



WILLOW WOOD PRIMARY SCHOOL

Foundation Subjects

Medium Term Planning and Assessment Guide

YEAR 6

ART
COMPUTING & AI
DESIGN TECHNOLOGY
FRENCH
GEOGRAPHY
HISTORY
MUSIC
PE
PSHE & RSE
RE

***Statements in bold are taken directly from NC documents. Statements not in bold are skills we think are important for the topic.**

Key art skills to be taught across all topics and considered when making an assessment judgement include:

Aims	
	Produce creative work, exploring their ideas and recording their experiences.
	Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
	Evaluate and analyse creative works using the language of art, craft and design.
	Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms.

Portraits	Term 1
	To create sketch books to record their observations and use them to review and revisit ideas.
	Improve the mastery of art and design techniques including drawing, painting and sculpture with a range of materials (pencil, charcoal, paint, pastels, clay etc)
	Learn about great artists, architects and designers in history.
	Compare and comment on the ideas, methods and approaches in the work of other portrait artists eg portraits through history.
	Use a range of media to create portraits of historical figures, popular personalities, friends etc applying the techniques observed in the work of others.
	Create portraits with increasing accuracy in likeness to the subject. (key skills – recap all skills so far and applying them to their portraits)
	To adapt their work according to their views and describe how they might develop it further.

Observational Drawing	Term 2
	To create sketch books to record their observations and use them to review and revisit ideas.
	Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials.
	Access a range of stimuli to record visual information and ideas eg internet, books, video, pictures, photographs etc
	Question and make thoughtful observations relating to their chosen animal and decide upon a starting point for their work.
	To apply all previous skills in developing a piece of observational art incorporating colour rendering. (key skill colour rendering)
	To develop and demonstrate critical awareness of their own and others' work.
	To adapt their ideas within the constraints of which materials are available.
	To be able to identify and describe ways to develop their work further.

Warhol	Term 3 Q – How did Warhol reflect modern culture in his work?
	Create sketch books to record their observations and use them to review and revisit ideas.
	Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials.
	Learn about great artists, architects and designers in history.
	Make careful observations of the work of Warhol and understand what made it distinctive.
	Identify the iconic work of Warhol and use the internet to look around interactive galleries etc.
	Producing paintings in the style of Warhol eg iconic images such as Campbells soup tin etc
	To produce a painting of a famous person / object etc in the style of Warhol.
	To adapt their work according to their views and describe how they might develop it further.

Term 1	Below Expectation	At Expectation	Above Expectation

Term 2	Below Expectation	At Expectation	Above Expectation

Term 3	Below Expectation	At Expectation	Above Expectation

Key computing skills to be taught across all topics and considered when making an assessment judgement include:

Aims	
	Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
	Analyse problems in computational terms and have repeated practical experience of writing computer programs in order to solve problems.
	Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
	Are responsible, competent, confident and creative users of information and communication technology.
	Demonstrate digital literacy and be able to use and express themselves and develop their ideas through information and communication technology at a level suitable for the future workplace and as active participants of the digital world.

Scratch Animation	Term 1
	Design, write and debug programmes that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
	Use sequence, selection and repetition in programs, work with variables and various forms of input and output.
	Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.
	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.
	Talk about how they made their program and justify the choice they made for both function and design.
	Devise, test and refine more effective control sequences incorporating conditional statements.

AI: Autumn 1 - How Large AI Models Work

Understand how AI uses large amounts of information to generate responses.

AI: Autumn 2 - Investigating Bias in AI Outputs

L.I: Identify bias in AI and improve prompts to make outputs fairer.

2 Go	Term 2
	Design, write and debug programmes that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
	Use sequence, selection and repetition in programs, work with variables and various forms of input and output.
	Use logical reasoning to explain how a simple algorithm works. And to detect and correct errors in algorithms and programs.
	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.
	Devise, test and refine more effective control sequences incorporating conditional statements.

AI: Spring 1 - Spotting Deepfakes

Identify signs that media may be fake or manipulated.

