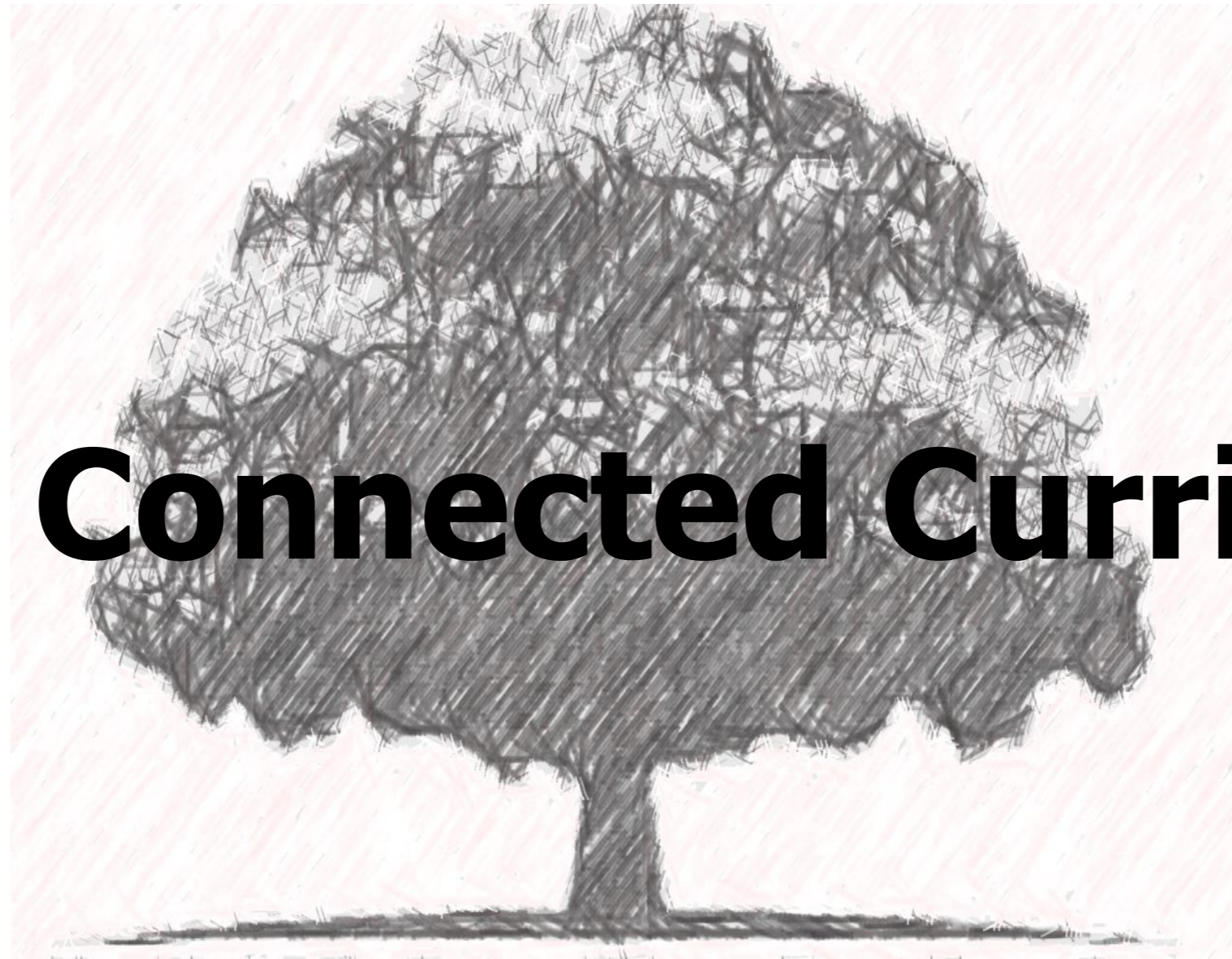


# Kelsall Connected Curriculum



***'A Love for Learning'***

**Kelsall Primary & Nursery School**

**Connected Overview – Y6**



Cheshire Academies Trust  
*Inspiring hearts and minds*

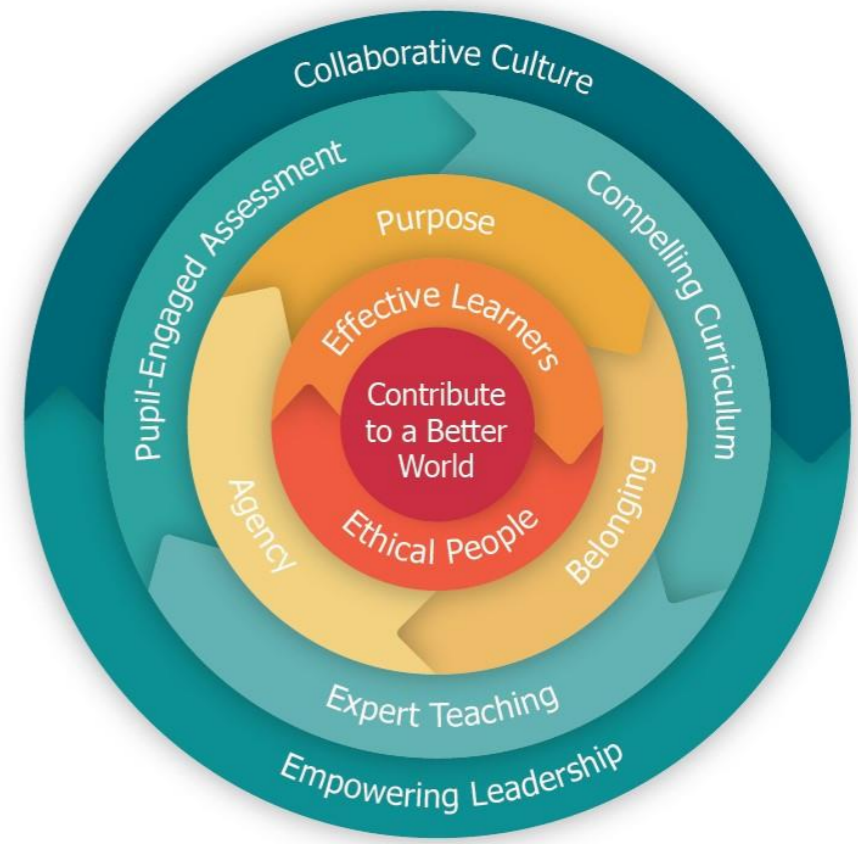




## Creative and Inclusive Practice at Kelsall Primary & Nursery School

At Kelsall Primary & Nursery School we know that the knowledge and skills that flow from a progressive and well sequenced curriculum are vitally important. They enable pupils to build on prior knowledge and skills acquired in previous years and work towards a better understanding of each subject area. We are also aware of how learning to learn skills and interpersonal skills are equally important to support pupils in becoming effective learners, contributing to a better world. We want our pupils to have agency, belonging and purpose. Through our

**Creative habits model, we aim to grow our pupil's creativity. The creative ability to be Collaborative, Reflective, Persistent, Inquisitive, Imaginative and Caring. Attributes skills and knowledge that will support our pupils to become confident, autonomous learners.**


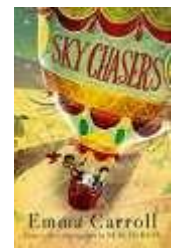





**When we are getting things right for our learners with SEND, we are getting it right for all learners. Inclusive Practice means we use approaches that are effective for learners with SEND. This will provide all learners with opportunities to learn in small steps and carefully build upon their prior knowledge. This is done through a range of approaches including:**

- creating a language rich environment which is vital to closing the gap between learners with SEND and their peers and enabling future attainment.
