



Segments to be taught and what children will know by the end of each of them.

Approx time taught per week		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Passport challenges	<p>I can politely discuss my opinion.</p> <p>I can speak in front of a group.</p> <p>I can write a letter to campaign for conservation.</p>	<p>I have raised money for a charity and know how to support them.</p> <p>I can learn how to keep myself safe.</p>	<p>I can understand the value of money.</p> <p>I can take part in a dramatic performance (and in Summer 2nd)</p>	<p>I can learn to sew on a button.</p>	<p>I can understand current world events.</p>	<p>I can swim 25m independently.</p> <p>I can converse in French during a French food tasting session.</p>
	Educational visits	<p>Devon Birmingham aquarium</p>	<p>Warning Zone</p>	<p>Young Shakespeare Company performance</p>			
2 hrs	Physical Education	<p>Outdoor Adventures/ Activities By the end of this segment children will know how to perform dances using a range of movement patterns and take part in outdoor and adventurous activity challenges both individually and within a team. OAA .pptx</p> <p>Health and Fitness</p>	<p>Tag Rugby By the end of this segment children will know how to play competitive games and apply basic principles for attacking and defending. Tag rugby.pptx</p> <p>Gymnastics By the end of this segment the children can perform dances using a</p>	<p>Badminton By the end of this segment the children can play competitive games, modified where appropriate. Badminton - knowledge organiser for badminton .pptx</p> <p>Dance</p>	<p>Volleyball By the end of this segment the children can play competitive games, modified where appropriate. Children use running, jumping, throwing and catching in</p>	<p>Athletics By the end of this segment the children can compare their performances with previous ones and demonstrate improvement to achieve their personal best. Athletics.pptx</p>	<p>Dodgeball By the end of this segment the children can play competitive games, modified where appropriate. Children use running, jumping, throwing and catching in isolation and in combination.</p>

		<p>(Lessons 4 - 6) By the end of this segment the children will know to change their running technique to adapt to different distances, understanding that humans have different components of fitness and be able to explore exercises to develop different areas of fitness and learn about muscles and what they are used for.</p>	<p>range of different movement patterns. They will develop flexibility, strength, technique, control and balance.</p> <p>Gymnastics.pptx</p>	<p>By the end of this segment children will now perform dances using a range of movement patterns.</p> <p>Dance.pptx</p>	<p>isolation and in combination.</p> <p>Basketball By the end of this segment the children can play competitive games, modified where appropriate. They will also be able to apply basic principles suitable for attacking and defending. Children use running, jumping, throwing and catching in isolation and in combination.</p>	<p>Cricket By the end of this segment children will know how to develop flexibility, strength, control and balance.</p>	<p>Golf By the end of this segment children will know how to play competitive games and apply basic principles for attacking and defending.</p> <p>Swimming inc. water safety</p>
1 hr 30	Science	<p>Electricity By the end of this segment children will know how to associate the brightness of a lamp or the volume of a buzzer with a number of voltage of cells used in the circuit and use recognised symbols when representing a simple circuit in a diagram.</p> <p>Knowledge organiser</p>	<p>Light By the end of this segment children will know how to recognise that light travels in straight lines, use this idea to explain that objects are seen because they give out or reflect light into the eye and understand how we see things.</p>	<p>Evolution, Inheritance and Adaptation By the end of this segment children will know how to recognise that living things have changed over time and that fossils provide</p>	<p>Living things and their habitats By the end of this segment children will know how to describe how living are classified into broad groups according to characteristics</p>		<p>Animals including Humans By the end of this segment children will know how to Identify and name the main parts of the human circulatory systems, describe the functions of the heart, the blood</p>