<i>iMovie</i>	Term 2
	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.
	Cut, trim and order video clips effectively to create a video project.
	Make use of transitions and special effects in video editing software, understanding the effect they have on the audience.

AI: Spring 2 - AI for Research
Use AI to support research while checking accuracy.

<i>Pop Art Photo Editing</i>	Term 3
	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.
	Acquire, store and combine images from different sources, then use to enhance a presentation.
	Create images using a range of techniques to develop a particular style.
	Combine a number of images using layering and a variety of editing tools to repurpose them for a particular purpose or audience.
	Refine and make changes to images according to audience.

AI: Summer 1 - AI Ethics Debate
Form and justify opinions about the use of AI.

<i>Online Safety</i>	Term 3
	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
	Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact.
	Explain what cyberbullying is and how this can affect those being bullied.
	Explain how cyberbullying is both similar to and different to in-person bullying, and learn strategies for handling cyberbullying when it arises – including reporting through CEOP.
	Create their own problem pages or Big Brother style diary room via green screen, showing an understanding of the effects of cyberbullying – from two points of view (one where it was reported and one where it was not).

AI: Summer 2 - Secondary Ready: AI Habits for Life
Apply safe and responsible AI habits in real-life situations.

Term 1	Below Expectation	At Expectation	Above Expectation

Term 2	Below Expectation	At Expectation	Above Expectation

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Key design and technology skills to be taught across all topics and considered when making an assessment judgement include:

Aims	
Use creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts considering their own and other's needs, wants and values.	
Draw on disciplines such as mathematics, science, engineering, computing and art.	
Learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.	
Develop a critical understanding of design and technology and its impact on daily life and the wider world.	
Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate effectively in an increasingly technological world.	

Making a Christmas Stocking	Children will:
	Investigate and analyse a range of existing products.
	Use research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose.
	Generate, develop, model and communicate their ideas through discussion, annotated, sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.
	Select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately.
	Select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities.
	Understand how key events and individuals in design and technology have helped shape the world.
	Be able to give clear reasons about choosing their design and construction methods
	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Make a Controlled Vehicle	Children will:
	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.
	Generate, develop, model and communicate their ideas through discussion, annotated, sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.
	Investigate and analyse a range of existing products.
	Draw an exploded diagram of a vehicle.
	Select and safely use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately.
	Select from and use a wider range of materials and components, including construction materials, textiles etc according to their functional properties and aesthetic qualities.
	Understand and use mechanical systems in their products (gears, pulleys, cams, levers and linkages etc)
	Understand and use electrical systems in their products (eg series circuits, motors etc)
	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
	Apply their understanding of computing to program, monitor and control their products.
	Understand how key events and individuals in design and technology have helped shape the world.
	Evaluate their ideas and products against their own design criteria and consider the views of others when improving their work.

Term 1	Below Expectation	At Expectation	Above Expectation

Term 2	Below Expectation	At Expectation	Above Expectation

Term 3	Below Expectation	At Expectation	Above Expectation

Aims
Understand and respond to spoken and written language from a variety of authentic sources.
Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions and continually improving the accuracy of their pronunciation and intonation.
Can write at varying length for different purposes and audience, using the variety of grammatical structures they have learnt.
Discover and develop an appreciation of a range of writing in the language studied.

Objectives
Listen attentively to spoken language and show understanding by joining in and responding.
Explore the patterns and sounds of language through songs, rhymes and link to spelling, sound and meaning of words.
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
Speak in sentences, using familiar vocabulary, phrases and basic language structures.
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
Present ideas and information orally to a range of audiences.
Read carefully and show understanding of words, phrases and simple writing.
Appreciate stories, songs, poems and rhymes in the language.
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through a dictionary.
Write phrases from memory, and adapt these to create new sentences to express ideas clearly.
Describe people, places, things and actions orally and in writing.
Understand basic grammar appropriate to the language being studied, including feminine and masculine etc.