- demonstrating what we want learners to do and show them what we mean.
- using physical resources to help abstract concepts become more accessible and meaningful and recognise the value of Dual Coding.
- reducing Cognitive Load and activate children's prior knowledge/schema through a connected curriculum that builds of prior learning, knowledge and skills and provides regular opportunities for learners to practise recalling what they have learnt, to help them easily access this information when it is needed.





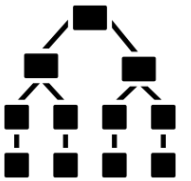

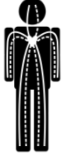
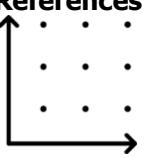



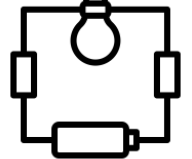



'With reference to **'Embedding Inclusive Practice'**, NASEN

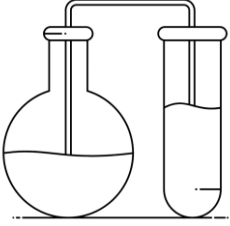
# English and Mathematics Curriculum Overviews






	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
	<b>Focus:</b> Flashback Story	<b>Focus:</b> Hybrid text (information, explanation, persuasion)	<b>Focus:</b> Narrative retelling of Selfish giant	<b>Focus:</b> Journalistic (hybrid) report about Charles Darwin	<b>Focus:</b> Multi-modal biography of Jaques Cousteau	<b>Focus:</b> Write the next chapter
<b>Reading Curriculum</b>						

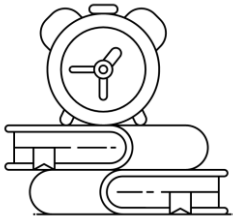

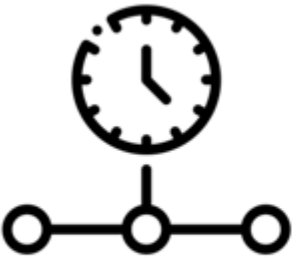



 <b>Mathematics Curriculum</b>	<b>Place value Four Operations Fractions + &amp; -</b>	<b>Fractions x &amp; ÷ Fractions as Operators Geometry: Position and direction</b>	<b>Decimals Percentages Algebra</b>	<b>Measures Perimeter and area and volume Ratio and Proportion</b>	<b>Geometry: Properties of Shapes Problem Solving</b>	<b>Problem Solving Statistics</b>
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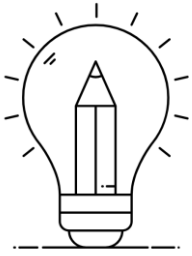








