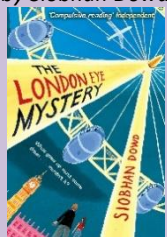
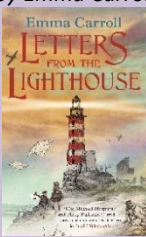


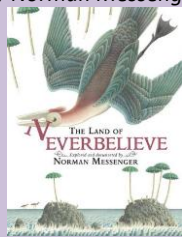
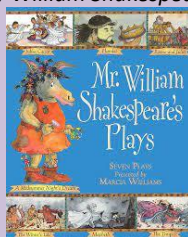




Avonwood Primary School Year 6 Curriculum Map

	AUTUMN		SPRING		SUMMER	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question(s)	How can we learn to 'think outside the box'?	Can history guide us in making our world a better place?	Do our actions impact the lives of others?	Do the choices we make change who we are?	How does adapting ensure survival?	Should we let the desires of others influence our morals?
Reading Key Text	The London Eye Mystery by Siobhan Dowd 	Letters From the Lighthouse by Emma Carroll 	Frankenstein by Mary Shelley 	Pig Heart Boy by Malorie Blackman 	The Land of Neverbelieve by Norman Messenger 	Macbeth by William Shakespeare 
Earth Charter Links	Earth Future	Family Past Peace	Life Family Love	Life Peace	Interconnected Past	Past Interconnected
Launch	Solve a mystery task	Information day WW2	Empathy and Migration workshop	Vikings and Anglo-Saxons Day	History day	Science day
Finale	Share DT and information texts with parents	Carols to parents	DT pitches	Heart dissection	Forest school celebration day	End of year play to parents
Visitors and visits	Sutton Hoo resources	National Holocaust Museum Local MP	Red Cross	Cardiac specialist visit Ancient Technology Centre	End of year residential	Red Cross
Reading Core text	The London Eye Mystery by Siobhan Dowd <ul style="list-style-type: none">- give / explain the meaning of words in context- retrieve and record information / identify key details from fiction and non-fiction- summarise main ideas from more than one paragraph- make inferences from the text / explain and justify inferences with evidence from the text- predict what might happen from details stated and implied- identify / explain how information / narrative content is related and contributes to meaning as a whole- identify / explain how meaning is enhanced through choice of words and phrases- make comparisons within the text	Letters From the Lighthouse by Emma Carroll <ul style="list-style-type: none">- give / explain the meaning of words in context- retrieve and record information / identify key details from fiction and non-fiction- summarise main ideas from more than one paragraph- make inferences from the text / explain and justify inferences with evidence from the text- predict what might happen from details stated and implied- identify / explain how information / narrative content is related and contributes to meaning as a whole- identify / explain how meaning is enhanced through choice of words and phrases- make comparisons within the text	Frankenstein by Mary Shelley <ul style="list-style-type: none">- give / explain the meaning of words in context- retrieve and record information / identify key details from fiction and non-fiction- summarise main ideas from more than one paragraph- make inferences from the text / explain and justify inferences with evidence from the text- predict what might happen from details stated and implied- identify / explain how information / narrative content is related and contributes to meaning as a whole- identify / explain how meaning is enhanced through choice of words and phrases- make comparisons within the text	Pig Heart Boy by Malorie Blackman <ul style="list-style-type: none">- give / explain the meaning of words in context- retrieve and record information / identify key details from fiction and non-fiction- summarise main ideas from more than one paragraph- make inferences from the text / explain and justify inferences with evidence from the text- predict what might happen from details stated and implied- identify / explain how information / narrative content is related and contributes to meaning as a whole- identify / explain how meaning is enhanced through choice of words and phrases- make comparisons within the text	The Land of Neverbelieve by Norman Messenger <ul style="list-style-type: none">- give / explain the meaning of words in context- retrieve and record information / identify key details from fiction and non-fiction- summarise main ideas from more than one paragraph- make inferences from the text / explain and justify inferences with evidence from the text- predict what might happen from details stated and implied- identify / explain how information / narrative content is related and contributes to meaning as a whole- identify / explain how meaning is enhanced through choice of words and phrases- make comparisons within the text	Macbeth by William Shakespeare <ul style="list-style-type: none">- give / explain the meaning of words in context- retrieve and record information / identify key details from fiction and non-fiction- summarise main ideas from more than one paragraph- make inferences from the text / explain and justify inferences with evidence from the text- predict what might happen from details stated and implied- identify / explain how information / narrative content is related and contributes to meaning as a whole- identify / explain how meaning is enhanced through choice of words and phrases- make comparisons within the text

