to on-line images and photo-shopping</p>
<b>Grammar</b>	<p>During the Autumn term, all KS2 grammar objectives to be revised using Active English symbols.</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Using passive verbs to affect the presentation of information in a sentence.</p> <p>Using the perfect form of verbs to mark relationships of time and cause.</p> <p>Using expanded noun phrases to convey complicated information concisely.</p> <p>Using modal verbs or adverbs to indicate degrees of possibility.</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.</p> <p>Indicating grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> </ul> <p>Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading.</p>		<p>Recap and revise all grammar objectives from Autumn term using the Active English approach</p>		<p>Recap and revise all grammar objectives from Autumn term using the Active English approach</p>	
<b>Spelling</b>	<p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <a href="#">English appendix 1</a></p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>use a thesaurus</p> <p>Endings which sound like /jəs/ spelt –cious or –tious</p> <p>Endings which sound like /jəl/</p> <p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</p> <p>Words ending in –able and –ible</p> <p>Words ending in –ably and –ibly</p>		<p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <a href="#">English appendix 1</a></p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>use a thesaurus</p> <p>Use of the hyphen</p> <p>Homophones and other words that are often confused</p> <p>Statutory Y5/6 spellings (every week)</p>		<p>Identifying the audience and purpose of the writing, selecting the appropriate form and using other similar models for their own.</p>	

	Statutory Y5/6 spellings (every week)				
<b>Handwriting</b>	Choosing which shape of a letter to use when given choices Choosing whether to join specific letters Choosing the writing implement which is best suited to the task		Choosing which shape of a letter to use when given choices Choosing whether to join specific letters Choosing the writing implement which is best suited to the task	Choosing which shape of a letter to use when given choices Choosing whether to join specific letters Choosing the writing implement which is best suited to the task	
<b>Maths</b>	<p><b>Place Value (3 weeks)</b>          Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.          Solve number and practical problems that involve the above.          Round any whole number to a required degree of accuracy          Use negative numbers in context, and calculate intervals across zero          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          Solve number and practical problems that involve all of the above</p> <p><b>Addition and Subtraction (2 weeks)</b>          Solve problems involving addition and subtraction          Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy          Perform mental calculations, including with mixed operations and large numbers          Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p><b>Multiplication and Division (3 weeks)</b>          Perform mental calculations, including with mixed operations and large numbers          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          Identify common factors, common multiples and prime numbers</p>	<p><b>Fractions (four weeks)</b>          Use common factors to simplify fractions; use common multiples to express fractions in the same denomination          Compare and order fractions, including fractions &gt; 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          Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction (for example, 3/8)          Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</p> <p><b>Percentages (two weeks)</b>          Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison.          Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.          Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison          Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</p> <p><b>Addition, subtraction, multiplication and division (1 week)</b>          Use their knowledge of the order of operations to carry out calculations involving the four operations</p>	<p><b>Decimals (two weeks)</b>          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          Solve problems involving addition, subtraction, multiplication and division.          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          Solve problems involving addition, subtraction, multiplication and division.</p> <p><b>Measures (four weeks)</b>          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.          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 kilometres and miles          Recognise that shapes with the same areas can have different perimeters and vice versa          Calculate the area of parallelograms and triangles          Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>].          Recognise when it is possible to use formulae for area and volume of shapes</p>		
<b>Working Scientifically</b>	<p>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          Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p><b>I plan different types of scientific enquiry.</b>  <b>I control variables in an enquiry.</b>  <b>I measure accurately and precisely using a range of equipment.</b>  <b>I record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</b>  <b>I use the outcome of test results to make predictions and set up a further comparative and fair tests.</b>  <b>I report findings from enquiries in a range of ways.</b>  <b>I explain a conclusion from an enquiry.</b>  <b>I explain causal relationships in an enquiry.</b>  <b>I relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.</b>  <b>I read, spell and pronounce scientific vocabulary accurately.</b></p>				
<b>Science</b>	<p><b>All Living Things</b>          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.</p>	<p><b>Animals, including humans</b>          Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p>	<p><b>Evolution and inheritance</b>          Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p>	<p><b>Electricity</b>          Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p>	<p><b>Light</b>          Recognise that light appears to travel in straight lines</p>