## Connected Curriculum



 <b>Connected Curriculum</b>  <b>Year 6</b>	<b>Science</b> Light   <b>Geography</b> Europe   <b>History</b> World War 2 	<b>Science</b> Classification (focus on tigers)   <b>Geography</b> Impact of Land Use (tigers) 	<b>Science</b> Human Circulatory System   <b>Geography</b> Six-Figure Grid References   <b>History</b> The Tudors 	<b>Science</b> Evolution   <b>Geography</b> Galapagos and the Southern Hemisphere 	<b>Science</b> Circuits   <b>Geography</b> Coasts   <b>History</b> Undersea Exploration 	<del>Geography</del> Coastal Erosion  <b>History</b> Local History Study – Ellesmere Port 
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Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Science</b></p> <p><b>End Points</b></p> 	<p>Recognise that light travels in straight lines, and use this concept to explain why objects are seen when they give out or reflect light into the eye, how we see things, and why shadows have the same shape as the objects that cast them.</p>	<p>Describe the classification of living things based on observable characteristics and similarities, including micro-organisms, plants, and animals, and provide reasons for classifying plants and animals based on specific traits.</p>	<p>Identify and name the main parts of the human circulatory system, and their functions, understand how diet, exercise, drugs and lifestyle impact bodily functions and describe how nutrient and water are transported in animals, including humans.</p>	<p>Recognise the changes of living things over time, the variation of offspring, and the adaptation of animals and plants to their environment, which may lead to evolution.</p>	<p>Recognise and compare the effects of different numbers and voltages of cells on the brightness of a lamp or the volume of a buzzer, explain variations in component function, and use standard circuit symbols to represent simple circuits.</p>	
<p><b>Curriculum Objectives (Substantive Knowledge)</b></p>	<p><b>Light</b></p> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines</li> <li>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</li> <li>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</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Identification and classification.</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> <li>Identification and classification-pattern seeking.</li> </ul>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<p><b>Evolution and inheritance</b></p> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>Planning different types of scientific enquires to answer questions including recognising and controlling variables where necessary.</li> </ul>	
<b>Working Scientifically (Disciplinary Knowledge)</b>				<b>Key Vocabulary</b>		
<ul style="list-style-type: none"> <li>Ask relevant questions about what they notice.</li> <li>Makes systematic and careful observations using a range of equipment.</li> <li>Uses test results to set up further enquiries, comparative and fair tests.</li> <li>Identifies differences, similarities or changes related to simple scientific ideas and processes.</li> <li>Uses test results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>Gathers, records and classifies data in a variety of ways to help in answering questions</li> </ul>				opaque translucent transparent shadow pupil iris lens eyelid reflection refraction convex concave kaleidoscope periscope rainbow prism source	cell battery switch bulb motor buzzer series parallel circuit circuit diagram filament electromagnet conductor insulator	evolution adapted characteristic common ancestor diverge generation habitat mutations natural selection offspring palaeontologist population double circulation circulatory system blood vessel heart pump vein capillary artery lungs oxygen carbon dioxide gaseous exchange respiration exercise pulse rate heart chambers heart valves stethoscope blood group muscle skeleton smoking


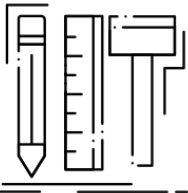

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Geography</b> <b>End Points</b> 	<p>To develop a secure knowledge of European countries are located; using map work and geographical language to describe their locality in the world and the political impact and changes that have occurred.</p>	<p>To name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, climate zones, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>To develop understanding of 6 figure grid references.</p>	<p>To develop a secure knowledge of some areas within the Southern Hemisphere including their landscapes, habitat, and residents; using map work and geographical language to describe their locality in the world and the impact climate change is having on them and places faraway.</p>	<p>To develop a secure knowledge of the water-cycle and how the weather affects the physical changes to the coastlines; How humans use and affect the environment through economics.</p>	<p>To have an awareness of coastal erosion and strategies to slow it down.</p>
<b>Curriculum Objectives (Substantive Knowledge)</b>	<p><b>Physical</b> Name and locate the European countries and other areas involved in WWII (linked to history and English book).</p> <p><b>Human</b> To identify the changes that occurred due to the changing political landscape.</p>	<p><b>Physical</b> Understand how animals change because of humans. How human lifestyle needs to change – living with tigers. Locate tiger habitats and the surrounding geography; including changes over time.</p> <p><b>Human</b> The economic activity including trade links, distribution of natural resources including energy, food, minerals and water supplies.</p>	<p>To map out the route that Charles Darwin took from England to the Galapagos Islands.</p>	<p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Southern hemisphere</li> <li>South America</li> </ul> <p><b>Human and Physical Geography Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on <b>South America</b> concentrating on their environmental regions, key physical and human characteristics and countries.</li> </ul>	<p><b>Human and Physical Geography</b></p> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of coasts.- linked to water</li> <li>Resources including water cycle</li> </ul> <p><b>Human</b></p> <ul style="list-style-type: none"> <li>Economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> <li>How animals change because of humans.</li> </ul>	<p><b>Human and Physical Geography</b></p> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of coasts.- erosion</li> </ul> <p><b>Human</b></p> <ul style="list-style-type: none"> <li>Reducing coastal/beach erosion.</li> </ul> <p>What is happening and what ideas on how to improve the protection of coastlines</p>
<b>Geography Fieldwork &amp; Skills (Disciplinary Knowledge)</b>				<b>Key Vocabulary</b>		
<ul style="list-style-type: none"> <li>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>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 including sketch maps, plans and graphs, and digital technologies.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use the eight points of a compass, six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div data-bbox="127 1457 424 1766">  <p><b>Location</b></p> </div> <div data-bbox="448 1457 744 1766">  <p><b>Climate</b></p> </div> <div data-bbox="789 1444 1086 1766">  <p><b>Physical</b></p> </div> <div data-bbox="1121 1444 1418 1766">  <p><b>Human</b></p> </div> </div>				<div style="display: flex; justify-content: space-between;"> <div data-bbox="1715 1205 1932 1570">           abrasion            arch            attrition            bay            beach            cave            cliff            coastline            corrosion            current deposition            landforms            erosion            groyne         </div> <div data-bbox="2101 1205 2377 1457">           headland            landslide            longshore drift            sea defences            sea wall            spit Stack            stump swash/ backwash            advantageous            disadvantageous         </div> <div data-bbox="2496 1205 2712 1570">           living things            change            fossils            offspring            vary            identical v            aviation            evolution            adaptation            Charles Darwin            adapt            environment            extreme conditions         </div> </div>		