Unit 7	Children will:
	Know numbers 1 - 100
	Be able to tell the time on the hour and half past the hour.
	Learn $\frac{1}{4}$ past (et quart) and $\frac{1}{4}$ to (moins le quart)
	Read, write and translate times on the hour.
	Revise how analogue times on the hour are abbreviated in French eg 1h, 2h etc
	Learn the verbs to describe daily routines.
	Introduce the terms qu'est-ce qu'il / elle fait? and reply with il / elle....
	Sing French songs which contain time references.
	Practise reading and translating a French text.
	Learn the names of classroom subjects.
	Link a school subject with the time of day.
	To learn how to ask each other their opinions.
	Read and write sentences using new vocabulary accurately.
	Link French with maths by constructing a bar chart with a tally chart.
	Learn the names of different types of transport.

Unit 8	Children will:
	Learn the vocabulary for different drinks / snacks / ice-cream and the different flavours.
	Understand the difference between un / une /des
	Learn how to politely ask for a drink / ice-cream in a shop / café.
	Revise j'aime and j'en'aime pas tu aimes?
	Draw a bar chart of favourite drinks (maths link)
	Revise masculine and feminine nouns.
	Learn the vocabulary to use when at the bakers.
	Practice asking politely for items in a shop.
	Recognise that the European currency is Euros and begin to understand prices show in Euros.
	Learn how to shop using Euros.
	Read and translate sentences.
	Plan and write a party menu (Literacy Link)
	Read and understand stories written in French.
	To work out the cost of their party in Euros (maths link)

Term 1	Below Expectation	At Expectation	Above Expectation

Term 2	Below Expectation	At Expectation	Above Expectation

Term 3	Below Expectation	At Expectation	Above Expectation

Key Geography skills to be taught across all topics and considered when making an assessment judgement include:

Aims	
	Have curiosity and fascination about the world and its people.
	Have knowledge of diverse places, people, resources and natural and human processes.
	Deepen knowledge of the interaction between physical and human processes and of the formation and use of landscapes and environments.
	Develop contextual knowledge of the location of globally significant places- both terrestrial and marine – including the human and physical characteristics.
	Understand the processes that give rise to key physical and human geographical features of the world and understand how these are interdependent and how they bring about spatial variation and change over time.
	Able to collect, analyse and communicate with a range of data gathered through the experience of fieldwork that deepen their understanding of geographical processes.
	Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems.
	Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Natural Disasters	Term 1 Children will: Q – Why are natural disasters actually important for the environment?
	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.
	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, The Prime / Greenwich Meridian and time zones (including day and night).
	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region of a European country and a region within North or South America.
	Describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
	Describe and understand key aspects of: human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.
	Use maps, atlases, globes and digital / computer mapping to locate countries and describe the features studied.
	Use the 8 points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey Maps) to build their knowledge of the wider world.
	Explain why the 'Ring Of Fire' is the most active place in the World for volcanic action.
	Identify the different parts of a volcano.
	Identify a natural disaster using pictorial evidence.
	Understand plate-tectonics and why earthquakes occur.
	Explain the effects of natural disasters on the human and physical geography of a country and the people living there.
	Identify the difference between fact and opinion when reading accounts of natural disasters.
WWII Europe	Term 2 Children will: Q – In what order did Germany invade different countries and why was this important? Why was it harder to invade Britain?
	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.

	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region of a European country and a region within North or South America.
	Describe and understand key aspects of: human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.
	Use maps, atlases, globes and digital / computer mapping to locate countries and describe the features studied.
	Use the 8 points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordinance Survey Maps) to build their knowledge of the wider world.
	Identify the countries involved in WWII on a map of Europe.
	Use a colour key to identify countries on a European map.
	Be able to name the capital cities and seas around countries of the E.U.

WILLOW WOOD PRIMARY		FOUNDATION SUBJECTS	ASSESSMENT	SUBJECT	GEOGRAPHY	YEAR 6
Term 1	Below Expectation	At Expectation		Above Expectation		
Term 2	Below Expectation	At Expectation		Above Expectation		

Key historical skills to be taught across all topics and considered when making an assessment judgement include:

Aims	
	Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
	Note connections, contrasts and trends over time.
	Develop the appropriate use of historical terms.
	Devise historically valid questions about change, cause, similarity and difference and significance.
	Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
	Understand how our knowledge of the past is constructed from a range of sources.