Reading Additional texts	<p>Science texts – The history of electricity; Thomas Edison</p> <p>Geography texts - How do solar panels work?</p> <p>Mystery book passages – Beetle Boy; Simply the Quest</p> <p>Non-fiction texts – London landmarks; Tower of London</p> <p>(Auto)biography – Arthur Conan Doyle; Nikola Tesla</p> <p>Poem – The Listeners <i>by Walter de La Mere</i></p> <p>Song – Waving Through a Window (<i>Dear Evan Hansen</i>)</p>	<p>(Auto)biography – Charles Darwin and Mary Anning</p> <p>Non-fiction texts – Theory of Evolution</p> <p>Farther (picture book) <i>by Grahame Baker-Smith</i> – link to WW1</p> <p>Lion and Unicorn (short story) <i>by Shirley Hughes</i> – link to WW2</p> <p>Non-fiction texts – The Blitz; Evacuees; Battle of Dunkirk</p> <p>Newspaper report – WW2</p> <p>(Auto)biography – Winston Churchill; Anne Frank; Alan Turing</p> <p>Poem – Dulce et Decorum est <i>by Wilfred Owen</i></p> <p>Song – Speechless (<i>Aladdin</i>)</p>	<p>Science texts – the light spectrum; sense of sight; My Shadow <i>by Robert Louis Stevenson</i></p> <p>‘Thriller’ book passages – Room 13; Coraline</p> <p>Myths and Legends – Medusa</p> <p>Play script – Pandora’s box</p> <p>Poem – The Spider and the Fly <i>by Mary Howitt</i>; The Raven <i>by Edgar Allen Poe</i></p> <p>Song – Both Sides, Now (<i>Joni Mitchell</i>)</p>	<p>Science texts – Circulatory System; The Heart; Preventing Coronary Heart Disease – NHS Advice Healthy Eating; Cloning</p> <p>Evolution book - <i>Moth by Isabel Thomas</i></p> <p>Non-fiction texts – The Dangers of Smoking</p> <p>‘Real life’ book passages – Wonder; Bubble Boy; The Goldfish Boy</p> <p>Newspaper reports – Pig Heart Boy newspaper report extract</p> <p>(Auto)biography – athlete - Jessica Ennis-Hill;</p> <p>Poem - If <i>by Rudyard Kipling</i></p> <p>Song – Out There (<i>The Hunchback of Notre Dame</i>)</p>	<p>Science texts – micro-organisms</p> <p>(Auto)biography – Carolus Linnaeus; David Attenborough; Alexander Fleming</p> <p>Playscripts - variety</p> <p>Poem – The Lady of Shalott <i>by Alfred Tennyson</i></p> <p>Song – Be Prepared (<i>The Lion King 2019 version</i>)</p> <p>Variety of past SATs comprehension texts</p>	<p>Science texts – chemical reactions; chromatography; Heston’s crazy recipes</p> <p>The Man Who Walked Between the Towers (picture book) <i>by Mordicai Gerstein</i></p> <p>Poem – Caged Bird <i>by Maya Angelou</i> (Links to PSHE)</p> <p>Song – Colours of the Wind (<i>Pocahontas</i>)</p>
English and Grammar <i>(*in addition to UL)</i>	<p>Poetry: Poetry Please: The Seasons – Various (1 week)</p> <ul style="list-style-type: none">- Basic word families (verbs, adverbs, nouns, adjectives, determiners)- Main clauses- Capital letters, full stops, question marks, exclamation marks- Subjunctive verb form <p>Creating Narrative - Quest: How To Train Your Dragon –Cressida Cowell (2 weeks)</p> <ul style="list-style-type: none">- Cohesive devices within paragraphs- Contractions- Dialogue – direct speech (inverted commas)- Relative pronouns and relative clauses- Verb tenses- Brackets, dashes and commas for parenthesis <p>Informative Writing - Experimenting with Formality & Voice: Fantastic Beasts and Where to Find Them – JK Rowling (3 weeks)</p> <ul style="list-style-type: none">- Hyphens and commas to avoid ambiguity- Semi-colons for independent clauses- Modal verbs- Prepositions- Add specific detail using precise adjectives, nouns and prepositional phrases (i.e. expanded noun phrases)- Cohesive devices across paragraphs	<p>Creating a New Chapter: SeaBEAN – Sarah Holding (3 weeks)</p> <ul style="list-style-type: none">- Co-ordinating conjunctions (compound sentence)- Subordinating conjunctions (opener and end – complex sentences)- Subordinate clause openers – SUBWAI, -ed and -ing- Fronted adverbials <p>Persuasion - Reducing Waste Campaign: tourism leaflets, government posters, products adverts (3 weeks)</p> <ul style="list-style-type: none">- Simple tense – past and present (SVO)- Active and passive voice- Use organisational and presentational devices (bullet points, commas for lists, subheadings)- Brackets, dashes and commas for parenthesis	<p>Biographies: Little Leaders - Vashti Harrison (2 weeks)</p> <ul style="list-style-type: none">- Use semi-colons, colons and dashes for independent clauses (singular and