

Year 6 English						
Key Texts based on STAT recommendations	Reading	Writing	Spelling	Grammar and Punctuation	S&L	Handwriting
<p>The Angry Aztecs by Terry Deary</p> <p>Year 6</p> <p>The Boy in the Striped Pyjamas by John Boyne</p> <p>Kensuke's Kingdom by Michael Morpurgo</p> <p>Percy Jackson and the Lightning Thief by</p>	<p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and read for a range of purposes</p> <p>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>recommending books that they have read to their peers, giving reasons for</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</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or</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 English Appendix 1</p> <p>use dictionaries to</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</p>	<p>Pupils should be taught to:</p> <p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p> <p>give well-structured descriptions, explanations and narratives for</p>	<p>to: write legibly, fluently and with increasing speed by:</p> <p>choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choose the writing implement that is best suited for a task.</p>

	<p>their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart</p> <p>§ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>§ understand what they read by:</p> <p>hearing 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</p>	<p>seen performed</p> <p>draft and write by:</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to</p>	<p>check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus. See Appendix 1 and other features by:</p> <p>using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the</p>	<p>phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2</p> <p>indicate grammatical</p>	<p>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</p>	
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	<p>inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>identifying how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p> <p>participate in discussions about books that are read to them and</p>	<p>guide the reader [for example, headings, bullet points, underlining</p> <p>evaluate and edit by:</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 the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and</p>	<p>grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>			
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	those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide	writing and choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.				
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Maths	
NUMBER - Number and Place Value Pupils should be taught to:	Notes and Guidance (non statutory)
read, write, order and compare numbers up to 10,000,000 and determine the value of each digit	Pupils use the whole number system, including saying, reading and writing numbers accurately.
use negative numbers in context, and calculate intervals across 0	
round any whole number to a required degree of accuracy	
solve number and practical problems that involve all of the above	
Number - Addition and Subtraction – Multiplication and Division Pupils should be taught to: Notes and Guidance (Non Statutory) read, write and interpret mathematical	Notes and Guidance (non statutory)
multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication	Pupils practise addition, subtraction, multiplication and division for larger numbers, using the formal written methods of columnar addition and subtraction, short and long multiplication, and short and long division (see Mathematics appendix 1). They undertake mental calculations with increasingly large numbers and more complex calculations. Pupils continue to use all the multiplication tables to calculate mathematical statements in order to maintain their fluency. Pupils round answers to a specified degree of accuracy, for example, to the nearest 10, 20, 50, etc, but not to a specified number of significant figures. Pupils explore the order of operations using brackets; for example, $2 + 1 \times 3 = 5$ and $(2 + 1) \times 3 = 9$. Common factors can be related to finding equivalent fractions
divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context	
divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context	
perform mental calculations, including with mixed operations and large numbers	
identify common factors, common multiples and prime numbers	
use their knowledge of the order of operations to carry out calculations involving the 4 operations	

<p>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p>	
<p>use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</p>	
<p>Number - Fractions (including Decimals and Percentages) Pupils should be taught to:</p>	Notes and Guidance (non statutory)
<p>use common factors to simplify fractions; use common multiples to express fractions in the same denominator</p>	<p>Pupils should practise, use and understand the addition and subtraction of fractions with different denominators by identifying equivalent fractions with the same denominator. They should start with fractions where the denominator of one fraction is a multiple of the other (for example, $\frac{1}{2} = \frac{2}{4}$) and progress to varied and increasingly complex problems. Pupils should use a variety of images to support their understanding of multiplication with fractions. This follows earlier work about fractions as operators (fractions of), as numbers, and as equal parts of objects, for example as parts of a rectangle.</p> <p>Pupils use their understanding of the relationship between unit fractions and division to work backwards by multiplying a quantity that represents a unit fraction to find the whole quantity (for example, if quarter of a length is 36cm, then the whole length is $36 \times 4 = 144\text{cm}$). They practise calculations with simple fractions and decimal fraction equivalents to aid fluency, including listing equivalent fractions to identify fractions with common denominators. Pupils can explore and make conjectures about converting a simple fraction to a decimal fraction (for example, $3 \div 8 = 0.375$). For</p>
<p>compare and order fractions, including fractions >1</p>	
<p>add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p>	
<p>multiply simple pairs of proper fractions, writing the answer in its simplest form [for example $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]</p>	
<p>divide proper fractions by whole numbers [for example $\frac{1}{3} \div 2 = \frac{1}{6}$]</p>	
<p>associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example $\frac{3}{8}$]</p>	
<p>identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places</p>	
<p>multiply one-digit numbers with up to 2 decimal places by whole numbers</p>	
<p>use written division methods in cases where the answer has up to 2 decimal places</p>	
<p>solve problems which require answers to be rounded to specified degrees of accuracy</p>	
<p>recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</p>	