Victorians	Children will: Q – Why is the Victorian era so important?
	A significant turning point in British History.
	Place the Victorian era in a historical chronology and identify key people who lived at this time.
	Recognise that the Victorian era was an unsettled period in British history.
	Understand the expectations placed upon British men to fight in the army and the effects of war.
	Understand what it was like to be a poor child in Victorian times (working in factories etc)
	Develop an understanding of the working conditions for children and adults during Victorian times.
	Recognise the importance of the Factories Acts from 1833 onwards and their effect on working conditions.
	Know who Queen Victoria was and the importance of her reign.
	Research and describe traditional Victorian seaside holidays.

WWII	Children will: Q – Why was evacuation and rationing important during the war and why were these issues still a problem following the end of the war?
	A significant turning point in British History.
	Understand the effects of WWII on everyday life in the United Kingdom.
	Describe the process of evacuation and the people involved (billeting officer etc) and describe the feelings and experiences of an evacuee.
	Be able to infer the causes of rationing (focus on food) and when rationing began and came to an end.
	Be able to name some of the countries involved in WWII.
	Know the significant dates of WWII, i.e. 1939 – 1945. and the names of significant war leaders & key events / battles
	Understand of how the war affected people living in our locality, i.e North-East
	Understand how the rise of Hitler and the Nazi party led to religious and racial persecution including the Holocaust (story of Anne Frank)
	Identify the events leading up to World War II (following the end of WWI)
	Identify and understand how the war is remembered and what we do to remember those who died (Remembrance day etc)

Mayans	Children will: Q – Explain why tourists may want to visit Chichen Itza?
	Undertake a study of a non-European society that provides contrasts with British history e.g. Mayan civilisation.
	Consider similarities and differences between ancient religions and different religions today.
	Look at the characteristics of Maya gods and design their own.
	Investigate and compare the Maya number system.
	Find out what the Maya people grew and ate.

	Locate the ancient Maya cities.
	Find out what we know about the Maya from the drawings of Frederick Catherwood.

WILLOW WOOD PRIMARY		FOUNDATION SUBJECTS	ASSESSMENT	SUBJECT	HISTORY	YEAR 6
Term 1	Below Expectation	At Expectation		Above Expectation		
Term 2	Below Expectation	At Expectation		Above Expectation		
Term 3	Below Expectation	At Expectation		Above Expectation		

Aims	
Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.	
Learn to sing and use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.	
Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	

Listen and Appraise	6L1. Listen with attention to detail and recall sounds with increasing aural memory. <i>How we deliver this: Continues the increase in complexity from Year 5, asking more detailed questions and expecting more accurate recall of sounds and understanding of how the musical structures have been composed.</i>
	6L2. Understand the pulse and its role as the foundation of music, every piece of music has a pulse. <i>How we deliver this: This closes the pulse thread that runs right through the curriculum, from Year 1's 1L3 to here.</i>
	6L3. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. <i>How we deliver this: Continues our broad, diverse listening repertoire.</i>
	6L4. Develop an understanding of the history of music. <i>How we deliver this: Builds on the historical understanding work from Year 5, now with greater awareness of the social issues linking key historical periods.</i>
	6L5. Use the correct musical language to discuss confidently feelings and emotions / likes and dislikes that are linked to music. <i>How we deliver this: Builds on Year 5's work discussing feelings and preferences, now with more confidence.</i>
	6L6. Appropriately discuss the dimensions of music and how they are linked. <i>How we deliver this: Builds on Year 5's work on dynamics, texture and other dimensions, at a more sophisticated level.</i>

