

Year 6 Yearly Objective Overview 2022 – 2023 (using sonar whole school curriculum map)

	Autumn Term 1 Matchbox diary Black History	Autumn Term 2 Matchbox diary How Winston Saved Christmas	Spring Term 3 Inspirational Women in history	Spring Term 4 UG (POR)	Summer Term 5 The Highwayman (POR)	Summer Term 6 Macbeth (POR)
Class Texts	The Boy at the Back of the Class	The Final Year	Be the change – poems to help you save the world	I am David (classic)	Macbeth Graphic novel	Performance poetry
	Objectives	Objectives	Objectives	Objectives	Objectives	Objectives
<p>Writing</p> <p>Revision</p> <p>Lang &amp; vocab</p> <p>Text structure and features</p> <p>G &amp; P</p> <p>Transcription / spelling</p> <p>Plan, draft, edit and evaluate</p>	<p><b>Genre: Letter / debate / written argument / diary</b></p> <p><i>Revise:</i> <i>Understand the following terminology: word family, clause.</i></p> <p><i>Use varied and rich vocabulary including adjectives, adverbs, collective nouns,</i></p> <p><i>Use wide range of subordinate conjunction – ISAWAWABUB (Yr 3)</i> <i>a or an (yr 3)</i></p> <p><i>choose nouns/pronouns for clarity and cohesion (Yr 4)</i></p> <p><i>Revise relative clauses</i></p> <p>Select appropriate language and vocabulary to reflect their understanding of audience and purpose.</p> <p>Understand the following terminology: <b>modal verb</b>.</p> <p>Understand the following terminology: <b>subject/object/active</b></p> <p>Use knowledge of language and structures in their writing.</p> <p>Reflect understanding of audience and purpose through choice of grammar, vocab and structure.</p> <p>Use active/passive voice for effect.</p> <p>Use a dictionary to check spelling and meaning of words.</p>	<p><b>Genre: Poem/write from perspective/non-chron report</b></p> <p><i>Revise:</i> <i>Relative clauses</i></p> <p><i>Noun phrases</i></p> <p><i>Fronted adverbials / adverbs/phrases and subordinate clauses (Yr 4)</i></p> <p><i>Use varied and rich vocabulary including expanded noun phrases, prepositional phrases.</i></p> <p><i>Understand the following terminology: coordinating conjunction (FANBOYS)</i> <i>Basic misspelt homophones</i></p> <p>Use language of poetry to enhance effectiveness of own writing.</p> <p>Become familiar with the language of writing: <b>figurative, imagery, style and effect</b>.</p> <p>Develop characters, setting and atmosphere using language and vocabulary from reading.</p> <p><b>Integrate dialogue</b> (direct speech only) to advance action and convey character.</p> <p>Understand the following terminology: <b>relative pronoun, relative clause (coma use only)</b>.</p> <p>Understand the following terminology: <b>ellipse, bullet points</b>.</p>	<p><b>Genre: Letter / biography / newspaper report /</b></p> <p>Select appropriate language and vocabulary to reflect their understanding of audience and purpose.</p> <p>Understand the following terminology: active passive.</p> <p>Understand the following terminology: passive/synonym/antonym.</p> <p><b>Summarise</b> main ideas from more than one paragraph using evidence.</p> <p>Use <b>commas, dashes</b> and <b>()</b> for parenthesis.</p> <p>Know and understand the difference between spoken and written language.</p> <p>Use <b>colons</b> to introduce a list and mark boundaries between clauses (because/as).</p> <p>Use <b>semi-colons</b> as a boundary between independent clauses (and) and when writing an expanded list.</p> <p>Ensure correct verb and subject agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Propose changes to grammar, punctuation, and vocabulary to enhance meaning / effectiveness</p>	<p><b>Genre: instructions / information text / recount / narrative / non-chron report</b></p> <p>Use a wider range of cohesive devices (<b>repetition of a word or phrase, adverbials, ellipse</b>).</p> <p>Identify formal/informal structures: <b>questions tags / subjunctive form</b>.</p> <p>Use <b>colons</b> to introduce a list and mark boundaries between clauses (because/as).</p> <p>Use <b>semi-colons</b> as a boundary between independent clauses (and) and when writing an expanded list.</p> <p><b>Summarise</b> and present familiar stories in their own words</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Precis longer passages</p>	<p><b>Genre: Poetry / narrative</b></p> <p>Select appropriate language and vocabulary to reflect their understanding of audience and purpose.</p> <p>Use language of poetry to enhance effectiveness of own writing.</p> <p>Become familiar with the language of writing: <b>figurative, imagery, style and effect</b>.</p> <p>Use knowledge of language and structure from poetry in their writing.</p> <p>In fiction, consider how authors develop character and setting.</p> <p>Evaluate how authors use language and consider the effect on the reader.