double dashes)- Use passive voice to present information in a different way- Brackets, commas and dashes for parenthesis- Reported speech- Apostrophes for possession <p>Discussion: What is Right and Wrong? Who Decides? Where Do Values Come From? And Other Big Questions - Michael Rosen & Annemarie Young (2 weeks)</p> <ul style="list-style-type: none">- Write sentences with different forms (statement, question, command and exclamation)- Careful use of adverbs and modal verbs- Subjunctive verb form <p>Suspense writing: Pere Lachaise – video stimulus (2 weeks)</p> <ul style="list-style-type: none">- Short sentences- Sentence length to convey suspense and tension	<p>Continuation of suspense writing</p> <p>Multi-text Storytelling: Alma – video stimulus (4 weeks)</p> <ul style="list-style-type: none">- Hyphenated words- Ellipsis, dash to break off speech- Pronouns and possessive pronouns- Embedded clause recap- Commas to avoid ambiguity- Formality of speech <p>Informative Writing: Snarktog (1 week)</p> <ul style="list-style-type: none">- Add specific detail using precise adjectives, nouns and prepositional phrases (i.e. expanded noun phrases)- Cohesive devices across paragraphs- Formality of voice	<p>Formal letter: Letter of complaint (2 weeks)</p> <ul style="list-style-type: none">- Formality of voice- Use passive voice to present information in a different way- Modal verbs- Subjunctive verb form <p>Writing to inform – Conservation stories: The Tigers’ Tale: A Conservation Story - Catherine Barr; The Big Picture: Wildlife Conservation - Lyn Coutts (2 weeks)</p> <ul style="list-style-type: none">- Use language and structures that reflect a good understanding of the difference between informal and formal speech and writing, in line with the audience and purpose- Show an understanding of nuances of language in vocabulary choices- Use a range of different layout devices to structure writing	<p>Narrative - Traditional Tales: Grimm Tales: For Young and Old - Philip Pullman / The Tale of the Three Brothers (2 weeks)</p> <ul style="list-style-type: none">- Describe settings, characters and atmosphere in sufficient detail to create a vivid picture for the reader- Effective use of dialogue to convey character and advance action- Build suspense- Direct and reported speech- Progressive tense- Perfect tense- Dashes for cutting off thoughts <p>Class Anthology: Book of Hopes – Katherine Rundell (3 weeks)</p> <ul style="list-style-type: none">- Make careful choices in vocabulary and grammar to enhance meaning and effect on their reader <p>Modern Retelling: Shakespeare Mr William Shakespeare’s Plays - Marcia Williams’ (2 weeks)</p> <ul style="list-style-type: none">- Formality in dialogue to convey character- Debate techniques

	<p>Cross-curricular links/Additional writing pieces:</p> <p>Persuasive letter/diary extract – links to topic</p> <p>National Poetry Day</p>	<p>Cross-curricular links/Additional writing pieces:</p> <p>Setting description - description of air raid bombing and destruction. Effective use of show not tell – links to Reading core text</p>	<p>Cross-curricular links/Additional writing pieces:</p> <p>Narrative – the creation of Frankenstein’s monster – links to Reading core text</p>	<p>Cross-curricular links/Additional writing pieces:</p> <p>Explanatory Text - circulatory system – links to science</p>	<p>Cross-curricular links/Additional writing pieces:</p> <p>Brochure – encourage public to visit ‘The Land of Neverbelieve’ – links to Reading core text</p> <p>Fact file on animal – The Land of Neverbelieve – links to Reading core text</p>	<p>Cross-curricular links/Additional writing pieces:</p> <p>Explanatory Text/Speech – explanation of scientific phenomenon – links to science</p>
<p>Spelling <i>(combination of Spelling Shed and additional recapping)</i></p>	<ol style="list-style-type: none">Recap regular/irregular verbsPlurals (leaf - leaves)Recap ous (nouns to adjectives)i before eConvert nouns or verbs into adjectives using suffix ‘-ful’ and ‘-fully’ too-tious / -cious-cial / -tial	<ol style="list-style-type: none">soft and hard ch-able and -ably-ible and -iblyWords with a ‘soft c’ spelled ‘ce’Homophones 1Homophones 2	<ol style="list-style-type: none">Changing ‘-ent’ to ‘-ence’-anceWords ending -gue and -queWords ending -sure and -tureWords with ‘ou’ spelt ‘u’Adding suffix to -fer words	<ol style="list-style-type: none">-tion / -cian-Sion or -ssionRecap - silent lettersPrefix and meaning (de, dis, mis, re, over, ir, il, im and un)	<ol style="list-style-type: none">Words with /s/ sound spelled ‘sc’-re versus -er wordsRevision and test strategies	<ol style="list-style-type: none">Etymology of Shakespearean languageEtymology (including American and British spelling)