Singing	Children will
	6S1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <i>How we deliver this: Termly performance work, at greater complexity than Year 5.</i>
	6S2. Understand the importance of warming up their voices, good posture and projecting their voices. <i>How we deliver this: Standard practice, continuing from earlier years.</i>
	6S3. Sing songs and melodies musically. <i>How we deliver this: Building in complexity from previous year.</i>
	6S4. Have a good understanding of melody and words and their importance. <i>How we deliver this: Building in complexity, deepening melody and word understanding.</i>
	6S5. Sing together with confidence, melody and words with increasing difficulty. <i>How we deliver this: Building in complexity, increasing confidence.</i>
	6S6. Sing in two or three parts. <i>How we deliver this: Part-singing extends from Year 5's two parts to two or three parts.</i>
	6S7. Listen to a song and learn it as instructed. <i>How we deliver this: Part of repertoire learning this year.</i>
	6S8. Sing songs and melodies with greater musical understanding. <i>How we deliver this: Same repertoire work, at a more sophisticated level.</i>
	6S9. Sing in an ensemble producing a round sound, clear diction, control of pitch and a musical understanding of how two parts fit together. <i>How we deliver this: Deepens Year 5's part-singing work.</i>

Playing Instruments	Children will
	6P1. Use classroom percussion, mainly tuned, to play accompaniments and tunes to improvise and compose i.e. explore and create musical sounds. <i>How we deliver this: Directly covers our tuned classroom percussion exploration work this year.</i>
	6P2. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with accuracy, fluency and increasing control and expression. <i>How we deliver this: Termly performance work — the instrumental side. Year 6 children should be able to demonstrate how they can bring together all of the skills they have learned to play and perform their instruments with confidence.</i>
	6P3. Play differentiated parts using notated scores. <i>How we deliver this: Differentiated instrumental work, now fully notated.</i>
	6P4. Choose parts according to ability and play them musically. <i>How we deliver this: Continues from earlier work, now more streamlined as children will have developed more experience on certain instruments.</i>
	6P5. Continue to learn to play together in a band or ensemble. <i>How we deliver this: Continues from earlier years.</i>
	6P6. Continue to treat each instrument with respect and using the correct techniques to play them. <i>How we deliver this: Standard practice, continuing from earlier years.</i>
	6P7. Build on understanding the basics and foundations of formal notation. <i>How we deliver this: Staff notation should be now secure knowledge, building on all previous years.</i>
	6P8. Play easy and medium parts by ear (without reading notation) and play the easy and medium parts with notation as a learning progression when appropriate. <i>How we deliver this: Children are given the opportunity to play parts by ear and by notation, as appropriate to the material being taught.</i>
Improvising & Composing	Children will
	6C1. Improvise and compose music for a range of purposes using the inter-related dimensions of music. <i>How we deliver this: Technology-supported composing continues and deepens, as well as more free-form exploration of improvisation as a tool in various musical formats.</i>
	6C2. Use and understand staff and other musical notations. <i>How we deliver this: Staff notation work continues at Year 6 level.</i>
	6C3. Improvise using 4 or 5 notes and the pentatonic scale. <i>How we deliver this: Improvisation extends to four or five notes and the pentatonic scale.</i>
	6C4. Make up own rhythms and melodies and create their own rhythmic patterns that lead to melodies. <i>How we deliver this: Improvising and composing become more interchangeable as children become more confident in spontaneously making up rhythmic patterns and melodies that fit within composition structures.</i>
	6C5. Confidently perform their own rhythms and melodies using voice or an instrument. <i>How we deliver this: Performance element of this year's composing work.</i>
	6C6. Improvise and perform in solo and ensemble contexts. <i>How we deliver this: Ensemble improvising, building on earlier years.</i>
	6C7. Understand musical improvisation – a melody or tune that makes sense. <i>How we deliver this: The conceptual understanding underpinning this year's pentatonic improvisation work.</i>

Term 1	Below Expectation	At Expectation	Above Expectation

Term 2	Below Expectation	At Expectation	Above Expectation

Term 3	Below Expectation	At Expectation	Above Expectation

Aims	
	Develop competence to excel in a broad range of physical activities.
	Are physically active for sustained periods of time.
	Engage in competitive sports and activities.
	Lead healthy, active lives.