</p> <p>Assess effectiveness of own and other's writing</p> <p>Use dictionaries to check the meaning of unfamiliar words.</p> <p>Use <b>hyphens</b> to avoid ambiguity</p> <p>Use <b>colons</b> to introduce a list and mark boundaries between clauses (because/as).</p> <p>Use <b>semi-colons</b> as a boundary between independent clauses (and) and when writing an expanded list.</p>	<p><b>Genre: Playscript</b></p> <p>Select appropriate language and vocabulary to reflect their understanding of audience and purpose.</p> <p>Develop characters and settings and atmosphere.</p> <p>Integrate dialogue to advance action and convey character</p> <p>Identify audience and purpose of writing.</p> <p>Note and develop initial ideas drawing on reading and research where necessary.</p> <p>Assess the effectiveness of own and other's writing.</p> <p><b>Spoken Language:</b> <b>Perform their own composition using appropriate intonation, volume and movement so that meaning is clear.</b></p> <p><b>Speak audibly and fluently.</b></p> <p><b>Participate in a performance.</b></p> <p><b>Gain, maintain and monitor the interest of the listener.</b></p> <p><b>Select and use appropriate registers for effective communication.</b></p>

	<p>Use first 3 / 4 letters in a word to check spelling and check for meaning.</p> <p>Use a thesaurus to look for suitable synonyms.</p> <p>Choose writing implement best suited to the task.</p> <p>Identify audience and purpose of writing.</p> <p>Note and develop initial ideas drawing on reading.</p> <p>Assess effectiveness of own and others writing.</p> <p>Proofread for spelling and punctuation errors.</p>	<p>In fiction consider how authors develop characters and setting. Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Evaluate how authors use language and consider the effect on the reader.</p> <p>Use organisational and presentational devices such as headings, subheadings, columns, bullets, tables to structure text.</p> <p>Use verb tense consistently and correctly throughout their writing.</p> <p>Punctuate bullet consistently.</p> <p>Select appropriate grammar and punctuation and understand how these can change/enhance meaning.</p> <p>Use further organisational devices to structure text.</p>				
Spelling	<p>Homophones</p> <p>Adjectives into nouns</p> <p>Hyphens</p>	<p>-able/ably</p> <p>Word families based on common words showing how words are related in form and meaning</p> <p>Creating diminutives using prefixes micro/mini</p>	<p>Suffix beginning with long vowel letters to words ending in –fer</p> <p>Words with a long /e/ sound spelt ‘le’ or ‘ei’ after c (and exceptions)</p> <p>Word families based on common words showing how words are related in form and meaning</p> <p>Statutory spelling challenge words</p>	<p>Words with endings which sound like /shuhl/ after a vowel letter</p> <p>Words with endings which sound like /shuhl/ after a consonant letter</p> <p>Words with a soft ‘c’ spelt /ce/</p> <p>Word families based on common words showing how words are related in form and meaning</p> <p>Statutory spelling challenge words</p>	<p>Word families based on common words showing how words are Words that can be nouns and verbs</p> <p>Words with a long /o/ sound spelt ‘ou’ or ‘ow’</p> <p>Words ending in –ible</p> <p>Words ending in -ibly</p>	Synonyms and antonyms
Word Reading	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words					
Reading Comprehension * on going across the year	<p>Continue to read/discuss an increasingly wide range of challenging texts*</p> <p>Read a wide range of books that are structured in different ways for a range of purposes*</p> <p>Discuss books and courteously challenge others’ opinions, providing reasoned justifications for their views*</p>	<p>Recommend books to peers, explaining their reasoning through explicit explanation developed by close reference to the text</p> <p>Ask relevant and pertinent questions to improve understanding of text</p>	<p>Infer characters’ feelings and thoughts and motives and justify using evidence</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea</p>	<p>Predict what might happen from details stated and implied</p>	<p>Evaluate authors’ use of figurative language and consider the effect on the reader</p> <p>Identify how language, structure and presentation contribute to meaning</p>	<p>Perform poems/play scripts for audience (using appropriate intonation, tone, volume to convey meaning)</p>

	<p>Identify and discuss themes/conventions in and across a wide range of writing with identification of viewpoint developed through close reference to the text</p> <p>Check a book makes sense to them, discuss and explore meanings of words in context</p> <p>Distinguish between fact and opinion</p>	<p>Retrieve, record and present information effectively from non-fiction books</p> <p>Distinguish between fact and opinion</p> <p>Explain understanding through detailed discussions, formal presentations and debates</p>				
