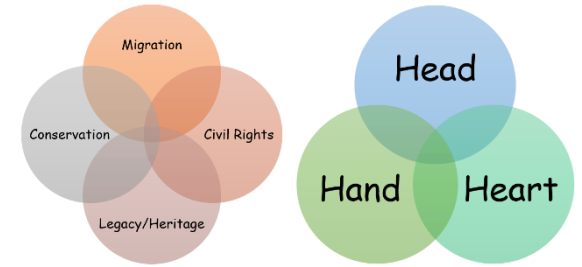




Riversdale Primary School Medium Term Planning



Year Group	Year 6
Term	Spring 2

Learning Overview

For this half term, Year 6 pupils will complete their study into World War 2 through a local lens. They will explore the London Blitz in greater detail, identifying not simply how people’s lives were affected, but also the long-lasting impact on the local area. Pupils will use online sources, as well as exploration of the local area, to identify where bombs were dropped in Southfields and how this has changed the local landscape. In computing, pupils will build on their learning of the development of computers in the past and design what they think computers of the future may be like, reflecting on how we use them today. In RE the pupils will explore religious and non-religious perspectives on death and the afterlife, comparing and contrasting ideas. In Design and Technology, the pupils will complete their frame structures unit by designing, making and evaluating a prototype piece of playground equipment. They will be applying their learning from Spring 1, such as the concept of triangulation, to ensure that the structures they make are strong and stable. This half term will also see World Book Day. As part of the celebrations, all pupils across the school will explore the same picture book and use this as a stimulus for their writing.

Quality Stimulus Text(s)	
<ul style="list-style-type: none"> Resist WORLD BOOK DAY BOOK 	

Significant People Past & Present
<ul style="list-style-type: none"> Stephen Wiltshire (Art)

Relevant UNCRC Articles

- Article 3: Best Interests of the Child
- Article 6: Life, Survival & Development
- Article 9: Keeping Families Together
- Article 20: Children without Families
- Article 22: Refugee Children
- Article 27: Food, Clothing, A Safe Home
- Article 38: Protection in War.

Subject	Consolidating: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Head* What substantive KNOWLEDGE should the children learn?	Hand* What disciplinary knowledge and SKILLS should the children learn?	Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
Writing:	Years 1 – 6: <ul style="list-style-type: none"> • Define the techniques: onomatopoeia, alliteration, rhyme, repetition, simile, metaphor, pathetic fallacy, pun, personification. Year 5 & 6: <ul style="list-style-type: none"> • Recognise that diary entries require developed introductions and conclusions including elaborated personal response (thoughts and feelings). • Highlight the importance of detailed and engaging descriptions of events in diary entries. • Understand that the information in a diary entry is organised chronologically with clear signals to the reader about time, place and personal response. • Explain the importance of varied sentence length. • Define the term relative clauses and how these are used to provide additional information. • Know the significance of a wide range of subordinate conjunctions, for cohesion and clarity. • Explain the use of embedded subordinate clauses for economy or emphasis. 	DIARY ENTRY: <ul style="list-style-type: none"> • Know that recounts should be well constructed by detailing events chronologically and with a clear reference to the writer’s thoughts, feelings and viewpoints. • Explain why description of events must be detailed and engaging. • Recognise that verb forms are controlled and precise. • Know that diary entries are written in a combination of persons (1st, 2nd and 3rd) depending on the context of the sentence. • Know that diary entries are always written in the past tense, with some examples of present tense using modal verbs for future reference, where appropriate. • Know that modifiers are used to intensify or qualify. • Discuss how sentence length and type varied according to purpose. • Identify that fronted adverbials use to clarify writer’s position. • Recall that complex noun phrases and prepositional phrases are used to add detail. • Define active voice as when the subject of the sentence does the action. 	Pupils to apply grammar, purpose for writing and specific text type features in Writing to Inform: <ul style="list-style-type: none"> • A diary entry written in the role of Edda, detailing her involvement in the Dutch resistance. Pupils to apply grammar, purpose for writing and specific text type features in Writing to Entertain: <ul style="list-style-type: none"> • A free verse poem written from the perspective of someone during an air raid. • A short 3rd person narrative inspired by the school’s selected World Book Day text. Handwriting: <ul style="list-style-type: none"> • Write increasing legibly, fluently and with increasing speed through improving choices of which the shape of a letter to use when given choices and deciding whether or not to join specific letters. Composition: <ul style="list-style-type: none"> • Plan by identifying the audience for and purpose of the writing, and desired impact upon the audience. • Plan by noting and developing initial ideas, drawing on reading where necessary. • Draft and write by selecting appropriate grammar and vocabulary for the desired impact. 	<ul style="list-style-type: none"> • Work collaboratively, listening to one another and sharing ideas. • Enjoying writing and listening to stories. • Building confidence in reading and writing. • Reflect on own writing and set targets for improvement, with support. • Respect the work of others and show empathy when providing feedback.

