

Year 6		Autumn- Rich and Poor	Spring- Vikings	Summer- Our Natural World
		What makes a person rich or poor?	Why did the Vikings settle in Britain?	Why do natural disasters occur in different places around the world?
Educational Visits/visitors and concrete experiences	Brilliant Beginnings	Kentwell Hall	Macbeth story telling drama Towngate Theatre, Basildon – watch performance of Macbeth	DT related to natural disasters – make and erupt volcanoes
	Fabulous Finish	Victorian Workhouse day – Dress Up	History off the page – The Dark Ages - Vikings	Beach Trip to Chalkwell Beach
English		<p>Poem: The Eagle- Tennyson Poetry genre: Metaphor</p> <p>Key text: Oliver Twist Fiction genre: Narrative – Plot structure - rags to riches Fiction focus: setting description Imitation: Internalise the text, use a range of drama activities, read as a reader, read as a writer. Modelled text of Oliver Twist simplified – section where Oliver is forced to steal by Bill Sykes and Fagin and Mr Brownlow saves him. Innovation: Class write together - forced to do something morally wrong – breaks in to somewhere so he can sleep somewhere warm. Invention: Children choose something Oliver does which is morally wrong e.g. Lie to cover for the other pickpockets etc</p> <p>Non-fiction genre: persuasion Non-fiction focus: Persuasive language, imperative verbs, rhetorical questions, facts and statistics. Imitation: Internalise the text, use a range of drama activities, read as a reader, read as a writer. Contact different charities that will come and talk to the children about homelessness. Modelled text persuading people to donate money to the orphanage. Innovation: Class write persuading people to donate money to Street Pastors. Invention: Children choose a charity they want to write a persuade leaflet for to persuade people to donate to their chosen charity.</p> <p>Writing across the curriculum: diary entry- life of a Victorian workhouse child</p>	<p>Poem: Macbeth Witches Spell Poetry genre: Rhyming Couplet</p> <p>Key text: Macbeth Fiction genre: Narrative Fiction focus: Setting description of the Heath</p> <p>Non-fiction genre: Newspaper Non-fiction focus: Journalistic style and passive voice</p> <p>Fiction genre: Confession letter from Lady Macbeth Fiction Focus: Emotive Language</p> <p>Writing across the curriculum: Biography of William Shakespeare</p>	<p>Poem: The sea by James Reeves Poetry genre: Personification</p> <p>Key text: The Storm – Read, Write, Perform Fiction genre: Description Fiction focus: personification Follow read write perform pack.</p> <p>Non-fiction genre: Explanation Non-fiction focus: How to survive a... Imitation: Modelled text on ‘How to survive an earthquake.’ Internalise the text, use a range of drama activities, read as a reader, read as a writer. Innovation: Class writing about ‘How to survive a volcanic eruption.’ Invention: Children choose which natural disaster they will explain how to survive e.g. tornado, hurricane, flood or tsunami.</p> <p>Writing across the curriculum: Comparing North America, Italy and UK in terms of natural disasters.</p>
		<p>Poem: The Night Before Christmas by Clement C. Moore Poetry genre: Rhyme Compare with alternatives and write own in the style of a different character or theme. E.g. The Pirate Night Before Christmas by Philip Yates.</p> <p>Key text: A Christmas Carol Fiction genre: Narrative – Plot structure - warning story Fiction focus: character</p>	<p>Key text: Viking Boy Fiction genre: Story Fiction focus: Character, setting, action, dialogue Imitation: Journey Story - Internalise the text, use a range of drama activities, read as a reader, read as a writer. Innovation: Change the method of transport Invention: Children choose how he will get there and where the destination is.</p>	<p>Poem: Variety of Poems about Natural Disaster Poetry genre: Children choose which genre of poetry they would like to use to portray a natural disaster of their choice.</p> <p>Key text: Fiction genre: Narrative – Recount Fiction focus: Tenses Imitation: Internalise the text, use a range of drama activities, read as a reader, read as a writer. The Day of Ahmed’s Secret</p>

	<p>Imitation: Internalise the text, use a range of drama activities, read as a reader, read as a writer. Visited by 3 ghosts – past, present and future to tell him to change his ways. Innovation: Class write – visited by a toy – past, present and future – gives advice to change his ways. Invention: Children choose something he is visited by and then it gives them different advice – maybe donate all his money to an orphanage, volunteer somewhere over Christmas, cook Christmas dinner for members of the community etc</p> <p>Non-fiction genre: discussion Non-fiction focus: conjunctions, modal verbs, generalisers (most people think), non-bias, two sides of the argument Imitation: Internalise the text, use a range of drama activities, read as a reader, read as a writer. Modelled text - Is Scrooge all bad? Innovation: Class write – Are ghosts all bad? Invention: Children choose a character that is usually considered bad but could have an element of good in them. E.g. werewolves, vampires, monsters Or for an added extension could the children write their own discussion based on good creatures being considered bad. E.g. Are unicorns all good?