<p>Maths</p>	<p>Number and Place Value</p> <ul style="list-style-type: none">Read, write, order and compare numbers up to 10 000 000 and determine the value of each digitRound any whole number to a required degree of accuracyUse negative numbers in context, and calculate intervals across zeroSolve number and practical problems that involve all the above. <p>Addition, subtraction, multiplication and division</p> <ul style="list-style-type: none">Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplicationDivide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the contextDivide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the contextPerform mental calculations, including with mixed operations and large numbersIdentify common factors, common multiples and prime numbersUse their knowledge of the order of operations to carry out calculations involving the four operationsSolve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and whySolve problems involving addition, subtraction, multiplication and divisionUse estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.	<p>Fractions (including decimals and percentages)</p> <ul style="list-style-type: none">Use common factors to simplify fractions; use common multiples to express fractions in the same denominationCompare and order fractions, including fractions > 1Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractionsMultiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]Divide proper fractions by whole numbers [for example, $\frac{1}{2} \div 2 = \frac{1}{4}$]Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.Recognise the per cent symbol (%) and understand that per cent relates to “number of parts per 100”, and write percentages as a fraction with denominator 100, and as a decimal fractionSolve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and fractions with a denominator of a multiple of 10 or 25.	<p>Ratio and proportion</p> <ul style="list-style-type: none">Solve problems involving the relative sizes of two quantities, where missing values can be found by using integer multiplication and division factsSolve problems involving the calculations of percentages (e.g. Of measures) such as 15% of 360 and the use of percentages for comparisonSolve problems involving similar shapes, where the scale factor is known or can be foundSolve problems involving unequal sharing and grouping using knowledge of fractions and multiples <p>Algebra</p> <ul style="list-style-type: none">Use simple formulaeGenerate and describe linear number sequencesExpress missing number problems algebraicallyFind pairs of numbers that satisfy an equation with two unknownsEnumerate possibilities of combinations of two variables. <p>Measurement</p> <ul style="list-style-type: none">Recognise that shapes with the same areas can have different perimeters and vice versaRecognise when it is possible to use formulae for area and volume of shapesCalculate the area of parallelograms and trianglesCalculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].	<p>Measures</p> <ul style="list-style-type: none">Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriateUse, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal placesConvert between miles and kilometres <p>Geometry (Missing angles)</p> <ul style="list-style-type: none">Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.Know angles are measured in degrees: estimate and compare acute, obtuse and reflex anglesDraw given angles, and measure them in degrees (°)Identify: angles at a point and 1 whole turn (total 360°); angles at a point on a straight line and half a turn (total 180°); other multiples of 90°Use the properties of rectangles to deduce related facts and find missing lengths and anglesDistinguish between regular and irregular polygons based on reasoning about equal sides and angles. <p>Geometry - Properties of Shape</p> <ul style="list-style-type: none">Draw 2-D shapes using given dimensions and anglesRecognise, describe and build simple 3-D shapes, including making netsCompare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygonsIllustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius	<p>Statistics</p> <ul style="list-style-type: none">Interpret and construct pie charts and line graphs and use these to solve problemsCalculate and interpret the mean as an average.complete, read and interpret information in tables, including timetables. <p>Revise all areas.</p> <p>SATs week</p>	<p>Preparation for secondary school</p> <ul style="list-style-type: none">Algebra – more complex equations, simplifying. X + y etc.Statistics – mean, mode, median, range.Creating surveys and analysing data.Investigations