Subject	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2				
<b>History</b> <b>End Points</b> 	<p>Articulate the key events and people involved in the start of WW2 and the significance of The Battle of Britain.            Develop a secure understanding of what life was like in the local area and the UK during WW2.</p>		 <p>Use local evidence to develop knowledge of the Tudor era in Britain; when it was, significant individuals and events during this time, and how the Tudors shaped Britain and Chester as we know it today.</p>		<p>Develop knowledge of the history of undersea exploration; describing significant individuals and development in the knowledge of the sea floor and of the Earth beneath</p>					
<b>Curriculum Objectives (Substantive Knowledge)</b>	<p><b>A study of an aspect of theme in British history that extends pupils' chronological knowledge beyond 1066 (WW2)</b></p> <ul style="list-style-type: none"> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>Use dates and terms accurately in describing events.</li> <li>Show chronology knowledge and understanding of local, national and global history.</li> <li>Use sources of evidence to deduce information about the past.</li> <li>Describe connections, contrasts and trends over short and longer time periods.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>Consider different viewpoints</li> <li>To see the relationships between different periods and the legacy of impacts for me and my identity.</li> <li>Refine lines of enquiry as appropriate.</li> </ul>	<p><b>A study of an aspect of theme in British history that extends pupils' chronological knowledge beyond 1066 (Tudors)</b></p> <ul style="list-style-type: none"> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>Identify specific changes within and across different periods over time.</li> <li>Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>Use dates and terms accurately in describing events.</li> <li>Show chronology knowledge and understanding of local, national and global history.</li> <li>Use sources of evidence to deduce information about the past.</li> <li>Use sources of information to form testable hypotheses about the past.</li> <li>I can describe connections, contrasts and trends over short and longer time periods.</li> <li>Discuss trends overtime. Refine lines of enquiry as appropriate.</li> </ul>		<p><b>Black history Undersea exploration</b></p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p>						
<b>Historical Enquiry Skills (Disciplinary Knowledge)</b>				<b>Key Vocabulary</b>						
<ul style="list-style-type: none"> <li>Use a range of sources to deduce information about the past – show an increasing proficiency in selecting these and be able to comment on their effectiveness</li> <li>Use literacy, numeracy and computing skills to a high standard in order to communicate information about the past</li> <li>Use dates and terms accurately in describing events</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="225 1467 599 1843" style="text-align: center;">   <b>Chronology</b> </div> <div data-bbox="626 1467 967 1843" style="text-align: center;">   <b>Invasion &amp; Settlement</b> </div> <div data-bbox="1003 1467 1377 1843" style="text-align: center;">   <b>Society</b> </div> <div data-bbox="1400 1467 1745 1843" style="text-align: center;">   <b>People of the Past</b> </div> </div>				<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;">           WW2            allies            axis            invasion            blitz            allotments            bombing            shelter         </td> <td style="vertical-align: top;">           evacuation            rationing            conflict            air raids            persecuted            RAF/Luftwaffe            surrender            propaganda         </td> <td style="vertical-align: top;">           Battle of Britain            gas masks            Armada            heretic            treason            execution            Tudor rose            New world         </td> <td style="vertical-align: top;">           Tudor            monarch            dynasty            protestant            King            Queen            exploration         </td> </tr> </table>			WW2 allies axis invasion blitz allotments bombing shelter	evacuation rationing conflict air raids persecuted RAF/Luftwaffe surrender propaganda	Battle of Britain gas masks Armada heretic treason execution Tudor rose New world	Tudor monarch dynasty protestant King Queen exploration
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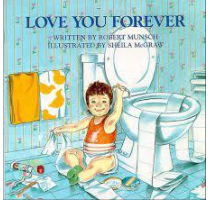

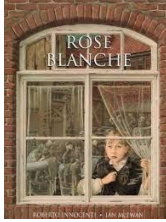

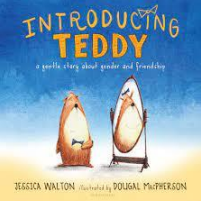
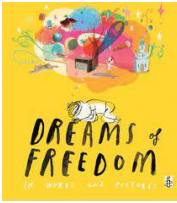
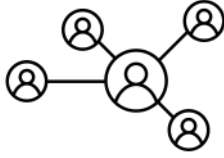