</p> <p>Writing across the curriculum: Explanation of how the heart works</p>	<p>Non-fiction genre: Persuasive advert Non-fiction focus: Language choices, bullet points Imitation: Create an advert from the perspective of an estate agent advertising a spooky castle as somewhere they would like to live. Innovation: Den building – Children create a den and then advertise it as somewhere they are trying to sell. Invention: Children to build a Viking Longhouse as outdoor learning and then children advertise it.</p> <p>Non-Fiction Genre: Instructions Non-fiction focus: Verb use, humour, sentence structure Imitation: How to defeat an Anglo-Saxon Innovation: How to defeat a Viking Invention: How to defeat a particular Viking ruler</p> <p>Writing across the curriculum: Instructions on How to build a Viking Longboat – Cross curricular with DT</p>	<p>– 1st person recount Innovation: The Hurricane – 3rd Person recount Invention: The Flood – a wordless book which the children will write a recount to match the pictures.</p> <p>Non-fiction genre: Discussion Non-fiction focus: conjunctions, modal verbs, generalisers (most people think), non-bias, two sides of the argument Imitation: Internalise the text, use a range of drama activities, read as a reader, read as a writer. Should cars be banned from towns and cities? Innovation: Class write discussion based on impact of something on global warming. Should aerosols be allowed? Invention: Children choose another impact on global warming. E.g. Should we be allowed to burn fossil fuels? Should we be allowed to use trees to make paper? Should companies be allowed to use plastic in their packaging?</p> <p>Writing across the curriculum: Balanced argument – linked with art – Do you think Damien Hirst's work is art?</p>
Reading Book List	<ul style="list-style-type: none"> • Cogheart By: Peter Bunzl • Gaslight By: Eloise Williams • Street Child By: Berlie Doherty • Oliver Twist By: Charles Dickens • Fair's fair By: Leon Garfield • Hetty Feather By: Jacqueline Wilson • Rose Campion and the Stolen Secret (The Campion Mysteries) By: Lyn Gardner • Hound of the Baskervilles By: Sir Arthur Conan Doyle • 100 Facts Victorian Britain By: Jeremy Smith • Charles Dickens: England's Most Captivating Storyteller (Biography) By: Catherine Wells-Cole • Dodger - Terry Pratchett By: Terry Pratchett • Mill Girl: A Victorian Girl's Diary 1842 - 1843 (My Story) By: Sue Reid • Workhouse; a Victorian Girl's Diary 1871 (My Story) By: Pamela Oldfield • Victoria (My Story) by Anna Kirwan • Illustrated Dickens (Usborne Illustrated Classics) by Charles Dickens 	<ul style="list-style-type: none"> • The Littlest Viking By: Sandi Toksvig • Viking Boy By: Tony Bradman • The Saga of Eric the Viking By: Terry Jones • How to be a Viking By: Cressida Cowell • Everything Vikings By: Nadia Higgins • There's a Viking in My Bed and Other Stories By: Jeremy Strong • The Time-Travelling Cat and the Viking Terror By: Julia Jarman • Vikings in 30 Seconds By: Philip Steele • Who Were the Vikings? By: Jane Chisholm • How To Train Your Dragon By: Cressida Cowell • Mr William Shakespeare's Plays By: Marcia Williams • Macbeth The Graphic Novel By: William Shakespeare (Author), Clive Bryant • What's So Special About Shakespeare? By: Michael Rosen • Shakespeare's Globe (I Was There) By: Valerie Wilding • Shakespeare: The Animated Tales [DVD] Hugh Grant • Shakespeare for Kids: His Life and Times by COLLEEN AAGESEN MA • Illustrated Stories from Shakespeare (Illustrated Story Collections) by Rosie Dickins • Chasing the Stars By: Malorie Blackman 	<ul style="list-style-type: none"> • Escape from Pompeii By: Christina Balit • The Pebble in my Pocket: A History of Our Earth By: Meredith Hooper • The Rock Factory: A Story About Rocks and Stones By: Jacqui Bailey • Hurricane By: David Wiesner • Flood By: Alvaro F. Villa • Survivors: The Toughest Creatures on Earth By: David Long • Everything Volcanoes and Earthquakes: Earthshaking photos, facts, and fun! By: Kathy Furgang

		<ul style="list-style-type: none"> • "Macbeth" for Kids (Shakespeare Can be Fun!) by Lois Burdet • Twenty Shakespeare Children's Stories - The Complete 20 Books Boxed Collection (A Shakespeare Children's Story) by Macaw Books • KS2 Discover & Learn: History - Vikings Study Book Bundle (for the New Curriculum) (HVB21) CGP • KS2 Discover & Learn: History - Vikings Teacher Book, Year 5 & 6 (for the New Curriculum) (HVT21) CGP 	
Maths – Maths No Problem	Place Value – 2 weeks Addition and Subtraction – 2 weeks Multiplication and Division – 4 weeks Fractions – 3 weeks Residential - 1 week	Measurement – 2 weeks Decimals – 3 weeks Percentages – 1 weeks Area and Perimeter – 1 week	Geometry – 2 week Position and direction – 2 weeks Statistics – 3 weeks Ratio - 1 week Revision
Maths – Cross Curricular	Money	Measurement	Outdoor Learning Link – 3D Shape and Nets
History	Victorians/ Tudors – theme of ‘Rich and Poor’ NC Link: <ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 	Vikings NC link: <ul style="list-style-type: none"> • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 	