	<p>simple fractions with recurring decimal equivalents, pupils learn about rounding the decimal to three decimal places, or other appropriate approximations depending on the context. Pupils multiply and divide numbers with up to two decimal places by one-digit and two-digit whole numbers. Pupils multiply decimals by whole numbers, starting with the simplest cases, such as $0.4 \times 2 = 0.8$, and in practical contexts, such as measures and money. Pupils are introduced to the division of decimal numbers by one-digit whole numbers, initially, in practical contexts involving measures and money.</p> <p>They recognise division calculations as the inverse of multiplication. Pupils also develop their skills of rounding and estimating as a means of predicting and checking the order of magnitude of their answers to decimal calculations. This includes rounding answers to a specified degree of accuracy and checking the reasonableness of their answers.</p>
<p>RATIO AND PROPORTION Pupils should be taught to:</p>	Notes and Guidance (non statutory)
<p>solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts</p>	<p>Pupils recognise proportionality in contexts when the relations between quantities are in the same ratio (for example, similar shapes and recipes). Pupils link percentages or 360° to calculating angles of pie charts. Pupils should consolidate their understanding of ratio when comparing quantities, sizes and scale drawings by solving a variety of problems. They might use the notation a:b to record their work</p> <p>Pupils solve problems involving unequal quantities, for example, 'for every egg you need 3 spoonsful of flour, $\frac{3}{5}$ of the class are boys'. These problems are the foundation for later formal approaches to ratio and proportion.</p>
<p>solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison</p>	
<p>solve problems involving similar shapes where the scale factor</p>	
<p>solve problems involving unequal sharing and grouping using</p>	
<p>MEASUREMENTS Pupils should be taught to:</p>	Notes and Guidance (non statutory)
<p>solve problems involving the calculation and conversion of</p>	<p>Pupils connect conversion (for example, from kilometres to miles) to a</p>

units of measure, using decimal notation up to 3 decimal places where appropriate	<p>graphical representation as preparation for understanding linear/proportional graphs.</p> <p>They know approximate conversions and are able to tell if an answer is sensible.</p> <p>Using the number line, pupils use, add and subtract positive and negative integers for measures such as temperature.</p> <p>They relate the area of rectangles to parallelograms and triangles, for example, by dissection, and calculate their areas, understanding and using the formulae (in words or symbols) to do this.</p> <p>Pupils could be introduced to compound units for speed, such as miles per hour, and apply their knowledge in science or other subjects as appropriate</p>
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 3 decimal places	
convert between miles and kilometres	
recognise that shapes with the same areas can have different perimeters and vice versa	
recognise when it is possible to use formulae for area and volume of shapes	
calculate the area of parallelograms and triangles	
calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm ³) and cubic metres (m ³), and extending to other units [for example, mm ³ and km ³]	
Algebra Pupils should be taught to:	
use simple formulae	<p>Pupils should be introduced to the use of symbols and letters to represent variables and unknowns in mathematical situations that they already understand, such as:</p> <ul style="list-style-type: none"> • missing numbers, lengths, coordinates and angles • formulae in mathematics and science • equivalent expressions (for example, $a + b = b + a$) • generalisations of number patterns • number puzzles (for example, what 2 numbers can add up to)
generate and describe linear number sequences	
express missing number problems algebraically	
find pairs of numbers that satisfy an equation with 2 unknowns	
enumerate possibilities of combinations of 2 variables	
GEOMETRY - Properties of shapes Pupils should be taught to: Notes and Guidance (Non Statutory) recognise and name common 2-	Notes and Guidance (non statutory)
draw 2-D shapes using given dimensions and angles	<p>Pupils draw shapes and nets accurately, using measuring tools and conventional markings and labels for lines and angles.</p>
recognise, describe and build simple 3-D shapes, including making nets	

compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons	Pupils describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements. These relationships might be expressed algebraically for example, $d = 2 \times r$; $a = 180 - (b + c)$.
illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius	
recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles	
GEOMETRY - Position and Direction Pupils should be taught to:	Notes and Guidance (non statutory)
describe positions on the full coordinate grid (all 4 quadrants) draw and translate simple shapes on the coordinate plane,	Pupils draw and label a pair of axes in all 4 quadrants with equal scaling. This extends their knowledge of one quadrant to all 4 quadrants, including the use of negative numbers. Pupils draw and label rectangles (including squares), parallelograms and rhombuses, specified by coordinates in the four quadrants, predicting missing coordinates using the properties of shapes. These might be expressed algebraically for example, translating vertex (a, b) to $(a - 2, b + 3)$; (a, b) and $(a + d, b + d)$ being opposite vertices of a square of side d .
STATISTICS Pupils should be taught to:	Notes and Guidance (non statutory)
interpret and construct pie charts and line graphs and use these to solve problems calculate and interpret the mean as an average	Pupils connect their work on angles, fractions and percentages to the interpretation of pie charts. Pupils both encounter and draw graphs relating 2 variables, arising from their own enquiry and in other subjects. They should connect conversion from kilometres to miles in measurement to its graphical representation. Pupils know when it is appropriate to find the mean of a data set.

Science					
<p>Scientific Enquiry</p> <p>Scientific Enquiry</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Use test results to make predictions to set up further</p>	<p>Living things and their habitats</p> <p>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>Give reasons for classifying plants and animals based on specific characteristics</p> <p>(Rainforest environment will be a focus)</p>	<p>Animals including humans</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</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>(Linked to SRE week/D&A week)</p> <p>Puberty and reproduction / relationships/conception and pregnancy</p> <p>Preventing early use</p>	<p>Evolution and inheritance</p> <p>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>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</p>	<p>Light</p> <p>Recognise that light appears to travel in straight lines</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>Electricity</p> <p>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>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>comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations Identify scientific evidence that has been used to support or refute ideas or arguments</p>					
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Art					
Drawing	Painting	Collage	Textiles	Print making	Communication (inc IT)
<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. 	<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing 	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. 	<ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. 	<ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. 	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.

	upon ideas from other artists.				
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Mechanisms	Food	Structure	Textiles
<ul style="list-style-type: none"> • Convert rotary motion to linear using cams. • Use innovative combinations of electronics (or computing) and mechanics in product designs. 	<ul style="list-style-type: none"> • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures. 	<ul style="list-style-type: none"> • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding). 	<ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).

Geography		
To investigate places	To investigate patterns	To communicate geographically
<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <ul style="list-style-type: none"> • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed 	<ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). 	<ul style="list-style-type: none"> • Describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic

<p>descriptions and opinions of the characteristic features of a location.</p> <ul style="list-style-type: none"> • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics. 	<ul style="list-style-type: none"> • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent. 	<p>activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p> <ul style="list-style-type: none"> • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
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History			
To communicate historically	To understand chronology	To build an overview of world history	To investigate and interpret the past
<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. 	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. 	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.