	<ul style="list-style-type: none">• Discuss how complex punctuation can be used in a diary entry such as:<ul style="list-style-type: none">- Brackets for parenthesis.- Dashes for parenthesis.- Commas for parenthesis, particularly for relative clauses.- Commas to avoid ambiguity.	<ul style="list-style-type: none">• Define passive voice as when the subject of the sentence has the action done to it.• Explain that diary entries use a wide range of conjunctions to ensure cohesion and vary sentence complexity.• Discuss how complex punctuation can be used in a diary entry such as:<ul style="list-style-type: none">- Colons for clause demarcation.- Semi-colons for clause demarcation.- Hyphens to avoid ambiguity. <p><u>FREE VERSE POEM:</u></p> <ul style="list-style-type: none">• Understand that free verse poetry has no set rules – it does not have to follow a regular rhyme scheme, rhythm, or structure.• Identify that line breaks are important and that poets choose where to end a line to create meaning, emphasis, or impact.• Recognise that free verse poets use carefully chosen words and punctuation to create pace and movement.• Define the term imagery.• Know that poets use powerful descriptions, similes, metaphors, and personification to create vivid pictures in the reader’s mind.• Discuss that every word should be chosen for its effect, meaning, or sound.• Know that poets use repetition for impact. <p><u>3rd PERSON NARRATIVE:</u></p> <ul style="list-style-type: none">• Recognise that the sequence of plot may be disrupted for effect. For example, using flashback to reveal an interesting event to the reader.• Know that the opening and resolution shape the story.	<ul style="list-style-type: none">• Edit own work independently, applying current learning around spelling, punctuation and grammar.	
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| | | <ul style="list-style-type: none">• Suggest a range of structural features of narrative, such as repetition for effect.• Know that paragraphs varied in length and structure, but continue to remain focused on time, place, person, theme etc.• Know that pronouns can be used to hide the doer of the action for suspense.• Recognise that dialogue is used to move the action on or to heighten empathy for central character.• Where applicable, deliberate ambiguity is set up in the mind of the reader until later in the text.• Know that figurative language can be used to build up description.• Know that modifiers are used to intensify or qualify.• Discuss how sentence length and type varied according to purpose.• Identify that fronted adverbials use to clarify writer's position.• Recall that complex noun phrases and prepositional phrases are used to add detail.• Define active voice as when the subject of the sentence does the action.• Define passive voice as when the subject of the sentence has the action done to it.• Explain that narratives use a wide range of conjunctions to ensure cohesion and vary sentence complexity.• Discuss how complex punctuation can be used in a narrative such as:<ul style="list-style-type: none">- Colons for clause demarcation.- Semi-colons for clause demarcation.- Hyphens to avoid ambiguity. | | |
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<p>Reading:</p>	<p>Year 6:</p> <ul style="list-style-type: none"> • Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Increase their familiarity with a wide range of books, including modern fiction, fiction from our literary heritage and traditional tales. • Read books that are structured in different ways and read for a range of purposes. • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views. • Retrieve, record and present information from fiction and non-fiction. • Identify and discuss themes and conventions in and across a wide range of writing. • Identify how language, structure and presentation contribute to meaning. • Learn a wider range of poetry by heart. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Predict what might happen from details stated and implied. • Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 	<p>Ready, Steady Read Together Scheme:</p> <p>Fiction:</p> <ul style="list-style-type: none"> • The Boy in the Tower <p>Non-Fiction:</p> <ul style="list-style-type: none"> • The Place for Me <p>Poetry:</p> <ul style="list-style-type: none"> • On the Move <p>Comprehension:</p> <ul style="list-style-type: none"> • Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Increase their familiarity with a wide range of books, including modern fiction, fiction from our literary heritage and traditional tales. • Read books that are structured in different ways and read for a range of purposes. • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views. • Retrieve, record and present information from fiction and non-fiction. • Identify and discuss themes and conventions in and across a wide range of writing. • Identify how language, structure and presentation contribute to meaning. • Learn a wider range of poetry by heart. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Predict what might happen from details stated and implied. 	<p>Reading Skills:</p> <ul style="list-style-type: none"> • Make meaning from words and sentences, including knowledge of phonics, word roots, word families. • Make meaning from text organisation. • Make meaning by drawing on prior knowledge. • Read increasingly complex texts independently for sustained periods. • Find the main idea of a paragraph and text. • Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause and complex sentences. • Read closely, annotating for specific purposes. • Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases. • Connecting prior knowledge and textual information to make inferences and predictions. • Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity. • Summarising a text. • Secure responses and understanding through re-reading and cross-check information. • Confidently use a range of strategies for finding and locating information e.g. skimming scanning for detail. • Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning. 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> • Pupils will respect the range of viewpoints and traditions presented in texts from literary heritage, modern fiction, and other cultures. They will listen respectfully and engage thoughtfully with others' ideas in discussions and debates. • Pupils will confidently express their own interpretations of complex texts, justify their opinions with evidence, and develop a personal reading voice through critical reflection on themes, characters, and language. • Pupils will value how authors use language and structure to convey meaning, and will appreciate a wide range of literary forms—including poetry, fiction, non-fiction, and plays—for their style, purpose, and impact. • Pupils will take ownership of their reading by independently tackling complex texts, using close reading and annotation strategies, and applying advanced reading skills such as summarising and comparing texts. • Pupils will reflect on how authors use figurative language and sentence structure to influence meaning and mood. They will make comparisons across books, evaluate language choices, and use re-reading to deepen understanding. • Pupils will share their understanding through formal presentations and debates, prepare and perform poetry and play scripts with fluency and
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	<ul style="list-style-type: none"> • Ask questions to improve their understanding. • Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas. • Make comparisons within and across books e.g. plot, genre and theme. • Provide reasoned justifications for their views. • Discuss and evaluate how authors use language, including figurative language considering the impact on the reader. Distinguishing between statements of fact and opinion. • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • Make meaning from words and sentences, including knowledge of phonics, word roots, word families. • Make meaning from text organisation. • Make meaning by drawing on prior knowledge. • Read increasingly complex texts independently for sustained periods. • Find the main idea of a paragraph and text. • Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause and complex sentences. • Read closely, annotating for specific purposes. • Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases. 	<ul style="list-style-type: none"> • Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Ask questions to improve their understanding. • Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas. • Make comparisons within and across books e.g. plot, genre and theme. • Provide reasoned justifications for their views. • Discuss and evaluate how authors use language, including figurative language considering the impact on the reader. Distinguishing between statements of fact and opinion. • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. <p><i>Vocabulary:</i> <i>figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare</i></p>		<p>expression, and contribute clearly and confidently to discussions.</p> <ul style="list-style-type: none"> • Pupils will engage in democratic dialogue by building on others' ideas, respectfully challenging viewpoints, and supporting their opinions with evidence during group tasks, debates, and comparative reading. • Pupils will aspire to read with insight and independence, develop a deeper understanding of literary techniques, and challenge themselves with texts that include layered meaning and sophisticated vocabulary. • Pupils will demonstrate a love of reading through sustained engagement with literature, enjoyment of performance, and thoughtful discussions about the deeper meanings within texts. • Pupils will show empathy by drawing inferences about characters' motives and feelings, evaluating how authors create emotional impact, and responding sensitively to the experiences and perspectives of others in texts.
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	<ul style="list-style-type: none"> • Connecting prior knowledge and textual information to make inferences and predictions. • Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity. • Summarising a text. • Secure responses and understanding through re-reading and cross-check information. • Confidently use a range of strategies for finding and locating information e.g. skimming scanning for detail. • Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning. 			
Mathematics:	<p>Year 5:</p> <ul style="list-style-type: none"> • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • Calculate and compare the area of rectangles (including squares) including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes. • Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. • Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. • Draw given angles and measure them in degrees (°). • Identify angles at a point and 1 whole turn (total 360°) • Identify angles at a point on a straight line and half a turn (total 180°) • Identify angles that are multiples of 90°. 	<ul style="list-style-type: none"> • Recall that area is the space inside a shape, measured in square units (e.g. cm², m²). • Recall that perimeter is the total length around the outside of a shape, measured in linear units (e.g. cm, m). • Know that a formula is a mathematical rule or equation that helps us calculate something. • Rectangles and squares use the formula: Area = length × width. • Parallelograms use the same method as rectangles: Area = base × height (the height is the perpendicular distance from the base to the opposite side). • Triangles use half of the parallelogram formula: Area = ½ × base × height. • Identify a wide range of 2D shapes. • Know that the number of sides a 2D shape has determined the shape's name/category. 	<p>Measurement (Area & Perimeter):</p> <ul style="list-style-type: none"> • Recognise that shapes with the same areas can have different perimeters and vice versa. • Recognise when it is possible to use formulae for area and volume of shapes • Calculate the area of parallelograms and triangles. <p>Properties of Shape:</p> <ul style="list-style-type: none"> • Draw 2-D shapes using given dimensions and angles. • Recognise, describe and build simple 3-D shapes, including making nets. • Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. • Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. 	<p>Values: Respect, Individuality, Value, Reflect, Share, Aspire, Empathy</p> <ul style="list-style-type: none"> • Working collaboratively with partners and in groups. • Using appropriate listening skills and turn taking in group discussion. • Showing empathy and kindness by helping each other to understand. • Knowing that giving your partner the answer is not helpful but explaining it is. • To recognise the value in making mistakes. • To identify the importance of resilience in problem solving. • To find different ways to solve the same problem.