Geography	Fieldwork study: Our Town The Pier, Cliffs Pavilion, Park Inn Palace, Cockle Sheds NC Link: <ul style="list-style-type: none"> • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 		Compare where natural disasters happen (North America and Italy to UK) NC Link: <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • locate the world’s countries, using maps to focus on Europe (including the location of Russia) • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Science	Animals, including humans NC Links: <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans. 	Light NC Links: <ul style="list-style-type: none"> recognise that light appears to travel in straight lines 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 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 use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Revision of Properties of Materials and Forces	Living things and their habitats NC Links: <ul style="list-style-type: none"> 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 give reasons for classifying plants and animals based on specific characteristics. Evolution and inheritance NC Links: <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Electricity NC Links: <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 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 use recognised symbols when representing a simple circuit in a diagram.
DT	DT Focus: Cooking Dine in for £10. Create a meal, source it, buy it from shop, bring it back to cook NC Links: <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and 	DT Focus: Materials/ Mechanical Create a Viking Longship with oars that move. Use cam mechanism. NC Links: <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and 	DT Focus: Electricity Create an alarm system for an earthquake alert. Use Flowol and Flowgo control box to program NC Links: <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and

	<p>computer-aided design</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p>computer-aided design</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world • apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p>exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products
Art	<p>Artist: Van Gogh- Painting Contrast of rich and poor (The Night Café/ The Potato Eaters/ The shoes)</p> <p>NC Links</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history 	<p>Artists: Picasso, Kandinsky, Munch- Drawing Express yourself. Self portrait choice unit. Choose an artist to convey your emotions</p> <p>NC Links</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history 	<p>Artist: Damien Hirst- sculpture science link. External and internal perspectives. Animals in formaldehyde.</p> <p>NC Links</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history
Computing	<p>E-Safety: Trust Me (2)</p> <p>Networking Experts Children will be shown the internet map and asked to explore using the map. Focus on key questions and work through a range of exercises to explore how the internet works.</p> <p>Appy Hour</p> <p>NC Links</p> <ul style="list-style-type: none"> • understand computer networks including the internet; how they can provide multiple services such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<p>E-Safety: Super Digital Citizen</p> <p>Games Master 1 Children will create their own games (10 lessons).</p> <p>Appy Hour</p> <p>NC Links</p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact. • Use logical reasoning to explain how some simple algorithms work 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, 	<p>E-Safety: What's Cyberbullying</p> <p>Lego on the move Children will build and control their own Lego MindStorm robot. They will work in small teams to decide what the robot will look like and will create something that could survive a particular natural disaster. Take in turns with other Y6 class.</p> <p>Appy Hour</p> <p>NC Links</p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact. • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;

	<ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	evaluating and presenting data and information.	solve problems by decomposing them into smaller parts
	<p>E-Safety: Talking Safely online</p> <p>Espresso Coding</p> <p>Appy Hour</p> <p>NC Links:</p> <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact. Design, write and debug programs 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 some simple algorithms work and to detect and correct errors in algorithms and programs 	<p>E-Safety: Privacy Rules</p> <p>Games Master 2</p> <p>Appy Hour</p> <p>NC Links</p> <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact. Use logical reasoning to explain how some simple algorithms work 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. 	<p>E-Safety: Selling Stereotypes</p> <p>Digital Architects</p> <p>Children will work through a range of tutorials on Google Sketch-Up to learn the foundations of how to use this 3D design software. They will create a house model which has the potential to withstand a natural disaster.</p> <p>Appy Hour</p> <p>NC Links</p> <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact. 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.