<p>Maths</p> <p><b>White Rose</b></p>	<p><b>Place Value:</b> read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</p> <p>round any whole number to a required degree of accuracy</p> <p>use negative numbers in context, and calculate intervals across zero</p> <p>solve number and practical problems that involve all of the above.</p> <p><b>+ - x ÷:</b> multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>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</p> <p>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</p>	<p><b>Fractions Part A:</b> use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>compare and order fractions, including fractions <math>&gt; 1</math></p> <p>add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p> <p><b>Fractions Part B:</b> multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, <math>4 \frac{1}{2} \times 2 \frac{1}{2} = 8 \frac{1}{2}</math>]</p> <p>divide proper fractions by whole numbers [for example, <math>3 \frac{1}{2} \div 2 = 6 \frac{1}{2}</math>]</p> <p><b>PPA: Area, perimeter and volume:</b> recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>recognise when it is possible to use formulae for area and volume of shapes</p>	<p><b>Decimals:</b> associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, <math>\frac{3}{8}</math>]</p> <p>identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</p> <p>multiply one-digit numbers with up to two decimal places by whole numbers</p> <p>use written division methods in cases where the answer has up to two decimal places</p> <p>solve problems which require answers to be rounded to specified degrees of accuracy</p> <p><b>Fractions, decimals and %:</b> recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p><b>PPA: Area, perimeter and volume (complete)</b></p>	<p><b>Ratio:</b> solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</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 is known or can be found</p> <p>solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</p> <p><b>Algebra:</b> use simple formulae</p> <p>generate and describe linear number sequences</p> <p>express missing number problems algebraically</p> <p>find pairs of numbers that satisfy an equation with two unknowns</p> <p>enumerate possibilities of combinations of two variables.</p>	<p><b>SATS: arithmetic and reasoning and problem solving</b></p> <p>White Rose Themed projects – problem solving and consolidation. (TBA)</p>	

	<p>perform mental calculations, including with mixed operations and large numbers</p> <p>identify common factors, common multiples and prime numbers</p> <p>use their knowledge of the order of operations to carry out calculations involving the four operations</p> <p>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Mathematics – key stages 1 and 2 40 Statutory requirements</p> <p>solve problems involving addition, subtraction, multiplication and division</p> <p>use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <p><b>PPA: converting units:</b> solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</p> <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 three decimal places</p> <p>convert between miles and kilometres</p>	<p>calculate the area of parallelograms and triangles</p> <p>calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>].</p>	<p><b>Geometry – Shape:</b> draw 2-D shapes using given dimensions and angles</p> <p>recognise, describe and build simple 3-D shapes, including making nets</p> <p>compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</p> <p>illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p> <p>recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p>	<p><b>Statistics:</b> interpret and construct pie charts and line graphs and use these to solve problems</p> <p>calculate and interpret the mean as an average</p> <p><b>PPA: Geometry – position and direction</b> describe positions on the full coordinate grid (all four quadrants)</p> <p>draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p>	