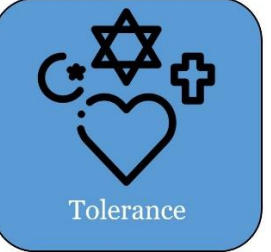
Subject	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Art</b> <b>End Points</b></p> 	<p><b>Star of Fear</b> <b>Star of Hope</b> <b>Henry Moore</b> <b>Picasso</b> Shelter Drawings Blitz 'Guernica'</p> <p>Using a range of art materials, etching and different techniques, I can depict aspects of WW2. I can discuss the artists and the social factors affecting their work. I can fairly appraise my own work.</p>	<p><b>Tigers</b> <b>William Blake</b> <b>Henry Rouseau</b> <b>April Coppinin</b></p> <p>Pen/ink, charcoal, acrylics</p> <p>I can work with a partner to produce a mixed media piece based on the work of the artists studied. I can appraise my own and others work making suggestions improvement.</p> 	<p><b>Selfish Giant</b> Fantasy Landscapes <b>Alan Lee</b> <b>Hilderbrandt</b></p> <p>I can work with a partner to produce a mixed media landscape based on the work of the artists studied. I can appraise my own and others work making suggestions improvement.</p>	<p><b>Island</b> <b>Animal theme</b> <b>Darwin Sketches</b> Observational sketches/lino printing</p> <p>Through close observation, I can sketch the main features of an animal I have chosen to study. I can use these observations to develop a mixed media piece of art using various techniques. I can develop a lino print effectively.</p> 	<p><b>Manfish</b> <b>David Mankin</b> Collage Landscapes</p> <p>Using David Mankin as a start point I can develop a seascape landscape using a range of techniques. I can collaborate in Area 13 to develop joint artworks and critique that work, suggesting ideas for improvement Use of Area 13 -----&gt;</p>	<p><b>Sky Chasers</b> <b>Richard Whadcock</b> <b>Paul Foster</b> <b>Helen Ward</b> Sky Maps I can work with a partner to produce a mixed media piece based on the work of the artists studied. I can appraise my own and others work making suggestions improvement.</p> 
<p><b>Curriculum Objectives (Substantive Knowledge)</b></p>	<p><b>Making Skills (Procedural Knowledge)</b> </p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques. Pupils work in a range of media with increasing confidence (pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape for example). They have greater choice over what materials they should use, working to own strengths and personal tastes. Pupils should have the skill now to control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required. Pupil's painting should show a more confident ability to create 3D form, depth and distance using colour and tone. They should know different types of paint media and when to use them, they should be familiar with different papers and surfaces to paint on and be able to name them.</p>		<p><b>Generating Ideas (Conceptual)</b> </p> <p>Explore ideas, record Feelings &amp; Experiences Experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas &amp; techniques. Record observations and research of artists and themes. Use a sketchbook for a range of purposes, pleasure, thoughts, ideas &amp; expression so their sketchbook becomes a very personal space. Use materials with increasing spontaneity and confidence, experimenting and taking risks over choices of media Make art from nature, their environment, still life or from photos they have taken. Make art from their aspirations for their future and the future of others, their fears, hopes and dreams for themselves and the world they live in.</p>		<p><b>Knowledge (Factual)</b> </p> <p>Learn great Artists, Craft &amp; Design Learn how artists use formal elements Study significant works of art using the following method: <i>Content</i> – Describe the art. What social, historical factors affect the work? <i>Process</i> – When &amp; how was the work made? What materials &amp; techniques are used? <i>Formal elements</i> – line, tone, colour, shape, form, composition, pattern, texture. <i>Mood</i> – what emotions does the work convey?</p>	<p><b>Evaluation (Metacognition)</b> </p> <p>They should develop greater knowledge about the role of art in society, the many vocations that can be gained through art and its importance to the UK economy. Understand that the making process is very difficult and so pupils should know that they should not be too self-critical or compare their work to others at their own expense. They should try to fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils. They should know that most artists struggle with this and that it is a vital part of the art process.</p>
<p><b>Music</b> <b>End Points</b></p> 	<p><b>Happy</b></p> <p>Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the song.</p>	<p><b>Classroom Jazz</b></p> <p>Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the songs</p>	<p><b>A New Year Carol</b></p> <p>Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the song.</p>	<p><b>You've Got A Friend In Me</b></p> <p>Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the song.</p>	<p><b>Music And Me</b></p> <p>Know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse</p>	<p><b>Reflect, Rewind and Replay</b></p>
<p><b>Curriculum Objectives (Substantive Knowledge)</b></p>	<p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>To know five songs from memory, who sang or wrote them, when they were written and why?</li> <li>To know the style of the songs and to name other songs from the Units in those styles.</li> </ul> <p>To choose three or four other songs and be able to talk about:</p> <ul style="list-style-type: none"> <li>The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>The lyrics: what the songs are about</li> <li>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) o Identify the structure of the songs (intro, verse, chorus etc.)</li> <li>Name some of the instruments</li> </ul>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>To know about the style of the songs so you can represent the feeling and context to your audience</li> </ul> <p>To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> <li>Its main features o Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>To know what the song is about and the meaning of the lyrics</li> <li>To know and explain the importance of warming up your voice</li> </ul>	<p><b>Playing Instruments</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Different ways of writing music down – e.g. staff notation, symbols</li> <li>The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>	<p><b>Improvisation</b></p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>To know that using one, two or three notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</li> <li>To know three well-known improvising musicians</li> </ul>	<p><b>Composition</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>Notation: recognise the connection between sound and symbol</li> </ul>	<p><b>Performance</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Performing is sharing music with an audience with belief</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>Everything that will be performed must be planned and learned</li> <li>You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know</li> <li>It is planned and different for each occasion</li> <li>A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>

