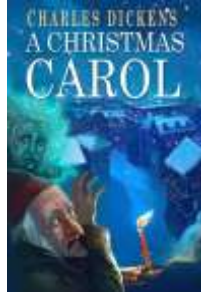
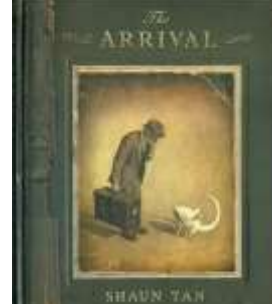
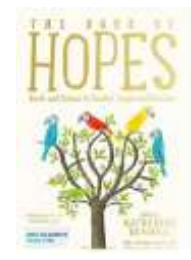
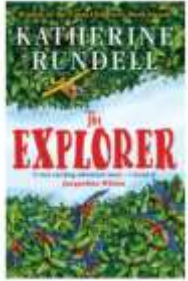
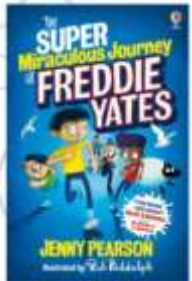
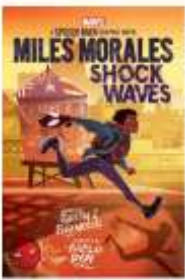
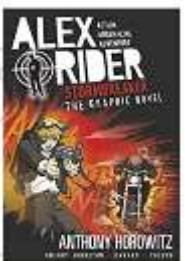
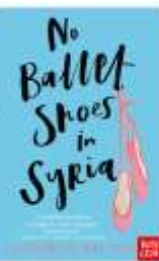
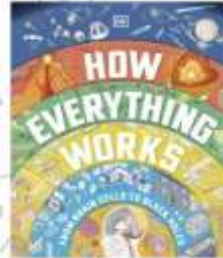
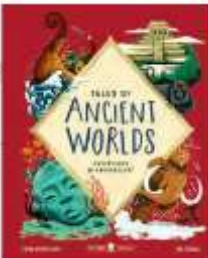
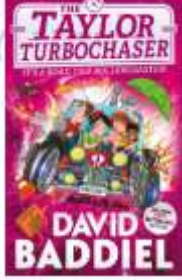
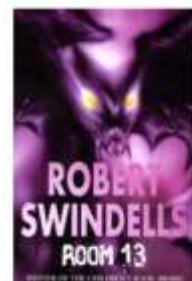
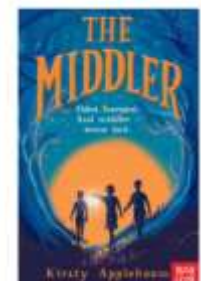
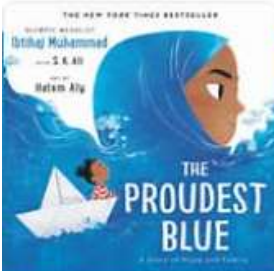
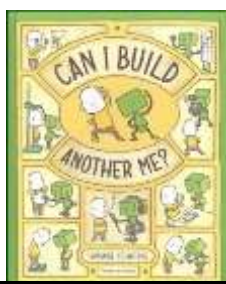
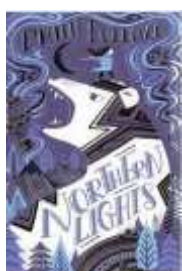
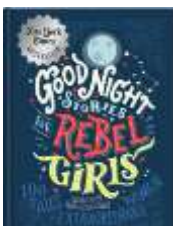
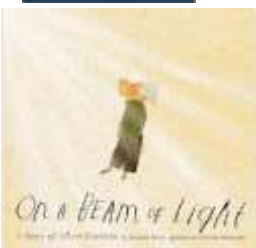
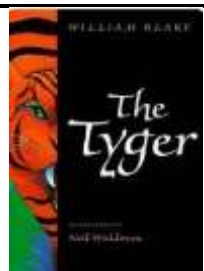