			Year 6 Light Knowledge Organiser.pptx	<p>information about living things from the past, recognise that living things produce offspring of the same kind and identify how animals and plants are adapted to suit their environment in different ways.</p> <p>Knowledge organiser</p>	<p>and give reasons for why animals are classified based on specific characteristics</p> <p>Knowledge organiser</p>		<p>vessels and blood and recognise the impact of diet, exercise, drugs and lifestyle on the way that bodies function.</p> <p>Knowledge organiser</p>
1 hr	History		<p>WW1 By the end of this segment children will have a chronologically secure knowledge and understanding of British history.</p> <p>Knowledge organiser</p>		<p>Maya By the end of this segment children will know of a non-European society that contrasts with British history and a study chosen from the Mayan Civilization.</p> <p>Knowledge organiser</p>	<p>WW2 By the end of this segment children will recognise a significant turning point in British history (Battle of Britain).</p>	
40 mins	Geography	<p>Biomes (inc. the seas) By the end of this segment children will be able to</p>	<p>UK Objectives (beach) To be developed</p>				<p>South America By the end of this segment children</p>

		<p>describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts and confidently describe how human activity has impacted on areas of the world.</p> <p>Knowledge organiser</p>					will understand similarities and differences between a study of human and physical geography of a region of South America.
30 mins	Art and Design		<p>WW1 art Children will be able to create a study of an animal (horse) by using pastel techniques. By the end of this segment children will know how to wet felt (learning of a new technique).</p> <p>Art knowledge organiser.pptx</p>			<p>Lowry Study By the end of this segment children will know about the artist, Lowry. They will know his key artist pieces and a history behind his work. Children will also produce a piece of art in the style of Lowry using watercolours (linking with prior knowledge from Year 4).</p>	
30 mins	Computing	<p>Communication and Networks By the end of this segment, children will have explored how data is transferred over the internet. They will</p>	<p>Programming A: variables in games By the end of this segment, children will have learnt about the concept of variables in</p>			<p>Programming B: Sphero</p>	Data and information. Introduction to spreadsheets

		<p>initially focus on addressing, before they move on to the makeup and structure of data packets. They then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet.</p>	<p>programming through games in Scratch. They will be able to use variables to create a simulation of a scoreboard using the 'Use-Modify-Create model'. They will design and improve their games, using their knowledge of variables, in Scratch.</p>				
30 mins	Design and Technology			<p>Sewing By the end of this segment children will know how to design a functional object (keyring). Children will be able to design and create a prototype and recognise how this would be useful for their end piece. Children will know how to sew a keyring, add accessories and evaluate their piece.</p>		<p>CAMS (2023/24 - due to current Year 6 doing this last year) By the end of this segment, children will have designed their own mechanisms, cams and followers using the skills of cutting and joining.</p>	

				DT KO sewing.pptx			
30 mins	French (to be revised for 2024-25)	<p>Animal Descriptions 1 By the end of this segment, children will demonstrate their understanding of the reasons for learning a language by creating posters to promote language learning. They will be equipped with a range of new animal nouns, adjectives and conjunctions to enable them to describe animals using complex positive and negative sentences. They will be able to give verbal and written opinions about the animals. Children will be able to create a combined animal poem, using their new knowledge. Finally, they will be able to demonstrate how to use their language skills in order to translate an authentic French poem.</p>	<p>Animal Descriptions 2 By the end of this segment, children will grammatically analyse a text about animals. They will recognise, read, write and say a range of nouns, adjectives and appropriate grammatical constructions to give verbal and written opinions about animals and their habitats with supporting reasons. They will access a short descriptive text about animals and write a short paragraph of their own. Finally, they translate an authentic French poem about a cat by Maurice Carême.</p>	<p>Predators and Prepositions By the end of this segment, children will know sufficient vocabulary and sentence structures to describe predators, their habitats and characteristics. They ask and answer more complex questions, both verbally and in writing. They learn a range of prepositions in order to explain the position of items. They describe the position of animals in relation to each other. Finally, they use a common online bilingual dictionary.</p>	To be completed once SATS arrangements are complete.	To be completed once SATS arrangements are complete.	<p>Sénégal and Food Tasting By the end of this segment, children have a broad understanding of 'La Francophonie', with a segment of study based on the French-speaking nation of Senegal. Pupils research the geography of the country, including its capital city, flag and some elements of its topography and climate, in French. Children explore in more detail some aspects of Senegalese culture, expressing opinions of the music and writing opinions of the clothes. At the end of the academic year, they have the opportunity to taste a range of French food and drink (including snails)</p>