	<ul style="list-style-type: none"> • Use the properties of rectangles to deduce related facts and find missing lengths and angles. • Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0. • Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. 	<ul style="list-style-type: none"> • Recognise the basic properties of common 2D shapes, including angles. • Know the terms vertex, side, and face. • Define the terms regular and irregular. • Understand that a 2D shape has 2 measurements (length and height). • Know that a triangle has 180°. • Know that a quadrilateral and a circle have 360°. • Recognise a number of 3D shapes. • Understand that a 3D shape has 3 measurements (length, height and depth). • Know that a net is a 2D representation of a 3D shape which can be folded to create the 3D shape. • Identify which nets will result in a given 3D shape. • Define radius, diameter and circumference of a circle. • Know that the diameter is double the radius. • Identify that the angle on a straight line is 180°. • Identify that a right angle is 90°. • Recognise that vertically opposite angles are identical. • Recall that negative numbers are numbers less than zero. • Recall that negative numbers are written with a minus sign (e.g. -3, -10). • Know that negative numbers appear in real-life contexts, such as temperature (-5°C) and bank balances ($-\pounds 20$ overdraft). • Know that on a number line, negative numbers are to the left of zero, and positive numbers are to the right. 	<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. <p>Negative Numbers:</p> <ul style="list-style-type: none"> • Use negative numbers in context and calculate intervals across 0. <p>Position & Direction:</p> <ul style="list-style-type: none"> • Describe positions on the full coordinate grid (all 4 quadrants). • Draw and translate simple shapes on the coordinate plane and reflect them in the axes. <p>Statistics:</p> <ul style="list-style-type: none"> • Calculate and interpret the mean as an average. 	
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		<ul style="list-style-type: none"> • Recognise that to find the difference (interval) between a negative number and a positive number, count the steps from the negative number to zero, then from zero to the positive number. • Identify that adding a negative number is the same as subtracting. • Identify that subtracting a negative number is the same as adding. • Identify the x-axis. • Identify the y-axis. • Know that when reading co-ordinates, it is always x first, followed by y. • Recognise that the four-quadrant grid includes negative numbers. • Define the term translation. • Understand that when translating, each vertex of a shape moves the same number of squares in a given direction as each other. E.g. 3 squares left, 2 squares up. • Define reflection in relation to co-ordinates. • Define the mean average. 		
Science:	<p>Years 5 & 6:</p> <ul style="list-style-type: none"> • Given a wide range of resources decide for themselves how to gather evidence to answer a scientific question. • Choose a type of enquiry to carry out and justify this choice. • Recognise the need for control variables where necessary and identify these. • Select from a range of practical resources to gather evidence to answer questions. • Carry out fair tests, recognising and controlling variables. • Decide what observations or measurements to make over time and for how long. 	<p>Light – Working Scientifically Focus Part 2:</p> <ul style="list-style-type: none"> • When white light strikes an object, some wavelengths are absorbed, and others are reflected. • According to the law of reflection, the angle of reflection is always equal to the angle of incidence. • When light encounters opaque objects, it cannot pass through, forming a shadow. • The shape of the shadow matches the object that casts it. • This is because the light rays around it are not being blocked. <p><i>Vocabulary:</i> <i>light, shadow, light source, independent variable, dependent variable, control</i></p>	<p>Ask Questions:</p> <ul style="list-style-type: none"> • Given a wide range of resources decide for themselves how to gather evidence to answer a scientific question. • Choose a type of enquiry to carry out and justify this choice. • Recognise the need for control variables where necessary and identify these. <p>Enquiry:</p> <ul style="list-style-type: none"> • Select from a range of practical resources to gather evidence to answer questions. • Carry out fair tests, recognising and controlling variables. • Decide what observations or measurements to make over time and for how long. 	<p>Value: Reflect, Entrust, Reflect, Value, Aspire</p> <ul style="list-style-type: none"> • Pupils reflect on their prior knowledge of materials and investigations, thinking carefully about what they already know and how it helps them plan a fair test. • Pupils are entrusted with scientific equipment and the responsibility to follow safety rules and conduct a fair test. • Pupils will reflect on their line of best fit and how this supports or refutes their predictions. • Pupils learn to value careful observations and accurate conclusions, understanding the importance of using evidence to explain their findings.