PE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gymnastics	Dance	Basketball	Badminton	Tennis	Kwik Cricket
Football	Hockey	Cross Country	Netball	Athletics	Rounders

Computing				
Digital Literacy	Computer Science	Communication	Safe&Responsible use	Information Technology
<p>Unit 1: Animation</p> <p>Plan a multi-scene animation including characters, scenes, camera angles and special effects.</p> <p>Use stop-go animation software with an external camera to shoot the animation frames.</p> <p>Adjust the number of photographs taken and the playback rate to improve the quality of the animation.</p> <p>Publish their animation and use a movie editing package to edit/refine and add titles.</p> <p>Unit 2: Video (iMovie)</p> <p>Storyboard and capture videos for a purpose.</p> <p>Plan for the use of special effects/transitions to enhance their video.</p> <p>Transfer footage to iMacs for more advanced editing.</p>	<p>Unit 2: Scratch <i>Temple Run</i></p> <p>Design their own game including sprites, backgrounds, scoring and/or timers.</p> <p>Their game uses conditional statements, loops, variables and broadcast messages.</p> <p>Their game finishes if the player wins or loses and the player knows if they have won or lost.</p> <p>Evaluate the effectiveness of their game and debug if required.</p> <p>Knowledge objectives:</p> <p>Algorithms can be represented symbolically [flowcharts] or using instructions in a clearly defined language [turtle graphics]</p> <p>Algorithms are developed according to a plan and then tested. Algorithms are corrected if they fail these tests.</p> <p>Algorithms can include selection (if) and repetition (loops).</p> <p>A well-written program tells a reader the story of how it</p>	<p>Register for a blog: selecting a url and navigate to their blog once it is created.</p> <p>Alter the theme and appearance of their blog, adding background images etc.</p> <p>Create a new post, save it as a draft and publish it.</p> <p>Embed photos, hyperlinks and videos into posts.</p> <p>Reorganise posts and remove posts they no longer want.</p> <p>Like/follow other blogs and build up their blog content over the year.</p> <p>(Blog from different points of view e.g as a WW2 soldier ect.)</p>	<p>Find <i>report</i> and <i>flag</i> buttons in commonly used sites and name sources of help (Childline, Cybermentors, etc)</p> <p>‘click-CEOP’ button and explain to parents what it is for.</p> <p>Discuss scenarios involving online risk.</p> <p>State the source of information found on the internet.</p> <p>Act as a role model for younger pupils, including promoting <i>SMART</i>.</p> <p>(TO BE COVERED THROUGHOUT THE YEAR AND A SPECIAL FOCUS DURING E-SAFETY WEEK – SPRING TERM)</p>	<p>Create data collection forms and enter data from these accurately.</p> <p>Know how to check for and spot inaccurate data.</p> <p>Know which formulas to use when I want to change my spreadsheet model.</p> <p>Make graphs from the calculations on my spreadsheet.</p> <p>Sort and filter information.</p> <p>Understand that changing the numerical data effects a calculation.</p> <p>(Use data collected about the longest rivers/highest mountains etc.)</p>

<ul style="list-style-type: none"> ☒☒ Trim, arrange and edit audio levels of video to improve the quality of their outcome. ☒☒ Add titles, credits, transitions, special effects. ☒☒ Export their video in different formats for different purposes 	<p>works, both in the code and in human-readable comments</p> <p>Computers can be programmed so they appear to respond 'intelligently' to certain inputs.</p>			
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Music			
To perform	To compose	To transcribe	To describe music
<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing 	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical staff. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments

(voice) and skillful playing (instrument).	<ul style="list-style-type: none"> • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music. 	simple time signatures.	<ul style="list-style-type: none"> • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning.
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RE			
Justice and Freedom (6:1)	Living a Faith (6:2)	Hopes and visions (6:3)	Christianity and Judaism

Enterprise opportunities					
Design a t-shirt Competition.	Who can make the strongest Christmas tree?				