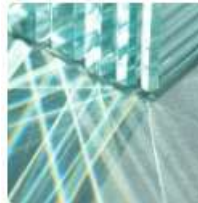
		Autumn Theme - History	Spring Theme – Geography	Summer Theme - History
Year 6	Diver Project	 Maafa In the Maafa project, your child will learn about Africa today and the ancient kingdoms that thrived on the continent for thousands of years. They will learn about the origins of the transatlantic slave trade in the 15th century and Britain’s involvement from the time of Elizabeth I, when John Hawkins became the first British slave trader. Your child will understand the structure of the transatlantic slave trade and the consequences of enslavement for enslaved people. They will also discover how the people of Britain benefited from the money and goods produced by the slave trade. They will learn about the causes and consequences of the abolition of slavery in the 19th century, the worldwide African diaspora and the European colonisation in Africa. They will explore the lives and actions of black people in 20th century Britain. They will understand how the Race Relations Act of 1965 became the first piece of British legislation to tackle racial discrimination and know that the Equality Act 2010 provides people with protection against racism and other forms of discrimination, today. Your child will also explore the lives of black people who have made significant contributions to Britain and will celebrate black culture in Britain today.	 Frozen Kingdoms In the Frozen Kingdoms project, your child will learn about the regions of the Arctic and Antarctic. They will learn about the similarities and differences between these two regions, including the climate, landscape and natural resources. They will learn how to use grid references, lines of latitude and longitude, contour lines and symbols to identify the geographical locations of the Arctic and Antarctic, and how these, along with the tilt of the Earth, affect day length and warmth. They will investigate polar oceans to learn how they differ from other oceans on Earth and how climate change increases Earth's temperature and leads to rising sea levels. They will learn about the indigenous people of the Arctic, including how their lives have changed over time, and about the positives and negatives of tourism in Antarctica. They will also learn about classifying animals, animal adaptations and evolution, and polar exploration and discovery.	 Britain at War In the Britain at War project, your child will learn about the main causes of the First World War and which countries were the major players. They will investigate why so many men volunteered to fight and then sequence the events at the start of the war. Using various sources of evidence, the children will learn about life in the trenches and the consequences of new weaponry. They will listen to first-hand accounts of life on the home front and evaluate the impact of war on everyday life. They will also discover the events that led to the Allied Powers’ victory and the consequences of the Treaty of Versailles. The children will also learn about the causes and main events of the Second World War. They will find out how Britain prepared itself for war and the war’s impact on civilian life. They will learn about the Battle of Britain and how it proved to be a key turning point for the Allied Powers. They will also hear about Anne Frank and discover what her story tells us about the treatment of Jewish people by the Nazi Party. The children will research the causes and consequences of the end of the Second World War and investigate the legacy of the wars in Britain. Closer to home, the children will research the life of a local First World War hero who sacrificed their life fighting for Britain. They will also investigate the legacy of these global conflicts in the post-war period.
	Innovate	Black people have been living in Britain since the Roman times. There are many black Britons who have achieved amazing things, overcoming racial and social barriers to promote change and empower others. Your task is to help others to understand and appreciate their stories. Choose an inspirational black Briton, research their life and achievements and create a historical report that explains the impact that they had on life in Britain and beyond. Let's get started! Write a historical report about your chosen inspirational black Briton. I can articulate the significance of a historical person, event, discovery or invention in British history. I can describe the causes and consequences of a significant event in history. I can ask perceptive questions to evaluate an artefact or historical source. I can think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance. I can recognise how a place is enriched by the diversity of the people that live there.	You have been asked to write a magazine article for ‘Pole to Polar’, a company specialising in Arctic Circle cruises. You will need to use your knowledge of the polar region and further online research to ensure that your article is interesting and informative. Let's get started! Write a magazine article about aspects of the Arctic Circle, for ‘Pole to Polar’. I can identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night). I can identify how animals and plants are adapted to suit their environment, such as giraffes having long necks for feeding, and that adaptations may lead to evolution. I can use and construct classification systems to identify animals and plants from a range of habitats. I can explain how humans function in the place they live. I can compare and describe physical features of polar landscapes. I can assess the effectiveness of their own and others’ writing, proposing and making changes to spelling, grammar, vocabulary and punctuation to enhance effects and clarify meaning. I can choose between formal and informal language, depending on the situation	You are local historians who want to make a digital memorial book to commemorate some of the people from your area who died during conflict. You need to collect evidence from a wide variety of sources to find out about the life of one person who is named on a local war memorial. You then need to use the evidence to create an entry for your chosen person in a digital memorial book. Let's get started! Write an entry for a local serviceman or woman who died in the First World War in a digital memorial book. I can articulate the significance of a historical person, event, discovery or invention in British history. I can ask perceptive questions to evaluate an artefact or historical source. I can evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society. I can present an in-depth study of a local town or city, suggesting how to source the required information. I can describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice. I can describe the causes and consequences of a significant event in history.
	Memorable Experiences (Trips and Visits) Engage	Bikeability training WW2 Visitor (Those History People)	Colchester Zoo – Adaptations Maafa experience	Residential Duxford Imperial War Museum Local settlement patterns enquiry CPR Basic Life Skills training