Dance	Children will:
	Perform dances using a range of movement patterns.
	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	Work in pairs/group, co-operating with and following others to complete work.
	With support, use specific activities to warm up and cool down for dance.
	Work creatively/imaginatively (individually, in pairs and groups) to compose motifs & structure simple dances.
	Show awareness of musical structure, rhythm, mood and phrasing when performing.
	Perform dances fluently and with control (individual, paired and group)
	Interpret different stimuli with imagination and flair.
	Take the lead when working in a group/help others to refine & structure movements & patterns

Games	Children will:
	Use running, jumping, throwing and catching in isolation and in combination.
	Play competitive games, modified where appropriate e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis and apply basic principles suitable for attacking and defending.
	Work with others in small teams to attack and defend.
	Pass, control, dribble and shoot the ball with some accuracy, when they are not under pressure.
	Apply basic principles of team play to keep possession of the ball.
	Choose/use skills, suited to the game they are playing, in a modified/small-sided version.
	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	Choose skills & tactics that meet the needs of the situation.
	Take a leading role in teams and have significant impact on the games played.

Athletics	Children will:
	Use running, jumping, throwing and catching in isolation and in combination.
	Develop flexibility, strength, technique, control and balance.
	Understand & demonstrate the difference between sprinting & distance running.
	Demonstrate a range of throwing actions with some accuracy and control.
	Choose the best pace for a running event, so that they can sustain their running and improve on a personal target.
	Show control at take-off in jumping activities.
	Show accuracy and good technique when throwing for distance
	Show good control, speed, strength & stamina when running, jumping and throwing.
	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming	On-Going
	Swim competently, confidently and proficiently over a distance of at least 25 metres.
	Use a range of strokes effectively.
	Perform safe self-rescue in different water-based situations.

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Jigsaw - Being Me in My World – Autumn 1

Lesson 1	I can identify my goals for this year, understand my fears and worries about the future and know how to express them / I know how to use my Jigsaw Journal / I feel welcome and valued and know how to make others feel the same
Lesson 2	I know that there are universal rights for all children but for many children these rights are not met / I understand my own wants and needs and can compare these with children in different communities
Lesson 3	I understand that my actions affect other people locally and globally / I understand my own wants and needs and can compare these with children in different communities
Lesson 4	I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities / I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them
Lesson 5	I understand how an individual's behaviour can impact on a group / I can contribute to the group and understand how we can function best as a whole
Lesson 6	I understand how democracy and having a voice benefits the school community / I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself

RSE Autumn Term Lesson 1

*To understand how the body changes during puberty in preparation for reproduction.

* Contains non-statutory Sex Education. Parents have the right to withdraw.

Jigsaw - Celebrating Difference– Autumn 2

Lesson 1	I understand there are different perceptions about what normal means / I can empathise with people who are different
Lesson 2	I understand how being different could affect someone's life / I am aware of my attitude towards people who are different to me
Lesson 3	I can explain some of the ways in which one person or a group can have power over another / I know how it can feel to be excluded or treated badly by being different in some way
Lesson 4	I know some of the reasons why people use bullying behaviours / I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one
Lesson 5	I can give examples of people with disabilities who lead amazing lives / I appreciate people for who they are
Lesson 6	I can explain ways in which difference can be a source of conflict and a cause for celebration / I can show empathy with people in either situation

RSE Autumn Term Lesson 2

To understand why communication is important in relationships and why consent matters before any kind of physical touch.

Jigsaw - Dreams and Goals– Spring 1

Lesson 1	I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of- school goal) / I understand why it is important to stretch the boundaries of my current learning
Lesson 2	I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these / I can set success criteria so that I will know whether I have reached my goal
Lesson 3	I can identify problems in the world that concern me and talk to other people about them / I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations

Lesson 4	I can work with other people to help make the world a better place / I can empathise with people who are suffering or who are living in difficult situations
Lesson 5	I can describe some ways in which I can work with other people to help make the world a better place / I can identify why I am motivated to do this
Lesson 6	I know what some people in my class like or admire about me and can accept their praise / I can give praise and compliments to other people when I recognise their contributions and achievements