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Science	<p><b>Animals including humans:</b> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>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>Independently decide which observations to make</p> <p>Plan different types of scientific enquiry in order to answer questions</p> <p>Use scientific experiences to explore ideas and raise different types of questions</p> <p>Decide how to record data/results of increasing complexity using diagrams, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Report and present findings from enquiries examining causal relationships and reliability of results</p> <p>Recognise and control variables where necessary</p> <p>Explain which variables need to be controlled and why</p>	<p><b>Light:</b> 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>Independently decide which observations to make</p> <p>Plan different types of scientific enquiry in order to answer questions</p> <p>Use scientific experiences to explore ideas and raise different types of questions</p> <p>Decide how to record data/results of increasing complexity using diagrams, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Report and present findings from enquiries examining causal relationships and reliability of results</p> <p>Recognise and control variables where necessary</p> <p>Explain which variables need to be controlled and why</p> <p>Take measurements using a range of scientific equipment</p>	<p><b>Electricity:</b> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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>Independently decide which observations to make</p> <p>Plan different types of scientific enquiry in order to answer questions</p> <p>Use science experiences to explore ideas and raise different types of question</p> <p>Decide how to record date/results of increasing complexity using diagrams, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Record and present findings in enquiries examining causal relationships and reliability of results</p> <p>Recognise and control variables where necessary</p> <p>Explain which variables need to be controlled and why</p> <p>Take measurements using a range of scientific equipment with accuracy and precision, taking repeat readings where appropriate</p> <p>Use test results to make</p>	<p><b>Evolution and inheritance:</b> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>Decide how to record date/results of increasing complexity using diagrams, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Plan different types of enquiry</p> <p>Use science experiences to explore ideas and raise different types of questions</p>	<p><b>Living things and their habitats:</b> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</p> <p>give reasons for classifying plants and animals based on specific characteristics.</p> <p>Independently decide which observations to make</p> <p>Plan different types of scientific enquiry in order to answer questions</p> <p>Use science experiences to explore ideas and raise different types of question</p> <p>Decide how to record date/results of increasing complexity using diagrams, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Record and present findings in enquiries examining causal relationships and reliability of results</p> <p>Recognise and control variables where necessary</p> <p>Explain which variables need to be controlled and why</p> <p>Take measurements using a range of scientific equipment with accuracy and precision, taking repeat readings where appropriate</p> <p>Use test results to make predictions, set up further tests (comparative/fair) and explain reasoning</p> <p>Interpret scientific evidence that has been used to support/refute arguments</p> <p><b>Link to DT:</b> Develop crucial life skills of feeding themselves and others, affordably and well</p>
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		with accuracy and precision, taking repeat readings where appropriate	predictions, set up further tests (comparative/fair) and explain reasoning  Interpret scientific evidence that has been used to support/refute arguments			
RE	<b>Creation and Science – conflicting or complementary:</b>  Where does creation fit into the big story of the Bible? How does the story of creation link to the big bang and evolution theories? How do Christians respond to scientific theories? How do Christians view science and religion? How do Christians worship God at the Creator? Golden threads	<b>Gospels – What would Jesus Do?</b>  What message did Jesus give in the Sermon on the Mount? What do the Gospels teach Christians? What does Jesus say the foundations for life are? How might Christians respond to Jesus’ healing stories? What would Jesus do about prayer today? What would Jesus do to make a better world? Golden threads	<b>What do Muslim people believe about the way they should lead their lives and why?</b>  What is SAWM and why is it important to Muslim people? What is Hajj and why is it important to Muslim people? How and why do Muslim people show that the Qur’an is important to them? Can I explain what Muslim people believe about the way they should lead their lives and why ? (Golden threads)	<b>What difference does the resurrection make to Christians?