PE	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending take part in outdoor and adventurous activity challenges both individually and within a team 	<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.
PSHE	<p>Healthy Lifestyles: Images in the media and reality; how this can affect how people feel; risks and effects of drugs.</p> <p>Keeping Safe: Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice.</p> <p>Money: Enterprise; setting up an enterprise (cross year-group project with Year 3)</p>	<p>Rights and responsibilities: Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others.</p> <p>Environment: How resources are allocated; effect of this on individuals; communities and environment</p> <p>Valuing difference: Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying.</p>	<p>Feelings and emotions: Confidentiality and when to break a confidence; managing dares.</p> <p>Healthy relationships: Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy.</p> <p>Growing and changing: Recognising what they are good at; setting goals; aspirations. Changes at puberty (recap Y4); human reproduction; roles and responsibilities of parents</p>

RE	<p>Christianity and Atheism</p> <p>Are there more questions than answers?</p> <ul style="list-style-type: none"> Begin to reflect on and discuss some challenging religious and philosophical questions. Reflect on their own responses to such questions and the reasons for them. Explore how Christians and members of the religions they have studied and those who do not hold religious views respond to these questions. <p>Christianity and Hinduism</p> <p>Belief and action in the world</p> <ul style="list-style-type: none"> learn about how and why religious belief influences the way people treat others. Reflect on whether and how people should care for those in need. 	<p>Human rights</p> <p>Belief and action in the world</p> <ul style="list-style-type: none"> learn what human rights are learn what Christianity and other religions teach about human rights reflect on the importance of human rights 	<p>Christianity, Islam and Hinduism</p> <p>How is faith expressed through the arts?</p> <ul style="list-style-type: none"> show understanding of how the creative and expressive arts can be used to express insights into faith and spirituality interpret and explain how symbolism is used in art express and communicate their own and others' insights through the creative and expressive arts
Music	<p>Unit: I'll Be There Style: The Music of Michael Jackson Topic and cross curricular links: How Michael Jackson played a huge part in the development of Pop music and the studio. Quincy Jones.</p> <p>NC Links:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 	<p>Unit: Benjamin Britten - A New Year Carol Style: Benjamin Britten (Western Classical Music), Gospel, Bhangra. Topic and cross curricular links: Literacy and history, Britten100.org, www.fridayafternoons.co.uk. The historical context of Gospel music and Bhangra.</p> <p>NC Links:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 	<p>Unit: You've Got A Friend Style: The Music of Carole King Topic and cross curricular links: Her importance as a female composer in the world of popular music.</p> <p>NC Links:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.
	<p>Unit: Classroom Jazz 2 Style: Jazz, Latin, Blues Topic and cross curricular links: History of music - Jazz in its historical context.</p> <p>NC Links:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 	<p>Unit: Happy Style: Pop/Motown Topic and cross curricular links: What makes us happy? Video/project with musical examples.</p> <p>NC Links:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 	<p>Listen to the music of the great composers of the mid 20th century and contemporary 1960 to present day</p> <p>NC Links:</p> <ul style="list-style-type: none"> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.