	<ul style="list-style-type: none"> • Look for patterns and relationships using a suitable sample. • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Select measuring equipment to give the most precise results, for example: ruler, tape measure or trundle wheel, • force meter with a suitable scale. • Decide how to record and present evidence. • Record measurements, for example: using tables, tally charts, bar charts, line graphs and scatter graphs. • Present the same data in different ways in order to help with answering the question, using scientific language. • Answer own and others' questions based on observations made, measurements taken, or information gained from secondary sources. • Discuss whether other evidence e.g. from other groups, secondary sources, and own scientific understanding, supports or refutes their answer. • Talk about how own scientific ideas change due to new evidence gathered. • Talk about how new discoveries change scientific understanding. • Communicate findings to an audience using relevant scientific language and illustrations. • Evaluate, for example, the choice of method used, the control of variables, the precision and accuracy of measurements and the credibility of secondary sources used. 	<p><i>variable, hazard, risk, conclusion, graph, line of best fit, evaluation</i></p>	<ul style="list-style-type: none"> • Look for patterns and relationships using a suitable sample. <p>Observe:</p> <ul style="list-style-type: none"> • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Select measuring equipment to give the most precise results, for example: ruler, tape measure or trundle wheel, • force meter with a suitable scale. <p>Record/Present:</p> <ul style="list-style-type: none"> • Decide how to record and present evidence. • Record measurements, for example: using tables, tally charts, bar charts, line graphs and scatter graphs. • Present the same data in different ways in order to help with answering the question, using scientific language. <p>Conclusions:</p> <ul style="list-style-type: none"> • Answer own and others' questions based on observations made, measurements taken, or information gained from secondary sources. • Discuss whether other evidence e.g. from other groups, secondary sources, and own scientific understanding, supports or refutes their answer. • Talk about how own scientific ideas change due to new evidence gathered. • Talk about how new discoveries change scientific understanding. <p>Communicate:</p> <ul style="list-style-type: none"> • Communicate findings to an audience using relevant scientific language and illustrations. <p>Evaluation:</p>	<ul style="list-style-type: none"> • Pupils will aspire to improve their scientific skills by evaluating their investigation, identifying ways to make their methods more accurate and reliable, and striving for greater precision in their future experiments.
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	<ul style="list-style-type: none"> Identify any limitations that reduce the trust in their data. 		<ul style="list-style-type: none"> Evaluate, for example, the choice of method used, the control of variables, the precision and accuracy of measurements and the credibility of secondary sources used. Identify any limitations that reduce the trust in their data. 	
Art:	<p>Year 6:</p> <ul style="list-style-type: none"> Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works. Express thoughts and feelings about their own work and that of others through clear and well explained annotations. Make notes to indicate their intentions/purpose of a piece of work. Use a sketchbook to explain how they can adapt and improve their work, throughout the creative process based on their intentions. Develop own style based on learning around artists and techniques, including mixed media. Discuss and review own and others work, with clear explanations that are supported by their knowledge or artists and techniques. Reflect on own work identifying modifications that can be made, in relation to styles and approaches to develop this further. Identify artists who have worked in a similar way to their own work and explain the intended impact on the viewer. Recognise the art of key artists and continue to place them in key movements or historical events. 	<p>Drawing:</p> <ul style="list-style-type: none"> Photographs can be used as references for drawings. Viewfinders help in focusing on specific details in the foreground, middle ground and background. Observation is crucial for finding details, structure, and proportions. Using mixed media adds variation in texture. Contour lines help outline the basic shape of a subject before adding detail. Work in sections rather than trying to complete everything at once. A range of shading and blending techniques can be used to for areas of shadow and light. The closer together the lines/dots/scribbles are, the darker the area will appear. Each shading technique also provides a different textural quality: <ul style="list-style-type: none"> Hatching & Cross-hatching adds a smoother texture. Stippling & Circulism creates a rougher/grainy texture. Scribbling gives a rough or fuzzy effect, good for foliage. <p>Significant People Stephen Wiltshire:</p> <ul style="list-style-type: none"> A contemporary artist known for drawing buildings and cityscapes with precision. 	<p>Exploring & Developing Ideas:</p> <ul style="list-style-type: none"> Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works. Express thoughts and feelings about their own work and that of others through clear and well explained annotations. Make notes to indicate their intentions/purpose of a piece of work. Use a sketchbook to explain how they can adapt and improve their work, throughout the creative process based on their intentions. Develop own style based on learning around artists and techniques, including mixed media. <p>Responding to Art:</p> <ul style="list-style-type: none"> Discuss and review own and others work, with clear explanations that are supported by their knowledge or artists and techniques. Reflect on own work identifying modifications that can be made, in relation to styles and approaches to develop this further. Identify artists who have worked in a similar way to their own work and explain the intended impact on the viewer. 	<p>Values: Individuality, Share, Respect, Value, Empathy</p> <ul style="list-style-type: none"> Encourage the pupils to consider the uniqueness of Stephen Wiltshire's work and that he does not conform to a specific artistic movement, rather his approach is personal. Share ideas with each other and help encourage each other in their planning. Emphasise respect for materials, processes, and the diverse artistic choices of others. Value the significance of mixed media approaches as a sign of individualism and personal style. Encourage students to empathise with their peers by listening attentively to their reflections on their artwork, understanding the effort and emotions invested in the creative process.