</b>  What does the Bible say about the resurrection? Why do Christians believe in the resurrection? How does the resurrection fit with other Christian beliefs? How do Christians put their belief in the resurrection into practice? How does a belief in the resurrection bring hope to Christians? Golden Threads	<b>Is it better to express your religion in arts and architecture or in charity and generosity?</b>  What makes a place special? How do mosque buildings express Islamic beliefs and values? Muslim calligraphy, painting and poetry: what is inspiring? Muslim calligraphy, painting and poetry: what is inspiring? Can a Christian place of worship be a building for the "glory of God"? How and why do Muslim charities try to change the world? How and why does Christian Aid try to change the world? Golden Threads	<b>What kind of King is Jesus?</b>  What is the Kingdom of God? What would Jesus' kingdom be like? How do Christians put their belief in Jesus into practice? How do Jesus' teachings relate to today's world? How do Christians interpret the teachings of Jesus? How is the Kingdom of God relevant to today's world? Golden threads
PSHE 10/10	Gifts and talents/Girls bodies/boys bodies/spots and sleep	Body image/peculiar feelings/emotional changes/seeing stuff on line	Making babies part 1/making babies part 2/ menstruation	Under pressure/do you want a piece of cake/self-talk/build others up	Sharing isn't always caring/cyberbullying/types of abuse/impacted lifestyles/making good choices/giving assistance	Production: Building Self confidence Working as part of a team
History			Establish a narrative within and across periods using secure chronological understanding.  Analyse trends looking at continuity/change and similarity/difference/significance and use them to make connections and draw contrasts.  Examine different aspects of history – social / cultural  Gain historical perspective by making connections between local, national and international history	Establish a narrative within and across periods using secure chronological understanding.  Address and devise a range of historically valid questions about change, cause, impact and significance  Develop and apply a range of historical vocabulary  Construct informed responses that involve thoughtful selection and organisation of relevant information	Examine different aspects of history – social / cultural  Construct informed responses that involve thoughtful selection and organisation of relevant information  Explain why contrasting arguments and interpretations of the past exist	

			<p>Address and devise a range of historically valid questions about change, cause, impact and significance</p> <p>Develop and apply a range of historical vocabulary</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant information</p> <p>Develop perspective and judgement by weighing evidence and sifting argument</p>			
Geography	<p>Locating world countries and cities using maps (focus on Europe and North America) and explain environmental regions, key physical / human features.</p> <p>Apply understanding of positional language EG: longitude, latitude to explain geographical characteristics EG: topography</p> <p><b>Black history:</b> Examine and explain the key aspects of physical / human geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes.</p> <p>Understand interaction between physical and human processes and features and how these change over time</p> <p>Examine and explain key aspects of human geog: settlement, land use, economic activity</p>	<p>Locating world countries and cities using maps (focus on Europe and North America) and explain environmental regions, key physical / human features.</p>	<p>Name and locate countries, cities and regions of the UK</p> <p>Use digital mapping, 8 point compasses, 4/6 grid references and OS maps</p> <p>In a variety of ways, observe, record, measure and present human/physical features of local area using sketches, plans, graphs, and digital technology.</p>	<p><b>Link to Stone Age settlements</b></p> <p>Secure understanding of how and e=why the UK's human/physical features, geographical regions, topographical features and land use/patterns have changed over time.</p> <p>Explain and examine aspects of physical geog (biomes, rivers, vegetation belts)</p> <p>Explain and examine aspects of human geography (settlement / land use, economic activity and distribution of natural resources</p> <p>Understand the interaction between physical and human processes and features and how these change over time</p>		
Computing	NEED HELP FROM CP	Design, write and debug programs that accomplish specific goals including controlling and simulating physical systems.				