	<p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p><b>I classify living things into broad groups according to observable characteristics and based on similarities &amp; differences.</b></p> <p><b>I describe how living things have been classified.</b></p> <p><b>I give reasons for classifying plants and animals in a specific way.</b></p>	<p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p><b>I identify and name the main parts of the human circulatory system.</b></p> <p><b>I describe the function of the heart, blood vessels and blood.</b></p> <p><b>I discuss the impact of diet, exercise, drugs and lifestyle on health.</b></p> <p><b>I describe the ways in which nutrients and water are transported in animals, including humans.</b></p>	<p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p><b>I describe how the Earth and living things have changed over time.</b></p> <p><b>I explain how fossils can be used to find out about the past.</b></p> <p><b>I explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents).</b></p> <p><b>I explain how animals and plants are adapted to suit their environment.</b></p> <p><b>I link adaptation over time to evolution.</b></p> <p><b>I explain evolution.</b></p>		<p>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</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> <p><b>I explain how the number &amp; voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer.</b></p> <p><b>I compare and give reasons for why components work and do not work in a circuit.</b></p> <p><b>I draw circuit diagrams using correct symbols.</b></p>	<p>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.</p> <p>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</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p><b>I explain how light travels.</b></p> <p><b>I explain and demonstrate how we see objects.</b></p> <p><b>I explain why shadows have the same shape as the object that casts them.</b></p> <p><b>I explain how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.</b></p>
<b>Computing</b>	<p>Staying safe online</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b>I understand that online environments have security settings, which can be altered to protect the user.</b></p> <p><b>I understand the benefits of developing a 'nickname' for online use.</b></p> <p><b>I understand that some malicious adults may use various techniques to make contact and elicit personal information.</b></p> <p><b>I know that it is unsafe to arrange to meet unknown people online.</b></p> <p><b>I know how to report any suspicions.</b></p> <p><b>I understand I should not publish other people's pictures or tag them on the internet without permission.</b></p> <p><b>I know that content put online is extremely difficult to remove. I know what to do if I discover something malicious or inappropriate.</b></p>	<p>Coding</p> <p>To design algorithms using flowcharts. To design an algorithm that represents a physical system and code this representation.</p> <p>To use selection in coding with the 'if' command.</p> <p>To understand and use variables in 2Code.</p> <p>To deepen understanding of the different between timers and repeat commands.</p>	<p>Excel</p> <p>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.</p> <p><b>I select, use and combine software on a range of digital devices.</b></p> <p><b>I use a range of technology for a specific project.</b></p>	<p><b>PowerPoint presenting digital research</b></p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p><b>I competently use the internet as a search tool.</b></p> <p><b>I reference information sources.</b></p> <p><b>I use appropriate strategies for finding, critically evaluating, validating and verifying information.</b></p> <p><b>E.g. using different key words, skim reading to check relevance of information, cross checking with different websites or other non-ICT resources.</b></p> <p><b>I use knowledge of the meaning of different domain names and common website extensions.</b></p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs, work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p><b>I design a solution by breaking a problem up.</b></p> <p><b>I recognise that different solutions can exist for the same problem.</b></p> <p><b>I use logical reasoning to detect errors in algorithms.</b></p> <p><b>I use selection in programs.</b></p> <p><b>I work with variables.</b></p> <p><b>I explain how an algorithm works.</b></p> <p><b>I explore 'what if' questions by planning different scenarios for controlled devices.</b></p>	
<b>History</b>	<p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p><b>I research what it was like for children in a given period of history and present my findings to an audience.</b></p> <p><b>I talk about the impact that the Mayan civilisation had on the world.</b></p> <p><b>I explain how historic items and artefacts can be used to help build up a picture of life in the past.</b></p>		<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b>I research what it was like for children in a given period of history and present my findings to an audience.</b></p> <p><b>I talk about the impact that one of these periods of history had on the world.</b></p> <p><b>I use research skills to find answers to specific historical questions about our locality.</b></p> <p><b>I appreciate how our locality today has been shaped by what happened in the past.</b></p> <p><b>I explain how historic items and artefacts can be used to help build up a picture of life in the past.</b></p>			
<b>Geography</b>	<p>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.</p> <p><b>I use an atlas by using the index to find places.</b></p>	<p>Suggest questions for investigating primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale, contrasting and distant places.</p> <p>Collect and record evidence unaided.</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p> <p>Use 8 compass points confidently and accurately.</p> <p>Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</p> <p>Locate places on a world map.</p> <p>Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p> <p>Use atlas symbols.</p>	<p>Use/recognise OS map symbols.</p> <p>Follow a short route on an OS map. Describe features shown on OS map.</p> <p>Use 4 figure co-ordinates confidently to locate features on a map.</p> <p><b>I use some basic Ordnance Survey map symbols.</b></p> <p><b>I use Ordnance Survey symbols and 6 figure grid references.</b></p> <p><b>I explain how time zones work and calculate time differences around the world.</b></p>			