	<ul style="list-style-type: none"> • Select appropriate media and learned techniques to achieve a desired outcome. • Work in a sustained and independent way to create a detailed drawing over a number of sessions. • Work from a variety of sources including • observation, photographs and digital images. • Continue to explore the combination of different art media in their artwork, developing their own personal style. • Adapt drawings over time, based on self and peer assessment giving clear reasons behind decisions. 	<ul style="list-style-type: none"> • Draws entire cities in amazing detail just from memory after seeing them once! • Found it easier to express himself through drawing as a child before he learned to speak. <p><i>Vocabulary:</i> <i>architecture, cityscape, contour lines, proportion, tonal contrast, shading, blending, mixed media, observation, detail</i></p>	<ul style="list-style-type: none"> • Recognise the art of key artists and continue to place them in key movements or historical events. <p>Drawing:</p> <ul style="list-style-type: none"> • Select appropriate media and learned techniques to achieve a desired outcome. • Work in a sustained and independent way to create a detailed drawing over a number of sessions. • Work from a variety of sources including observation, photographs and digital images. • Continue to explore the combination of different art media in their artwork, developing their own personal style. • Adapt drawings over time, based on self and peer assessment giving clear reasons behind decisions. 	
<p>Computing:</p>	<p>Year 5:</p> <ul style="list-style-type: none"> • To know how search engines work. • To understand that anyone can create a website and therefore we should take steps to check the validity of websites. • To understand what copyright is. • To know the difference between ROM and RAM. • To know different ways that we communicate online. • To understand how online information can be used to form judgements. • To know that apps require permission to access private information and that you can alter the permissions. • Learning that external devices can be programmed by a separate computer. • Recognising that computers transfer data in binary and understanding simple binary addition. 	<p>Kapow Computing Scheme:</p> <p>Bletchley Park and the History of Computers Lessons 4 – 5:</p> <ul style="list-style-type: none"> • Recognise the components of a computer and why they are important. • Identify how computers have evolved over time. • Use understanding of historic computers to design a computer of the future. • Know that sound clips can be recorded using sound recording software. • Know that sound clips can be edited and trimmed. <p><i>Vocabulary:</i> <i>CPU (central processing unit), GPU (graphics processing unit), hard drive, mouse, operating system, RAM (random access memory), ROM (read only memory), touch screen, trackpad, audio advert, audio software, background noise, script</i></p>	<ul style="list-style-type: none"> • Learning about the history of computers and how they have evolved over time. • Using past experiences to help solve new problems. • Using the understanding of historic computers to design a computer of the future. • Planning, recording and editing an audio recording. • Creating and editing sound recordings for a specific purpose. 	<p>Values: Aspire, Reflect, Share</p> <ul style="list-style-type: none"> • Pupils use their understanding of historic computers to design a computer of the future, encouraging innovation and ambition in technology. • Pupils consider how computers have evolved over time and how past technological developments have shaped the digital world today. • Pupils collaborate by planning, recording, and editing sound clips for a specific purpose, learning the importance of communication and teamwork in digital creativity.