Subject	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
<b>Religious Education</b> <b>End Points</b> 	<p>Children can describe and discuss their local church and its community and artefacts. They can discuss the use of music in Christian worship and explain how this helps Christians explain and action their faith.</p>	<p>Children can describe the benefits of belonging to a community and how they themselves are part of one. They explain what worship is and what this means to different people such as a Christian and a humanist.</p>	<p>Children can describe a Gurdwara is a Sikh place of worship and talk about what happens there. They can explain how Sikhs share food at the Langar and the importance of this, drawing parallels on other world religions and their own experiences.</p>	<p>Children can identify and discuss the similarities and differences between churches in their local area and compare these with others around the world. They can describe key Christian beliefs and how these can be slightly different around the world.</p>	<p>Children can retell parables told by Jesus and give the meanings and lessons contained within them. Children articulate Christians believe in an afterlife and give examples of how people can believe in heaven and what this may be like.</p>	<p>Children can discuss individual identify and characteristics and talk about what the golden rule means to them. They can describe how the UK is religiously diverse and how this started, talking about where these religions began, and discuss discrimination and stereotype.s</p>
<b>Curriculum Objectives (Substantive Knowledge)</b>	<p><b>Christianity: What can we learn from Christian religious buildings and music?</b></p> <ul style="list-style-type: none"> <li>Describe and make connections between different features of the religions and worldviews we have studied.</li> <li>Talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.</li> <li>Discuss own and other's spiritual experiences and find connections between communities.</li> <li>Discuss issues about community cohesion and demonstrate understanding of different views</li> </ul>	<p><b>Christianity: How and why do Christians worship? What are the benefits for believers?</b></p> <ul style="list-style-type: none"> <li>Discuss own and other's spiritual experiences and find connections between communities.</li> <li>Discuss the nature of religion and compare the main disciplines which we have studied.</li> <li>Discuss issues about community cohesion and demonstrate understanding of different views.</li> </ul>	<p><b>Sikhism: How do Sikhs worship?</b></p> <ul style="list-style-type: none"> <li>Describe and make connections between different features of the religions and worldviews we have studied.</li> <li>Talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.</li> <li>Understand the challenges of commitment to a community suggesting why belonging to a community may be valuable both in the diverse communities being studied and in my own life</li> <li>Discuss my own and other's spiritual experiences and find connections between communities.</li> </ul>	<p><b>Christianity: What are some of the differences and similarities within Christianity locally and globally?</b></p> <ul style="list-style-type: none"> <li>Explain how history and culture can influence an individual and how some question these influences.</li> <li>Discuss issues about community cohesion and demonstrate understanding of different views.</li> <li>Develop insight and start to analyse the impact of diversity within a community.</li> </ul>	<p><b>Christianity: What is the Kingdom of God and what do Christians believe about the afterlife?</b></p> <ul style="list-style-type: none"> <li>Discuss my own and other's spiritual experiences and find connections between communities</li> <li>Explore and make personal informed responses to ultimate questions.</li> <li>Explain the religions and worldviews which I encounter clearly, reasonably and coherently.</li> </ul>	<p><b>Free Choice – Diversity</b></p> <ul style="list-style-type: none"> <li>Exploring diversity</li> <li>Challenging own beliefs and perceptions and voicing your opinions</li> <li>Recognising stereotypes and discrimination</li> <li>Explaining cultural and religious traditions</li> <li>Recognising and celebrating diversity.</li> </ul>
<b>Physical Education</b> <b>End Points</b> 	<p><b>Multi-Sports</b> To use a range of different actions, skills and techniques competently, understanding why tactics are important and playing co-operatively</p>	<p><b>Gymnastics</b> To create and explore imaginative movements when performing simple and difficult movements with good body control and fluency.</p>	<p><b>Dance</b> To create and explore imaginative movements when performing simple and difficult movements with good body control and fluency.</p>	<p><b>Striking &amp; fielding</b> To stop a ball using a range of techniques including the 'long barrier', choosing a range of simple tactics and strategies when striking and fielding.</p>	<p><b>Invasion Games</b> To use a wide range of skills, actions and tactics when playing games and identify the affect on their bodies and how they can improve their performance.</p>	<p><b>Athletics</b> To use a range of athletic actions, skills and techniques competently.</p>
<b>Curriculum Objectives (Substantive Knowledge)</b>	<p>Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) • Beginning to record peers performances, and evaluate these. • Demonstrates accuracy and confidence in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control.</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. • Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. • Adapts sequences to include a partner or a small group. • Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. • Draw on what they know about strategy, tactics and composition when performing. • Analyse and comment on skills and techniques and how these are applied in their own and others' work. • Uses more complex gym vocabulary to describe how to improve and refine performances. • Develops strength, technique and flexibility throughout performances</p>	<p>Exaggerate dance movements and motifs (using expression when moving) • Performs with confidence, using a range of movement patterns. • Demonstrates a strong imagination when creating own dance sequences and motifs. • Demonstrates strong movements throughout a dance sequence. • Combines flexibility, techniques and movements to create a fluent sequence. • Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs. • Beginning to show a change of pace and timing in their movements. • Is able to move to the beat accurately in dance sequences. • Improvises with confidence, still demonstrating fluency • Demonstrates consistent precision when performing</p>	<p>Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding. • Develop and adapt their striking, fielding, throwing and catching skills to different heights, distances in small and large games. Thinking about when to use an over and under arm throw.</p>	<p>Understand that when team has ball they are attacking and when they haven't they are defending. • Understand different ways of attacking and encourage them to use positions for their team carefully. • Understand different ways to attack and defend. • Choose right formations and tactics for attack and defence. • Know how they support other players in attack and defence. • Understand how to get ready for games</p>	<p>Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) • Beginning to record peers performances, and evaluate these. • Demonstrates accuracy and confidence in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control.</p>