Curriculum 23/24 – Year 6 Cornerstones

	Linked Book Study	 Freedom by Catherine Johnson An enslaved Jamaican boy is separated from his family and taken to work in England. His owners, the Barratts, treat him cruelly, but he is determined to escape and earn the money needed to buy his family's freedom. While in London, he attends the <i>Zong</i> slave ship's court hearing and learns about the horrors that took place on board.			 The Wolf Wilder by Katherine Rundell Feo and her mother, Marina, live alone in the snowbound woods of Russia. They are wolf wilders (people who teach tamed wolves to live in the wild). When an infamous Russian general arrests Marina, Feo sets off on a quest to save her. With the help of her trusted wolves and a runaway Russian soldier, Feo travels across the frozen landscape and is swept up in the beginnings of a revolution.			 Goodnight Mister Tom by Michelle Magorian Just before the outbreak of the Second World War, Willie Beech, a thin, withdrawn eight-year-old boy, is evacuated from London. He is placed with a gruff widower called Tom Oakley, who has been a recluse since the death of his wife and child 40 years earlier. Tom is horrified by the abuse Willie has experienced. With quiet authority, patience and sensitivity, Tom takes care of Willie and a bond develops between them. Gradually, Willie's physical and emotional scars begin to heal.		
	Writing	 Hansel and Gretel by Neil Gaiman. 10	 Letter to Mr Scrooge 22	 The Origin of Species by Sabina Radeva 19	 Kensuke's Kingdom Michael Morpurgo 15	 The Arrival by Shaun Tan 16	 Letters from a lighthouse Emma Carroll 18	 Greta Thunberg 18	 Thornhill Pam Smy 17	 Hope-o-potamus Greg James and Chris Greenfield. 18
	Text type	Narrative	Non-Fiction	Non-fiction	Narrative	Narrative	Non-Fiction	Non-Fiction	Narrative	Poetry
	Genre	Traditional tale	Persuasive letter	Non-chronological report	Adventure	Story	Recount	Speech	Ghost Story	Narrative poem
	Topic	Not as it seems	Bah Humbug	Adaptation	Island Adventure	Journey	Blitz	Plant rescue	Haunted	Hope
	Cross Curricular	Drama	History	Science	Art	PSHE	History	Science/ Geography	Drama	PSHE