	<ul style="list-style-type: none"> Developing searching skills to help find relevant information on the internet. To know some common online scams. <p>Year 6:</p> <ul style="list-style-type: none"> Learning about the history of computers and how they have evolved over time. Using past experiences to help solve new problems. Writing increasingly complex algorithms for a purpose. Debugging quickly and effectively to make a program more efficient. Remixing existing code to explore a problem. Changing a program to personalise it. Evaluating code to understand its purpose. Predicting code and adapting it to a chosen purpose. Using search and word processing skills to create a presentation. Understanding how search engines work. Using search engines safely and effectively. Understanding the importance of secure passwords and how to create them. 			
<p>DT:</p>	<p>Year 6:</p> <ul style="list-style-type: none"> Recognise that frame structures combine beams, columns and slabs to resist heavy loads/compression. Experiment with different techniques for constructing simple frame structures. Investigate ways of strengthening a frame structure, including struts. Investigate ways of strengthening joints, including gusset plates. <p>Year 5 & 6:</p>	<p>CONTEXT:</p> <p><i>"Hi everyone, my name is Jyoti. I am an architect working for a local park. They want their playground to be fun, safe, and accessible, with equipment that children can climb, swing, or balance on. But they've had problems with some equipment in the past breaking and wobbling, so they're worried about safety. Can you help me design and make something for the children?"</i></p> <p>Frame Structures Lessons 4 – 6:</p>	<p>Structures:</p> <ul style="list-style-type: none"> Select appropriate materials to develop a chosen idea giving clear reasoning in relation to the intended purpose. Apply the concept of triangulation to increase rigidity of a frame structure. <p>Designing:</p> <ul style="list-style-type: none"> Share and clarify ideas through discussion. Model their ideas using prototypes and pattern pieces. 	<p>Values: Share, Aspire, Reflect, Empathy</p> <ul style="list-style-type: none"> Sharing their design ideas with peers as well as discussing and exchanging feedback ensures that they make the most of the varying opinions in the room and learn from each other. Encourage pupils to set high standards for themselves and strive to execute their projects with precision and creativity.