							and express their opinion.	
30 mins	Music	Music Notation By the end of this segment children will know to to play and perform in solo and ensemble contexts, using their voices and playing musical instruments, improvise and compose music and listen with attention use and understand staff and other musical notation.				WW2 Compositions 'We'll Meet Again' By the end of this segment children will know how to play and perform in solo and ensemble contexts, using their voices and playing musical instruments, improvise and compose music and record live music.	Production To appreciate and understand a wide range of high-quality live music.	
		<u>Whole School Weekly Active Listening Programme</u>						
		Purcell, Shostakovich Sibelius, Stravinsky, Haydn, Verdi, Anna Klein, Elgar, Bologne	Grieg, Mussorgsky, Anna Meredith, Mozart, Prokofiev, Grażyna Bacewicz, Brahms and Tchaikovsky	Delia Derbyshire, Vivaldi, Gershwin, Florence Price and Steve Reich	Ravi Shankar, Villa Lobos, Hans Zimmer, John Adams, Kerry Andrew, JS Bach and Mason Bates	Beethoven, Bernstein, Copeland, Dvorak and Handel	Carl Orff, Vaughan Williams, Wagner and Sibelius	

30 mins	Religious Education`	<p>Christianity</p> <p>Planned Festival Celebrations: Harvest</p>	<p>Planned Festival Celebrations: Diwali Advent Hanukkah Christmas</p>	<p>Islam</p> <p>Key Question: <i>What does it mean to be a Muslim in Britain today?</i></p> <p>By the end of this segment children will know what Muslims believe, understand the importance of festivals, Why is Prophet Mohammad important to Muslims, What is the Quran is, the Quran is treated by Muslims, where Muslims go to worship and what Ramadan is.</p> <p><u>Knowledge Organiser</u></p>	<p>Key Question: <i>What matters most to Christians and Humanists?</i></p> <p>NB: these will probably change</p>	<p>Key Question: <i>Is it better to express your beliefs in arts and architecture or in charity and generosity?</i></p>	<p>Key Question: <i>What difference does it make to believe in ahimsa (harmlessness), grace, and/ or Ummah (community)?</i></p>

RE follow up activities

		<p>Harvest - Harvest comprehension</p>	<p>Diwali - Why is Diwali called 'The Festival of Light'?</p> <p>Advent - 1) Christingle 2) Christmas is all about the present, do you agree?</p> <p>Christmas -</p> <p>Hanukkah - Draw a menorah and write about how and why light the candles.</p>		<p>Lent/Easter - Why is the colour purple significant?</p> <p>Vaisakhi - What festival could you compare it to?</p> <p>Wesak - ? SATs</p>	<p>Eid - Through the RE Islam segment</p>	
30 mins	PSHE	<p>Rights, Rules and Responsibilities.</p> <p>By the end of this segment children will know how to identify some of the links between rights, rules and responsibilities and understand how rights and</p>	<p>My Emotions - Anti Bullying (1 lesson) Choking (1 lesson)</p> <p>By the end of this segment children will know how to react to others in emotional circumstances and that</p>	<p>Working together and Financial Capability</p> <p>By the end of this segment children will know how our</p>	<p>Managing Risk Safety Contexts</p> <p>By the end of this segment children will know how to understand and</p>	<p>Drug Education</p> <p>By the end of this segment children will know about dangers and hazards of substances</p>	<p>Sex and Relationship Education</p> <p>Healthy Lifestyles</p> <p>By the end of this segment children will know The</p>

		responsibilities can sometimes conflict with each other	people may react in different ways and how to manage stress and difficult situations.	spending choices can affect the societies we live in. Learning why people save and spend money. Being aware of personal skills and strengths that may be useful in future careers.	manage sources of risk. Understanding main causes of accidents and how to get help.	around the home. Children to recognise legal and illegal drugs and the consequences of their misuse.	objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. Children will learn how to deal with difficult moral decisions.
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