Curriculum 23/24 – Year 6 Cornerstones

Autumn 1 STORYTIME FAVOURITES	Autumn 2 GRAPHIC NOVELS	Spring 1 THOUGHT-PROVOKING STORIES	Spring 2 TOP-NOTCH NON FICTION	Summer 1 DIVERSE AND INCLUSIVE	Summer 2 SCARY OR DYSTOPIAN READS
   	   	   	  	   	   
					
					
					

		 NCETM NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS Maths Calculating using knowledge of structures (1) Multiples of 1,000 Numbers up to 10,000,000 Draw, compose and decompose shapes	 NCETM NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS Multiplication and division Area, perimeter, position and direction Fractions and percentages	 NCETM NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS Statistics KS2 tests Ratio and proportion Calculating using knowledge of structures (2) Solving problems with two unknowns Order of operations Mean average Teachers should check what their pupils need for SATs, and dip into the post-SATs content where necessary. After SATs, these units can be covered in depth.
 Science SIGNIFICANT SCIENTIST	 Circulatory System This project teaches children about the transport role of the human circulatory system, its main parts and their primary functions. They learn about healthy lifestyle choices and the effects of harmful substances on the body. I can choose an appropriate approach to recording accurate results, including scientific diagrams, labels, timelines, classification keys, tables, models and graphs (bar, line and scatter), linking to mathematical knowledge.	 Electrical Circuits and Components This project teaches children about electrical circuits, their components and how they function. They recognise how the voltage of cells affects the output of a circuit and record circuits using standard symbols. It also teaches children about programmable devices, sensors and monitoring. They combine their learning to design and make programmable home devices. Design and make a programmable home device I can develop design criteria for a functional and appealing product that is fit for purpose, communicating ideas clearly in a range of ways. I can identify how a new piece of software or an app can increase creativity. I can understand and use electrical circuits that incorporate a variety of components (switches, lamps, buzzers and motors) and use programming to control their products. I can use a sensor to monitor an environmental variable, such as temperature, sound or light. I can demonstrate how their products take into account the safety of the user. I can demonstrate modifications made to a product as a result of ongoing evaluation by themselves and to others.	 Light Theory This project teaches children about the way that light behaves, travelling in straight lines from a source or reflector, into the eye. They explore how we see light and colours, and phenomena associated with light, including shadows, reflections and refraction. I can independently decide which observations to make, when and for how long and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect.	 Evolution and Inheritance This project teaches children how living things on Earth have changed over time and how fossils provide evidence for this. They learn how characteristics are passed from parents to their offspring and how variation in offspring can affect their survival, with changes (adaptations) possibly leading to the evolution of a species. I can ask and answer deeper and broader scientific questions about the local and wider world that build on and extend their own and others' experiences and knowledge. I can choose an appropriate approach to recording accurate results, including scientific diagrams, labels, timelines, classification keys, tables, models and graphs (bar, line and scatter), linking to mathematical knowledge.
	I can ask and answer deeper and broader scientific questions about the local and wider world that build on and extend their own and others' experiences and knowledge. I can plan and carry out a range of enquiries, including writing methods, identifying and controlling variables, deciding on equipment and data to collect and making predictions based on prior knowledge and understanding. I can independently decide which observations to make, when and for how long and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect. I can take accurate, precise and repeated measurements in standard units, using a range of chosen equipment. I can report on and validate their findings, answer questions and justify their methods, opinions and conclusions, and use their results to suggest improvements to their methodology, separate facts from opinions, pose further questions and make predictions for what they might observe.			