Subject	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Computing</b> <b>End Points</b></p> 	<p><b>Digital Literacy: networks</b> <b>Understands the basic workings of computer networks including internet</b></p>		<p><b>Computer Science: write and debug programs</b> <b>Work with variables</b></p>		<p><b>Information Technology: create digital content.</b> <b>Combine a variety of software to accomplish given goals on a range of digital devices</b></p>	
<p><b>Curriculum Objectives (Substantive Knowledge)</b></p>	<ul style="list-style-type: none"> <li>Describe different ways people communicate online</li> <li>Choose a method of communication to suit a particular purpose</li> </ul>		<ul style="list-style-type: none"> <li>Define 'variable' as something that is changeable</li> <li>Explain that a variable has a name and a value</li> <li>Identify a variable in an existing program</li> <li>Use a variable in a conditional statement to control the flow of a program</li> <li>Program a microcontroller with selection and variables</li> <li>Plan a program which includes variable to produce a given outcome</li> <li>Test programs on an emulator</li> <li>Use a range of approaches to debug errors in increasingly complex programs to accomplish specific goals</li> </ul>		<ul style="list-style-type: none"> <li>Recognise components of a webpage layout</li> <li>Create a webpage including text, images, hyperlinks and embedded content</li> </ul> <p>Understand the need for a navigation path</p>	
<p><b>Design &amp; Technology</b> <b>End Points</b></p> 	<p><b>Design, Make and Evaluate Assignment (DMEA)</b> <b>Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product?</b></p> <p><b>Combining Different Fabric Shapes</b> <b>Possible Ideas</b> tablet case mobile phone carrier shopping bag insulating bag hat/cap garden tool belt slippers sandals fabric advent calendar fabric door stop</p>	<p><b>Design, Make and Evaluate Assignment (DMEA)</b> <b>Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product?</b></p> <p><b>Pulleys and Gears</b> <b>Possible Ideas</b> fairground ride with gears or pulleys e.g. carousel, Ferris wheel controllable toy vehicle with gears or pulleys e.g. Moon buggy</p>	<p><b>Design, Make and Evaluate Assignment (DMEA)</b> <b>Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product?</b></p> <p><b>Electrical Systems: Monitoring and Control</b> <b>Possible Ideas</b> vehicle alarm security lighting system alarm for valuable artefact automatic nightlight electrical board game alarm for school shed</p>			
<p><b>Curriculum Objectives (Substantive Knowledge)</b></p>  <p><b>Projects on a Page</b></p>	<p><b>Designing</b></p> <ul style="list-style-type: none"> <li>Generate innovative ideas through research including surveys, interviews and questionnaires.</li> <li>Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes including using computer-aided design.</li> <li>Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>Produce detailed lists of equipment and fabrics relevant to their tasks.</li> <li>Formulate step-by-step plans and, if appropriate, allocate tasks within a team.</li> <li>Select from and use a range of tools and equipment, including CAD, to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>Investigate and analyse textile products linked to their final product.</li> <li>Compare the final product to the original design specification.</li> <li>Test products with intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.</li> <li>Consider the views of others to improve their work.</li> </ul> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.</li> <li>Fabrics can be strengthened, stiffened and reinforced where appropriate.</li> </ul>	<p><b>Designing</b></p> <ul style="list-style-type: none"> <li>Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources.</li> <li>Develop a simple design specification to guide their thinking.</li> <li>Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team.</li> <li>Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>Compare the final product to the original design specification.</li> <li>Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.</li> <li>Consider the views of others to improve their work.</li> <li>Investigate famous manufacturing and engineering companies relevant to the project.</li> </ul> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>Understand that mechanical and electrical systems have an input, process and an output.</li> <li>Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.</li> <li>Know and use technical vocabulary relevant to the project.</li> </ul>	<p><b>Designing</b></p> <ul style="list-style-type: none"> <li>Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost.</li> <li>Generate and develop innovative ideas and share and clarify these through discussion.</li> <li>Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components.</li> <li>Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product.</li> <li>Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>Continually evaluate and modify the working features of the product to match the initial design specification.</li> <li>Test the system to demonstrate its effectiveness for the intended user and purpose.</li> <li>Investigate famous inventors who developed ground-breaking electrical systems and components.</li> </ul> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>Understand and use electrical systems in their products.</li> <li>Apply their understanding of computing to program, monitor and control their products. Know and use technical vocabulary relevant to the project.</li> </ul>			