		<p>Use a scale to measure distances Draw/use maps and plans at a range of scales</p> <p><b>I name and locate many of the world's most famous mountainous regions.</b> <b>I use an atlas by using the index to find places.</b> <b>I describe how some places are similar and dissimilar in relation to their human and physical features.</b> <b>I name the largest desert in the world and locate desert regions in an atlas.</b></p>				
<b>PSHE</b>	<p><b>Being me in my World</b> I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>	<p><b>Celebrating choices</b> I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>	<p><b>Dreams and Goals</b> I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place.</p>	<p><b>Healthy Me</b> I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual or others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>	<p><b>Relationships</b> I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose someone special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p>	<p><b>Changing Me</b> I can describe how a baby develops from conception through the nine months of pregnancy and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>
<b>RE Sheffield SACRE Syllabus 2019</b>	<p><u>Teachings, wisdom and authority</u> I respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them. I consider why some texts from the Torah, the Bible and the Qu'ran are sources of wisdom in different communities. I can express thoughtful ideas about what is right or wrong after considering the Ten Commandments and the Five Precepts.</p> <p><b>RE Week</b></p>		<p><u>Religion, family and community</u> I investigate aspects of religious community life. I express some of my own commitments in a creative way. I list and describe similarities and differences between the ways different communities show they belong. I use local and national census statistics to develop my understanding of the religious plurality of my locality and of Britain today. I discuss and apply ideas from different religious codes for living to compile a charter of my own moral values.</p>		<p><u>Beliefs in action in the world</u> I discover and explore what Jewish people, Humanists and Christians teach about we can all live together for the wellbeing of each other. I apply my ideas about Justice and fairness to the work of three development charities. I write persuasively about the reasons why members of different religions and beliefs try to help people who are vulnerable.</p>	
<b>Art</b>	<p>Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p><b>I explain why I have used different tools to create art.</b> <b>I overprint to create different patterns.</b> <b>I use a range of e-resources to create art.</b></p> <p><b>Studying art from the Mayan civilisation.</b> <b>Outcomes:</b> <b>Designing and making a Mayan mask</b> <b>Making a lino printing block to overprint a jungle background</b></p>		<p>Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p><b>Outcomes:</b> <b>Blitz skyline silhouette</b></p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history.</p> <p><b>I explain the style of my work and how it has been influenced by a famous artist.</b> <b>I explain why I have chosen specific techniques to create my art.</b></p> <p><b>Artists studied – Andy Warhol, Roy Lichtenstein</b> <b>Outcome:</b> <b>Word Pop Art</b> <b>Self Portrait</b></p>		<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history.</p> <p><b>I explain the style of my work and how it has been influenced by a famous artist.</b> <b>I explain why I have chosen specific techniques to create my art.</b> <b>I use feedback to make amendments and improvements to my art.</b></p> <p><b>Artist studied – David Hockney</b> <b>Outcome: landscape created with tints and shades</b> <b>Landscape in the style of David Hockney</b></p>
<b>Design and Technology</b>	<p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p><b>Outcomes:</b> <b>Making traditional Mayan recipes corn tortillas and hot chocolate</b></p>	<p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>select from and use a wider range of tools and equipment to perform practical tasks accurately</p>		<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, 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. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>		<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, 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.</p>

		<p>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</p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p><b>I use market research to inform my plans and ideas. I follow and refine my plans. I justify my plans in a convincing way. I show that I consider culture and society in my plans and designs. I show that I can test and evaluate my products. I explain how products should be stored and give reasons. I work within a budget. I evaluate my product against clear criteria.</b></p> <p><b>DT Week outcome: A product to sell at the Christmas Fair</b></p>		<p><b>I use market research to inform my plans and ideas. I follow and refine my plans. I justify my plans in a convincing way.</b></p> <p><b>Outcome: Designing and making a mechanical toy.</b></p>		<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p><b>I use market research to inform my plans and ideas. I follow and refine my plans. I justify my plans in a convincing way. I show that I consider culture and society in my plans and designs. I show that I can test and evaluate my products. I explain how products should be stored and give reasons. I work within a budget. I evaluate my product against clear criteria.</b></p> <p><b>STEM project – designing and setting up their own restaurant business</b></p>
<b>PE</b>	Basketball and sports hall athletics	Hockey and Gymnastics	Dance and gymnastics	Orienteering and Tag Rugby	Cricket and Outdoor athletics	Cricket and Rounders
<b>PE Outside agencies</b>						