	<ul style="list-style-type: none"> • Share and clarify ideas through discussion. • Model their ideas using prototypes and pattern pieces. • Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas. • Generate innovative ideas, drawing on research. • Make design decisions, taking account of constraints such as time, resources and cost. • Select tools and equipment suitable for the task. • Confidently explain their choice of tools and equipment in relation to the skills and techniques they will be using. • Select materials and components suitable for the task. • Confidently explain their choice of materials and components according to functional properties and aesthetic qualities. • Produce appropriate lists of tools, equipment and materials that they need. • Formulate step-by-step plans as a guide to making. • Follow procedures for safety and hygiene. • Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components. • Accurately measure, mark out, cut and shape materials and components. • Accurately assemble, join and combine materials and components. 	<ul style="list-style-type: none"> • Frame structures support larger objects as they can bear weight well. • Diagonal beams (called struts) to are added to square or rectangular structures to create triangles. • Triangulation strengthens a structure by distributing weight effectively and improving rigidity. • Triangulation reduces compression. • It is important to ensure structures have stable joints, otherwise they may fall apart. • Strengthening joints through gusset plates, triangle shapes which are connected to the beams, improves stability. • Strong materials such as wood or metal would be best suited to the construction of playground equipment. <p><i>Vocabulary:</i> <i>frame, beams, compression, strut, triangulation, joints, strengthen, rigidity</i></p>	<ul style="list-style-type: none"> • Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas. • Generate innovative ideas, drawing on research. • Make design decisions, taking account of constraints such as time, resources and cost. <p>Making:</p> <ul style="list-style-type: none"> • Select tools and equipment suitable for the task. • Confidently explain their choice of tools and equipment in relation to the skills and techniques they will be using. • Select materials and components suitable for the task. • Confidently explain their choice of materials and components according to functional properties and aesthetic qualities. • Produce appropriate lists of tools, equipment and materials that they need. • Formulate step-by-step plans as a guide to making. • Follow procedures for safety and hygiene. • Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components. • Accurately measure, mark out, cut and shape materials and components. • Accurately assemble, join and combine materials and components. • Accurately apply a range of finishing techniques, including those from art and design. • Use techniques that involve a number of steps. 	<ul style="list-style-type: none"> • Students learn to consider users' needs and preferences when evaluating their frame structures, promoting empathy towards others.
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	<ul style="list-style-type: none"> • Accurately apply a range of finishing techniques, including those from art and design. • Use techniques that involve a number of steps. • Demonstrate resourcefulness when tackling practical problem. • Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make. • Identify the strengths and areas for development in their ideas and products, making clear links to the design criteria. • Consider the views of others, including intended users, to improve their work, making clear links to the design criteria. • Evaluate their ideas and products against their original design specification. 		<ul style="list-style-type: none"> • Demonstrate resourcefulness when tackling practical problem. <p>Evaluating:</p> <ul style="list-style-type: none"> • Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make. • Identify the strengths and areas for development in their ideas and products, making clear links to the design criteria. • Consider the views of others, including intended users, to improve their work, making clear links to the design criteria. • Evaluate their ideas and products against their original design specification. 	
Geography:				
History:	<p>Year 5 & 6:</p> <ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across period they study. • Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Use a wide variety of sources of information to form testable hypotheses about the past. • Discuss the impact and causes of historical change in Britain identifying and contrasting 	<p>Wandsworth's War Lessons 7 – 10:</p> <ul style="list-style-type: none"> • The Blitz was a sustained night-time bombing campaign conducted by the German Luftwaffe. • It began on 7th September 1940 and ended on 11th May 1941. • Sirens would sound, signalling for people to seek shelter. • Many roads, buildings and homes in London were damaged or destroyed and many lives were lost. • In the local area, the corner where Smeaton Road and Lainson Street meet suffered the most damage. • The primary D-Day invasion took place on the beaches of Normandy. • D-Day was a key military operation specifically on 6th June 1944, and 	<p>Chronology:</p> <ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge and understanding of British, local and world history. • Establish clear narratives within and across the periods they study. • Order an increasing number of significant events and movements on a timeline using dates accurately. <p>Change & Continuity:</p> <ul style="list-style-type: none"> • Discuss the reasons behind historical changes in British society and their impact. • Make links between events and changes within and across different time periods/societies. • Give reasons why changes may have occurred, backed up with evidence. 	<p>Values: Value, Respect, Empathy, Reflect, Share, Entrust</p> <ul style="list-style-type: none"> • Discuss and support pupils to recognise the difficulties British people would have faced during the Blitz, including the mental health impacts of this. • Explore how it would have felt for those in the local area that would have lost their homes. • Identify the significance of the D-Day landings and support pupils to reflect on how events may have changed if this was not a successful operation. • Allow pupils to share their thoughts and opinions around what the legacy of WW2 might be and why.