Jigsaw – Relationships – Spring 2

Lesson 1	I know that it is important to take care of my mental health / I understand that people can get problems with their mental health and that it is nothing to be ashamed of
Lesson 2	I know how to take care of my mental health / I can help myself and others when worried about a mental health problem
Lesson 3	I understand that there are different stages of grief and that there are different types of loss that cause people to grieve / I can recognise when I am feeling those emotions and have strategies to manage them
Lesson 4	I can recognise when people are trying to gain power or control / I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control
Lesson 5	I can judge whether something online is safe and helpful for me / I can resist pressure to do something online that might hurt myself or others
Lesson 6	I can use technology positively and safely to communicate with my friends and family / I can take responsibility for my own safety and well-being

RSE Spring Term Lesson 3

*To understand how families can be formed and how a baby is conceived and begins to grow.

* Contains non-statutory Sex Education. Parents have the right to withdraw.

Jigsaw - Healthy Me– Summer 2 (During Healthy Living Week)

Lesson 1	I can take responsibility for my health and make choices that benefit my health and well-being / I am motivated to care for my physical and emotional health
Lesson 2	I know about different types of drugs and their uses and their effects on the body particularly the liver and heart / I am motivated to find ways to be happy and cope with life's situations without using drugs
Lesson 3	I understand that some people can be exploited and made to do things that are against the law / I can suggest ways that someone who is being exploited can help themselves
Lesson 4	I know why some people join gangs and the risks this involves / I can suggest strategies someone could use to avoid being pressurised
Lesson 5	I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness / I know how to help myself feel emotionally healthy and can recognise when I need help with this
Lesson 6	I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse / I can use different strategies to manage stress and pressure

RSE Spring Term Lesson 4

To understand what is appropriate and inappropriate to share, and to know what to do if something makes us feel unsafe or uncomfortable.

Term 1	Below Expectation	At Expectation	Above Expectation

Term 2	Below Expectation	At Expectation	Above Expectation

Term 3	Below Expectation	At Expectation	Above Expectation

Term 1:

Creation and science: conflicting or complementary?	Q - Creation and science: conflicting or complementary?
	Identify what type of text some Christians say Genesis 1 is, and its purpose
	Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations
	Make clear connections between Genesis 1 and Christian belief about God as Creator
	Show understanding of why many Christians find science and faith go together
	Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses
	Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views

Why do some people believe in God and some people not?	Q - Why do some people believe in God and some people not?
	Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs
	Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from
	Give examples of reasons why people do or do not believe in God
	Make clear connections between what people believe about God and the impact of this belief on how they live
	Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)
	Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging
	Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not
	Make connections between belief and behaviour in their own lives, in light of their learning

Term 2:

Why do Hindus want to be good?	Q - Why do Hindus want to be good?
	Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately
	Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc
	Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live
	Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc
	Give evidence and examples to show how Hindus put their beliefs into practice in different ways
	Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus
	Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view

What do Christians believe Jesus did to 'save' people?	Q - What do Christians believe Jesus did to 'save' people?
	Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it
	Explain what Christians mean when they say that Jesus' death was a sacrifice
	Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper

'save' people?	Show how Christians put their beliefs into practice in different ways
	Weigh up the value and impact of ideas of sacrifice in their own lives and the world today
	Articulate their own responses to the idea of sacrifice, recognising different points of view
Term 3:	
What kind of King is Jesus?	Q – What kind of King is Jesus?
	Explain connections between biblical texts and the concept of the kingdom of God
	Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations
	Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice
	Show how Christians put their beliefs into practice in different ways
	Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today
	Articulate their own responses to the idea of the importance of love and service in the world today
How does faith help when life gets hard?	Q - How does faith help when life gets hard?
	Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life
	Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences
	Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)
	Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives
	Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these
	Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own

Purple – Make sense of belief
Red – Understanding the impact
Green – Making connections

Below Expectation	At Expectation	Above Expectation

Below Expectation	At Expectation	Above Expectation

Below Expectation	At Expectation	Above Expectation

<u>Visit / Visitor</u>	<u>Term / Subject Link</u>	<u>Contact details</u>