Subject	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
<b>MFL</b> <b>End Points</b> 	<u>Phonetics 4</u>  Recognise and pronounce a further selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience.  <u>Los Numeros 1-100</u>  Read, write, recognise and say numbers to 100.	<u>Culture – El Dia de los Muertos</u> Learn about the history and traditions of El Día de los Muertos feast day in Mexico in November. Revise previously taught language and learn new vocabulary  Research traditions in other Hispanic countries and present findings to other children using Spanish to name key practices and important words e.g. the twelve grapes of luck should be referred to as ‘las doce uvas de la suerte’.	<u>En el Colegio</u> Understand and communicate about the subjects they study, like and dislike at school and at what time and day they study.		<u>El Fin de Semana</u> Understand and communicate about what they do at the weekend in Spanish.	Annual Hispanic Day
<b>Curriculum Objectives (Substantive Knowledge)</b>	Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language 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 structures Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Present ideas and information orally to a range of audiences Read carefully and show understanding of words, phrases and simple writing Appreciate stories, songs, poems and rhymes in the language Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Describe people, places, things and actions orally* and in writing Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English					
		<u>Health Education</u> Mental wellbeing (6c, 6d, 6f, 6g, 6i, 6j) Changing adolescent body (8a, 8b)		<u>Relationships Education</u> Families and people who care for us (1a, 1b, 1d, 1f) Caring friendships (2a, 2b, 2c) Respectful relationships (3b, 3d, 3h) Being safe (5a, 5b, 5c, 5d, 5e)	<u>Relationship Education</u> Families and people who care for me (1c, 1d, 1e)  <u>Key Stage 2 Science</u> Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to parents	<u>Relationship Education</u> Online relationships (4a, 4b, 4c, 4d, 4e) Being safe (5a, 5b, 5d, 5e, 5g, 5h) Mental wellbeing (6h, 6i)

Subject	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>No Outsiders</b></p> <p>End Points</p> 	<p>We all grow up; how do our families change? Discuss hopes for future How to respond to prejudice, what to do if you witness discrimination?</p>  		<p>Historical awareness of Britain in WW2, - respect for those who fought for freedom. Awareness of holocaust, causes and effect. Recognise what we can do today to make sure 'never again'</p>  		<p>What does transgender mean? How do we make sure everyone feels welcome? Identify how people in the UK are different, how do we respond to difference and diversity?</p>  	
<p><b>PSHCE &amp; RSE</b></p> <p>End Points</p> 		<p><b>Puberty and Reproduction</b></p> <p>Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence</p>		<p><b>Communication in Relationships</b></p> <p>Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important</p>	<p><b>Families, Conception and pregnancy</b></p> <p>Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy</p>	<p><b>Online Relationships</b></p> <p>To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong</p>
<p><b>British Values</b></p>	     <p>Democracy      Mutual Respect      Rule of Law      Individual Liberty      Tolerance</p>					

## Home Learning Links;

### Autumn

#### Star of Fear, Star of Hope

- Find out about the main events of WW2 and create a timeline
- Write a letter to a person who is stuck in conflict
- Design a suitcase that contains your most favoured possessions –think carefully about what you would take if you were an evacuee and why!

#### Maths –build up your mental maths skills

Addition and subtraction <https://www.topmarks.co.uk/maths-games/mental-maths-train>

Multiplication practise <https://www.topmarks.co.uk/maths-games/hit-the-button>

Multiplication methods <https://www.bbc.co.uk/bitesize/topics/z36tyrd/articles/z4chnrd>

#### Can we save the tiger?

- Read a range of non-fiction books linked to animals and conservation
- Design an enclosure for a tiger thinking about its needs
- Investigate How farmers learn to live with tigers

#### Maths –watch these and make up questions to test yourself

Dividing by 1 digit <https://www.bbc.co.uk/bitesize/topics/z36tyrd/articles/zmcpscw>

Dividing by a 2 digit number <https://www.youtube.com/watch?v=vUORnddaVYY>

### Spring

#### The Selfish Giant

- Create a story set in the Giant's garden
- Research mythical giants in other stories and create a factfile
- Design a map of the Giant's garden using a key and a grid layout

#### Maths

**Practising Timestable Rockstars as much as possible would be really helpful.**

Fractions lengths <https://nrich.maths.org/12935>

Matching Fractions, decimals and percentages <https://nrich.maths.org/1249>

Doughnut percentages <https://nrich.maths.org/6945>

#### Island

- Research the Galapagos Islands and share your findings in a factfile/powerpoint or other format
- Select one species Charles Darwin studied to draw in detail
- Find out about Alfred Wallace and write a mini-biography <https://www.nationalgeographic.org/encyclopedia/alfred-wallace/#:~:text=British%20naturalist%2C%20Alfred%20Wallace%20co.often%20credited%20with%20the%20idea.&text=Alfred%20Russel%20Wallace%20was%20born%20in%20Wales%20in%201823.>

#### Maths

Ratio - <https://nrich.maths.org/6870>

Revision of Arithmetic skills - <https://mathsframe.co.uk/en/resources/resource/486/Y6-Arithmetic-Practice>

### Summer

#### Manfish

- Choose a place where Jacque Cousteau explored –can you find out what he would have seen there?
- Design a submarine –how would it work? Can you build a small model?
- Write a poem about an imaginary place under the water

#### Maths –SATs linked papers and revision guides will be sent home

Explore properties of shape using these: <https://nrich.maths.org/9732>

#### Skychasers

- Reflect on your time at Kelsall and make a diary/scrap book of your memories
- Design a flying craft and write a plan of how to get it to fly
- Write a story about where you would go if you could fly anywhere

#### Maths

Carry out a survey, collecting data and using it to create graphs and a factfile