	<i>Fractions (including decimals and percentages)</i> <ul style="list-style-type: none"> Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example $\frac{3}{8}$] Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places Multiply one-digit numbers with up to two decimal places by whole numbers Use written division methods in cases where the answer has up to two decimal places 			<i>Geometry - Position and Direction</i> <ul style="list-style-type: none"> Describe positions on the full coordinates grid (all four quadrants) Draw and translate simple shapes on the coordinates plane, and reflect them in the axis 		
RE	THEOLOGY Christianity <i>Why is the resurrection significant for Christians?</i> Different gospel narratives, truth claims, salvation	THEOLOGY Christianity <i>Are religion & science in conflict?</i> Creation, interpretation, diversity of opinion Oracy debate	SOCIAL SCIENCES Sikhism <i>How do Sikhs think about equality and service?</i> Teachings of Guru Nanak, equality and the oneness of humanity, Sewa as selfless service.	PHILOSOPHY <i>What do philosophers teach us about life's purpose?</i> Self & Soul	SOCIAL SCIENCES Christianity/Hindu Dharma/Islam/Humanism/Sikhi <i>How is an understanding of life's purpose reflected in people's lives?</i> (local choice) Diverse expression of purpose in lived worldviews	
PSHE	Being Me in My World My Year Ahead Being a Global Citizen The Learning Charter Our Learning Charter Owning Our Learning Charter	Celebrating Difference Am I Normal? Understanding Disability Power Struggles Why Bully? Celebrating Difference	Dreams and Goals Personal Learning Goals Steps to Success My Dream for the World Helping to Make a Difference Recognising Our Achievements	Healthy Me Food Drugs Alcohol Emergency Aid Emotional and Mental Health Managing Stress	Relationships My Relationship Web Love and Loss Power and Control Being Safe with Technology	Changing Me My Self Image Puberty Girl Talk/Boy Talk Babies – Conception to Birth Assertiveness Transition to Secondary School
PE	Outdoor: Cross country (Bikeability) Indoor: Gymnastics	Outdoor: Invasion games: Basketball Indoor: Yoga	Outdoor: Volleyball Indoor: Dance	Outdoor 1: Circuits Outdoor 2: Invasion games: Tag rugby	Outdoor: Athletics track and field Outdoor: OAA	Outdoor 1: Tennis Outdoor 2: Batting and fielding: cricket
Science	Electricity <i>Physics</i> Circuit symbols and diagrams Batteries Series Circuits Parallel Circuits Electricity in the home	Evolution and inheritance <i>Biology</i> Animal and plant adaptations Variation within species Darwin's theory of selection Fossils and evidence of evolution Evolutionary biology - scientists	Light <i>Physics</i> Shadows Sight Colour Vision Visual Impairments Reflections Using Reflections	Functions of the human body <i>Biology</i> Respiration and the importance of blood The heart and the circulatory system Blood vessels Exercise and heart rate Staying healthy Drugs and smoking	Further classification <i>Biology</i> Invertebrates Arthropods Plants Fungi Microorganisms Bacteria and disease	Physical and chemical changes <i>Chemistry</i> Separating mixtures - distillation Separating mixtures – paper chromatography Chemical and physical changes Evidence for chemical change Rusting
Computing	Computing systems and networks Communication: Exploring how we find information on the Worldwide Web, through learning how search engines work Internet addresses Data packets Working together Shared working How we communicate Communicating responsibly	Programming Variables in games: Discovering what variables are and relate them to real-world examples of values that can be set and changed Introducing variable Variables in programming Improving a game Designing a game Designing to code Improving and sharing	Creating Media 3D modelling: Developing knowledge and understanding of using a computer to produce 3D models Introduction to 3D modelling Modifying 3D objects Make your own name badge Make your own desk tidy Planning your own 3D model Make your own 3D model	Data and information Spreadsheets: Organising data into columns and rows to create their own data set. What is a spreadsheet? Modifying spreadsheets What is the formula? Calculate and duplicate Event planning Presenting date	Programming Sensing: Building in and testing a simple program in the programming environment before transferring it to their micro bit. The microbit Go with the flow Sensing inputs Finding your way Designing a step counter Making a step counter	Creating media Webpage creation: Identifying what makes a good web page and using this information to design and evaluate their own website What makes a good website? How would you layout your website? Copy Right or copy wrong? How does it look? Follow the breadcrumbs Think before you link!