		<p>Solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection and repetition accurately in programs</p> <p>Accurately manipulate a wide range of variables and various forms of input/output.</p> <p>Securely use logical reasoning to understand how algorithms work and detect and correct errors in algorithms and programs</p>				
Art	<p><b>Jago: Based on Italian countryside and portraits</b> Capture artistic art process in a sketch book</p> <p>In drawing use a wide range of pencils to develop a personal style</p> <p>Master art and design techniques with a wide range of materials</p> <p>Communicate ideas and comment on artwork using artistic language</p> <p>Use wide range of artistic vocabulary to evaluate own work</p> <p>Over the course of history, understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation.</p>		<p>Communicate ideas and comment on artwork using artistic language</p> <p>In painting, combine colours, tones and tints to enhance mood.</p> <p>In collage, combine visual and tactile qualities</p> <p>Capture artistic process in sketch book</p> <p>In drawing, use a wide range of pencils to begin to develop a personal style</p>	<p>Communicate ideas and comment on artwork using artistic language</p> <p>In painting, combine colours, tones and tints to enhance mood</p> <p>Use a wide range of artistic vocab to evaluate own work and ideas EG: atmosphere, symbolism, techniques</p>	<p>Enhance digital media by editing including sound, video, animation, still images and installations</p>	<p><b>Jago: Shakespeare plays</b> Communicate ideas and comment on artwork using artistic language</p> <p>In painting, combine colours, tones and tints to enhance mood.</p> <p>In drawing, use a wide range of pencils to begin to develop a personal style</p>
DT	<p>Prepare and cook a variety of savoury dishes using a range of cooking techniques</p> <p>Science link: understand and apply the principles of a healthy and varied diet</p>	<p>Construct a more complex structure in order to solve real relevant problems</p> <p>Communicate, generate and develop ideas drawing on other disciplines</p> <p>According to their functional properties and aesthetic qualities, select from and use a wide range of tools, equipment, materials and components accurately to make high quality prototypes.</p>	<p>Make connections to real and relevant problems</p> <p>Apply understanding of electrical systems, series circuits, switches, bulbs and motors</p>	<p>Confidently take calculated risks to become innovative, resourceful and enterprising</p> <p>Construct more complex structures by applying a range of strategies in order to solve real and relevant problems</p> <p>Generate own design criteria and critique ideas and products against these</p> <p>Gears, pulleys and levers</p>	<p>Prepare and cook a range of savoury dishes.</p> <p>Understand seasonality</p> <p>Know where and how ingredients are grown, reared, caught and processed</p> <p>and its impact on meal design</p> <p>Develop crucial life skills of feeding themselves and others, affordably and well</p>	<p>Use research to inform innovative design and generate own design criteria</p>



Music	<p>Appreciate and understand music from a range of origins, traditions, historical periods and social contexts.</p>	<p>Create sea scape of journey to America (Twinkl): Listen with attention to detail to a combination of high-quality music.</p> <p>Create music that includes repetition and contrast using chord changes</p> <p>Sing a broad range of songs including syncopated rhythms as part of a choir.</p> <p>Sing a broad range of songs including syncopated rhythms as part of a choir.</p>	<p>Appreciate and understand music from a range of origins, traditions, historical periods and social contexts.</p>	<p>Further understand differences between semi-breve, minim, crotchet, quavers, semi-quavers and their equivalent rests.</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores.</p> <p>Plan and compose an 8 or 16 beat melodic phrase</p>	<p>Listen with attention to detail to a combination of high-quality music.</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores.</p>	<p>Sing a broad range of songs including syncopated rhythms as part of a choir.</p> <p>Continue to perform a range of songs as a choir to a range of audiences</p> <p>Continue to sing 3 and 4 part rounds</p>
PE	Mrs Hookway					