	 Colour and Style This project revisits learning about colour theory, including primary, secondary, tertiary, complementary, analogous, warm and cool colours, hues, tints, shades and tones. They learn about the use of colour in four art movements before using this knowledge to create a painting with personal meaning. Create a landscape painting I can draw or paint detailed landscapes that include perspective. I can adapt and refine artwork in light of constructive feedback and reflection	 Trailblazers, Barrier Breakers This project teaches children about significant black artists and their work, and provides opportunities to analyse and create artwork inspired by them. Create a piece of inspired artwork I can create innovative art that has personal, historic or conceptual meaning. I can explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.	 Inuit This project teaches children about the Inuit way of life, including some of their cultural and artistic traditions. Make a stencil print using carefully selected colour compositions I can create innovative art that has personal, historic or conceptual meaning. I can adapt and refine artwork in light of constructive feedback and reflection.	 Bees, Beetles and Butterflies This project teaches children about sketchbooks, observational drawing, mixed media collage and Pop Art. They consolidate their learning to make a final piece of artwork inspired by bees, beetles or butterflies. Revisit sketchbook work to create an insect-inspired artwork I can create innovative art that has personal, historic or conceptual meaning. I can adapt and refine artwork in light of constructive feedback and reflection.	 Distortion and Abstraction This project teaches children about the concepts of abstraction and distortion. They study the visual characteristics of abstraction and create a musically-inspired, abstract painting. Create a piece of abstract art in the Orphism style I can create innovative art that has personal, historic or conceptual meaning. I can adapt and refine artwork in light of constructive feedback and reflection.	 Environmental Artists This project teaches children about the genre of environmental art. They study how artists create artwork that addresses social and political issues related to the natural and urban environment. Children work collaboratively to create artwork with an environmental message. Create a piece of environmental art I can create innovative art that has personal, historic or conceptual meaning. I can create art inspired by or giving an environmental message. I can select, use and combine a variety of software, including internet services, to meet a goal.	
	 SIGNIFICANT ARTIST Traditional Modern Contemporary	Claude Monet Peter Graham Max Liebermann Robert Spencer Joseph Mallord William Turner..	Edmonia Lewis c1844–1907 Henry Ossawa Tanner 1859–1937, Augusta Savage 1892–1962 Gordon Parks 1912–2006 Elizabeth Catlett 1915–2012 Yinka Shonibare 1962–present Barbara Walker 1964–present Hurvin Anderson 1965–present Chris Ofili 1968–present Turgo Bastien 1968–present.	Kenojuak Ashevak Jessie Oonark Karoo Ashevak David Ruben Piqtoukun Lucy Tasseor Tutsweetak Pitseolak Ashoona	Lucy Arnold Andy Warhol	Robert Delaunay Sonia Delaunay Untitled work by Wassily Kandinsky, 1910 Senecio (Old Man) by Paul Klee, 1922 Face No. 6 by Sebastian Bieniek, 2015	Olafur Eliasson Edith Meusnier Chris Jordan John Akomfrah.
	Design & Technology /Nutrition  SIGNIFICANT DESIGNERS/ENGINEERS ErS	 Food for Life This project teaches children about processed food and healthy food choices. They make bread and pasta sauces and learn about the benefits of whole foods. They plan and make meals as part of a healthy daily menu, and evaluate their completed products. Design a healthy day’s meal for an 11-year-old I can plan a healthy daily diet, justifying why each meal contributes towards a balanced diet. I can follow a recipe that requires a variety of techniques and source the necessary ingredients independently. I can demonstrate modifications made to a product as a result of ongoing evaluation by themselves and to others.	 Engineer This project teaches children about remarkable engineers and significant bridges, learning to identify features, such as beams, arches and trusses. They complete a bridge-building engineering challenge to create a bridge prototype. Create a bridge prototype I can develop design criteria for a functional and appealing product that is fit for purpose, communicating ideas clearly in a range of ways. I can choose the best materials for a task, showing an understanding of their working characteristics. I can demonstrate modifications made to a product as a result of ongoing evaluation by themselves and to others.	 Make Do and Mend This project teaches children a range of simple sewing stitches, including ways of recycling and repurposing old clothes and materials. Apply sewing techniques to create a bookmark, pin cushion or pencil case I can pin and tack fabrics in preparation for sewing and more complex pattern work. I can use different methods of fastening for function and decoration, including press studs, Velcro and buttons. I can create a detailed comparative report about two or more products or inventions.			