History	Britain's settlement by Anglo-Saxons and Scots <i>What can we learn about the Anglo-Saxons from what we see today?</i>	WW2 A brief history of key events	N/A	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (and his death in 1066)	Power, Empire and Democracy A short introduction to the rise and fall British Empire, and its legacy in Britain from the 1960s to today.	N/A

	Using artefacts identified at Sutton Hoo to explore what life was like for Anglo-Saxons. Who were the Anglo-Saxons? Where did the Anglo-Saxons live? How do we know about the Anglo-Saxons? Sutton Hoo artifacts			<i>Why do the Vikings have a violent reputation and do they deserve it?</i> Understanding who the Vikings were and how their reputation has changed over time; making arguments as to whether they deserve a violent reputation.		
Geography	N/A	Improving the environment Recognising the importance of renewable energy and reducing waste, and the actions that humans can take to improve the environment.	On the move Understanding push and pull factors in migration from the Northern Triangle to the USA, and Syria to countries in Europe; understanding the benefits of migration to the UK	N/A	N/A	I am a geographer Posing questions, completing fieldwork and presenting a geographical investigation e.g. As a member of the local council, what would you build on this land in our local area and why?
DT	Head coverings Designing and making an item of clothing for themselves or a friend/family member. Joining and finishing techniques including adjusting to ensure a good fit	Food Technology – Savoury Snacks Cooking and baking gilled pastries and other balanced picnic snacks. Children will prepare, combine, assemble and cook building on previously learnt techniques.	Sustainable systems Identifying a problem or issue related to sustainability. Designing a system to help address needs.	N/A	N/A	N/A
Art & design	N/A	Recycled materials Using plastic waste to create an installation about the natural world. Artists include: Ifeoma Anyaeji Serge Attukwei Clottey Veronika Richterová Katherine Harvey	N/A	Displacement Looking the work of artists who have been refugees. Artists include: Judith Kerr Kurt Schwitters Camille Pissarro Wassily Kandinsky	N/A	Art and Identity Considering the impact of the British Empire on art and how art can reflect our identity. Artists include: Yinka Shonibare Sonia Boyce
Music	Finding our Singing Voice Focus on pitch, dynamics and tempo. Learning and performing Harvest song.	Finding our Singing Voice Focus on rhythm, pitch and tempo. Learning and rehearsing Christmas songs.	Keyboards Looking at note value, rhythm and stave notation C, D, E, F, G	Keyboards Notation - on the stave, composition on keyboards Using pentatonic scale. Know that a chord is three or more notes that sound nice when played together.	Djembe Drumming Focus on rhythm, performing together and following direction to change tempo and dynamics	Djembe Drumming and Singing/Performing Matching pitch, singing with others and performing to an audience.
MFL	Phonetics 1-2 Key phonemes to facilitate accurate and authentic pronunciation Presenting Myself Rehearsal of both oral and written form in Spanish. Asking questions as well as providing accurate replies. Develop a growing understanding of grammar to manipulate language. Begin to create sentences using a range of personal details including name, age, where they live and nationality.		My Family Develop skills about their own/a fictitious family in both spoken and written form in Spanish. Use of the possessive to manipulate language Creating more personalised responses - the change from 1 st person singular to 3 rd person singular. The Date Days of the week. Months of the year. Numbers 1-31. Learning to say the date and when their birthday is.		Do You Have a Pet? Develop skills to present both orally and in written form about the pets they have and/or do not have. Move from 1 st person singular to 3 rd person singular verb usage. Say what the pet is called and use conjunctions. My Home Develop skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes. Focus on demonstrating a growing ability to create independent responses.	