<p>Languages</p>	<p>Rigolo 2 Unit 7: Le week-end Children will learn vocabulary associated with the weekend</p> <p>NC Links</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Explore the pattern and sounds of language through songs and rhymes and link the 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 structure. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Read carefully and show understanding of words, phrases and simple writing. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through use of a dictionary. • Describe people, places, things and actions orally and in writing. 	<p>Rigolo 2 Unit 9: Ma journee Children will learn vocabulary associated with daily routines</p> <p>NC Links</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Explore the pattern and sounds of language through songs and rhymes and link the 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 structure. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Read carefully and show understanding of words, phrases and simple writing. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through use of a dictionary. • Describe people, places, things and actions orally and in writing. • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly 	<p>Rigolo 2 Unit 11: Le sport Children will learn vocabulary associated with sports</p> <p>NC Links</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Explore the pattern and sounds of language through songs and rhymes and link the 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 structure. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Read carefully and show understanding of words, phrases and simple writing. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through use of a dictionary. • Describe people, places, things and actions orally and in writing. • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency words; key features and patterns of language; how to apply these, for instance, to build sentences, and how these differ from or are similar to English
	<p>Rigolo 2 Unit 8: Les vetements Children will learn vocabulary associated with shops</p> <p>NC Links</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Explore the pattern and sounds of language through songs and rhymes and link the 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 structure. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Read carefully and show understanding of words, phrases and simple writing. 	<p>Rigolo 2 Unit 10: Les transports Children will learn vocabulary associated with transport</p> <p>NC Links</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Explore the pattern and sounds of language through songs and rhymes and link the 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 structure. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Read carefully and show understanding of words, phrases and simple writing. 	<p>Rigolo 2 Unit 12: On va faire la fete! Children will learn vocabulary associated with having a party</p> <p>NC Links</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Explore the pattern and sounds of language through songs and rhymes and link the 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 structure. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Read carefully and show understanding of words, phrases and simple writing.

	<ul style="list-style-type: none"> • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through use of a dictionary. • Describe people, places, things and actions orally and in writing. 	<ul style="list-style-type: none"> • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through use of a dictionary. • Describe people, places, things and actions orally and in writing. • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly 	<ul style="list-style-type: none"> • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through use of a dictionary. • Describe people, places, things and actions orally and in writing. • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency words; key features and patterns of language; how to apply these, for instance, to build sentences, and how these differ from or are similar to English
British Values	<p>Individual Liberty Lesson 3: Staying free and avoiding peer pressure</p> <ul style="list-style-type: none"> • I can explore the idea that we need to allow other people to have liberty • I understand that individual liberty has to be within the rules <p>Individual Liberty Lesson 4: Exploring human rights</p> <ul style="list-style-type: none"> • I can explore the UN Children's Rights 	<p>Individual Liberty Lesson 5: Exploring my individual liberties and my values</p> <ul style="list-style-type: none"> • I can explore my own individual liberty to be who I want to be (within the rules!) <p>Mutual Tolerance and respect for diversity Lesson 1: People Equal Poem/ Performing the poem</p> <ul style="list-style-type: none"> • To perform a poem in groups and as a class • To understand how all people are equal and different 	<p>Mutual Tolerance and respect for diversity Lesson 2: Exploring the meaning of equality using the People Equal Poem</p> <ul style="list-style-type: none"> • To understand how people are equal but different through exploring a poem <p>Mutual Tolerance and respect for diversity Lesson 3: People Equal Poem/ Illustrating the poem</p> <ul style="list-style-type: none"> • To interpret the meaning of a poem showing understanding by drawing illustrations. • To understand how all people are equal but different <p>Mutual Tolerance and respect for diversity Lesson 4: Writing a class People Equal Poem</p> <ul style="list-style-type: none"> • To write a poem in groups and as a class • To understand how all people are equal but different
Outdoor Learning	Autumn 1 – Jewellery creating – history link	Spring 1- Fire building, myths and storytelling around the fire – History link	Summer 1 – Geometry – 3D shapes and nets – Maths link
	Autumn 2 – Enterprise – create something they can sell	Spring 2 – Viking Longship DT	Summer 2 – Faith through the arts – RE link