					 Innovate Geography revision and retrieval practice Geographical enquiry Your child will be introduced to the geographical enquiry question, ‘What settlement patterns can we observe in our local area?’ They will identify what fieldwork resources and evidence they will need to answer the question and where they will source this information. After discussions, your child will first gather evidence from resources in the classroom before visiting the settlement to carry out fieldwork. They will be provide with a Settlement patterns enquiry recording sheet and access to maps, aerial images, online information about the settlement so they can begin to make observations and record relevant data. As they work, they will record as much information as possible to use as evidence in their final, written answer. After the initial evidence gathering, visit the local settlement. On location, your child will be provided with cameras or tablets, drawing and map making materials to gather the evidence suggested on the enquiry recording sheet. Back in the classroom, they will be asked to write a report to answer the enquiry question, which includes evidence to back up their conclusions. I can explain how humans function in the place they live. I can ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques. I can describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world.	
Geography	 Our Changing World This essential skills and knowledge project revises the features of Earth, time zones and lines of latitude and longitude to pinpoint places on a map. Children find out more about map scales, grid references, contour lines and map symbols. They learn about climate change and the importance of global trade. Children analyse data and carry out fieldwork to find out about local road safety. They study patterns of human settlements and carry out an enquiry to describe local settlement patterns.	Geography covered in the main project		Timebox 4 Short fun sessions to conclude build our building pupils’ chronological understanding with additional material on Victorians in preparation for KS3.		
						
PSHE	Me and My Relationships Assertiveness Cooperation Safe/unsafe touches Positive relationships	Valuing Difference Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Keeping Myself Safe Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Rights and Responsibilities Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Being my Best Aspirations and goal setting Managing risk Looking after my mental health	Growing and Changing Coping with changes Keeping safe Body Image Sex education Self-esteem
Wellbeing	 Zones of Regulation In the project, children learn about good coping and regulation strategies to create a toolkit so they can help themselves when they experience anxiety and stress. They will think and talk about how they feel using four colours to help them self-identify how they’re feeling. Wonderful me! Our social media selves In this project, pupils learn and consider why people may present their life in a different way on social media and the impact this can have on other people.	 Connect: Community In this project, pupils explore how people can connect as a community and how they can impact their own community in a positive way. People around me: Resolving conflict and compromising In this project, pupils learn about how conflict can arise and the steps that can be taken to resolve it or prevent it by creating a resolution guide.	 Move: Brain breaks In this project, pupils explore the relationship between physical activity and improved concentration. Relaxation: Mindfulness In this project, pupils understand how different relaxation strategies can be used in differing situations by completing a mindfulness activity that involved creating a booklet with useful tips and advice.	 Take notice: Myself In this project, pupils learn about strategies for self-care. Meaning and purpose: What can I be? In this project, by pondering the different meanings of the question ‘What do I want to be when I grow up?’, pupils focus on what is important to make this possible.	 Give: Apologising In this project, pupils learn how to provide an authentic apology and how this can impact another person’s feelings. Healthy body, healthy brain: Taking responsibility for my health In this project, pupils consider how to look after an individual’s physical and emotional well-being, along with the other aspects that need to be maintained to stay healthy.	 Discover: Goal setting In this project, pupils learn to set goals and exploring what can help achieve them. Resilience: Resilience toolbox In this project, pupils reflect on the different resilience strategies that stem from past experiences to help create a resilience toolbox to help prepare for any challenges in the future.

	Religious Education	How and why does religion bring peace and conflict? Moral philosophy: investigation of moral issues such as peace and conflict. • Christianity, Hinduism, Islam: individual, community and society: the life and work of a Christian/Muslim/Hindu individual whose faith impacted on their actions. • The impact of Christian/Muslim/Hindu teachings on daily life. • Hinduism: ahimsa: non-violence springs naturally from the Hindu belief of unity in diversity. • The impact of ahimsa on daily life, including many Hindus being vegetarian. • The role of the Muslim community in charity work as an expression of their faith. Human & Social Science	How do Buddhists explain the suffering in the world? The varying beliefs about God, the Buddha, the Four Noble Truths, the cycle of birth, death and rebirth and the Five Precepts. • The use of Jakata Tales as a source of moral guidance. • The different views about the nature of knowledge, meaning and existence. • Buddhist perspectives on moral issues and consideration of the consequences of action in relation to Karma. Theology	What does it mean to be human? Is being happy the greatest purpose in life? • St. Augustine's ideas on sin as a defect rather than an effect - referring to Socrates and Plato's work stating that ignorance is the cause of sin. • Theological understandings of right and wrong - viewing St. Augustine's ideas about 'bodily desires' overthrowing the soul's desire to be virtuous. • Moral issues such as poverty and wealth, peace and conflict or justice and injustice - looking at Christian attitudes to suffering after St. Augustine's <i>City of God</i> in which he argues that suffering in this life is of little consequence when considering the Last Judgement. • Humanist use of empathy and reason when making moral decisions rather than thinking about sin and the afterlife. • The work of Jeremy Bentham and John Stuart Mill on Utilitarianism. Philosophy	Creation or science: conflicting or complementary? Creation: Christian belief that humans are made in God's image, by God. • Theistic Evolution: Awareness of the relationship between the Genesis narratives and scientific explanations. • Scientific Theory: The Big Bang Theory. • Textual theology: consideration of the genre of Genesis. • Logic: debates about whether some things can be proven. Theology	How do beliefs shape identity for Muslims? The ways in which the Qur'an and Hadith form a source of authority. • Key distinctions between the three main Muslim traditions (Sunni, Shia and Sufi). • Muslim perspectives on moral issues including the idea of 'intention'. • The role of the Masjid (mosque). • The significance and impact of Five Pillars of Islam. • The importance of Ramadan, the two Eid festivals and Jummah Prayers. Human & Social Science
		 Multi	 Buddhist	 Christian, Humanist	 Christian, Humanist	 Muslim

Year 6	Music	 Unit 3: South America (Instrumental Lessons) (5 Lessons) In this project, pupils learn about the history and features of Latin America music, performing a salsa style song and playing from staff notation; performing a mini carnival using a range of performance techniques including song, dance, tuned and untuned musical instruments.  To know the history and key features of salsa music.	 Unit 4: Indonesia (Instrumental Lessons) (5 Lessons) In this project, pupils discover the features of gamelan music including the Slendro scale and cyclical rhythmic patterns, identifying traditional gamelan instruments, learning about the concept of an octave, exploring how different timbres are used in gamelan music  To know the history and key features of gamelan music.	 Theme and variation (Theme: Pop Art) (5 Lessons) In this project, pupils explore the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments  To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.	 Composing and performing a leavers song (6 Lessons) In this project, pupils create their own leavers' song personal to their experiences as a class; listening to and critiquing well known songs, writing the lyrics,, exploring the concept of the four chord backing track and composing melodies.	 Film Music (optional) (5 Lessons) In this project, pupils explore and identify the characteristics of film music. Creating a composition and graphic score to perform alongside a film.
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Physical Education	 Football (6 Lessons) Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees	 Tennis (6 Lessons) Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work co-operatively with others as well as independently, they are able to lead and officiate showing honesty and fair play whilst abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.	 Tag Rugby (6 Lessons) In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.	 Yoga (6 Lessons) Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.	 Dodgeball (6 Lessons) Dodgeball is a target game. In this unit pupils improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and suggest improvements to their own and others' performances.	 Basketball (6 Lessons) In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances	 Hockey (6 Lessons) In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other's performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self managing games.	 Fitness (6 Lessons) In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve on their personal fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have	 Athletics (6 Lessons) In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: long distance running, short distance running, triple jump, discus and shot put.	 Netball (6 lessons) Netball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In netball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.	 Rounders (6 Lessons) Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.	 Golf (6 Lessons) Golf is a target game. As in all target games, in this unit, pupils will explore and develop their accuracy of aiming at a target. In golf, pupils do this using a club. Pupils will develop their understanding of techniques to use over long and short distances. They will have opportunities to apply their skills and knowledge in a range of challenges working individually and with others in both co-operative and competitive environments. Pupils will observe and recognise improvements for their own and others' skills
	Computing	 Online Safety (5 lessons: 1, 2, 4, 5 and 6) In this project, pupils learn to deal with issues online; about the impact and consequences of sharing information online; how to develop a positive online reputation; combating and dealing with online bullying and protective passwords.	 Computing Systems and Networks: Bletchley Park (3 lessons: 1-3) In this project, pupils discover the history of Bletchley and learning about code breaking and password hacking. Demonstrating digital literacy skills by creating presentations.	 Programming: Introduction to Python (4 lessons: 1-4) Using the programming language 'Python', in this project, pupils create designs and art. Learning how to create loops and nested loops to make their code more efficient.	 Data handling 2: Big Data 2 (4 lessons: 1,2,4 and 5) Understanding data usage through the use of mobile data vs WiFi, the Internet of Things, and big data. Identifying high/low data activities and preparing presentations on using Big Data/IoT to improve school efficiency while respecting privacy.	 Data Handling 1: Big Data 1 (4 lessons: 1, 3, 4 and 5) In this project, pupils identify how barcodes and QR codes work. Learning how infrared waves are used for the transmission of data while recognising the uses of RFID..	 Creating Media: History of computers (4 lessons: 1,3,4 and 5) In this project, pupils write, record and edit radio plays set during WWII, learning about how computers have evolved					

Curriculum 23/24 – Year 6 Cornerstones

	French		 French sport and the Olympics (6 lessons) In this project, conjugating the verb ‘aller’- to go, identifying correct prepositions, learning sports vocabulary and how to express preferences plus the infinitive.	 In my French house (5 lessons) In this project, Learning how to describe a house - the different rooms and who lives there. Learning about prepositions to explain where items are arranged in their bedrooms.	 Planning a French holiday (5 lessons) In this project, pupils learn to use a combination of present and near-future tenses, and becoming familiar with holiday-related vocabulary around packing a suitcase and planning a journey.	 Visiting a town in France (5 lessons) In this project, pupils learn directional and transport vocabulary and prepositional phrases, practising giving opinions and talking about a trip to France.
	SMSC Events Calendar 2023/2024	September 15th International Day of Democracy September 26th European Day of Languages Black History Month: October 2023 October 16th – 22nd Recycle Week November 6th -12th UK Parliament Week Remembrance Day: 11 November 2023 Anti-Bullying Week: 13-17 November 2023 November 17th Children In Need November 19th – 25th Road Safety Week December 7th Christmas Jumper Day	January 15th Martin Luther King Day January 21st World Religion Day February2024 LGBT+ History Month February 5th – 11th Children’s Mental Health Week Safer Internet Day: 6 February 2024 Chinese New Year: 10 February 2024 World Book Day: 7 March 2024 British Science Week: 8-17 March 2024 Shakespeare Week: 18-24 March 2024 March 22nd World Water Day Holi Festival: 24 March 2024 April 2nd World Autism Awareness Day	April 15th World Art Day April 22nd Earth Day Mental Health Awareness Week: 13-20 May 2024 May 20th-25th Walk to School Week May 21st World Day for Cultural Diversity June 2024 Pride Month June 5th World Environment Day June 8th World Ocean Day June 10th – 14th Healthy Eating Week June 16th – 22nd World Refugee Week June 21st World Music Day July 12th Malala Yousafzai’s Birthday		