	<p>changes and trends between different periods.</p> <ul style="list-style-type: none"> Identify short- and long-term causes of major events in history. Understand the effect on society within a time period, relating to the effect/impact today. 	<p>considered a turning point in WW2.</p> <ul style="list-style-type: none"> World War 2 officially ended on 2nd September 1945, when the last Axis Power (Japan) surrendered. The legacy of WW2 includes a change in the view of women's roles and the formation of the UN. <p><i>Vocabulary:</i> <i>Allied Forces, Axis Power, Luftwaffe, Blitz, invasion, operation, unconditional surrender, Normandy, society, United Nations (UN), legacy</i></p>	<ul style="list-style-type: none"> Describe how and why some changes within past societies are maintained and still affect us today. <p>Cause & Consequence:</p> <ul style="list-style-type: none"> Identify a range of causes of major events in history. Begin to analyse reasons for, and results of these historical events, including long-term changes in society. <p>Using Sources for Enquiry:</p> <ul style="list-style-type: none"> Use a range of sources to find out about a particular aspect of the past. Form own opinions about historical events from a range of sources. Know that the most reliable sources are primary sources which were created for official purposes. Select reliable sources of evidence, giving reasons for choices. Evaluate the usefulness and accuracy of different sources of evidence. 	<ul style="list-style-type: none"> Explore the importance of the UN and how they are entrusted by those within it to work towards keeping peace.
<p>Music:</p>	<p>Year 6:</p> <ul style="list-style-type: none"> Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Representing changes in pitch, dynamics, and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one 	<p>Kapow Music Scheme:</p> <p>Theme & Variations</p> <ul style="list-style-type: none"> To know that a 'theme' is a main melody in a piece of music. To know that 'variations' in music are when a main melody is changed in some way throughout the piece. To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. <p><i>Vocabulary:</i></p>	<ul style="list-style-type: none"> Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> Appreciate the skills and efforts of their peers and musicians. Respect for the instruments and equipment used in music-making. Express individual creativity through music composition and performance. Explore different instruments and musical roles. Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects. Lead, make decisions, and contribute to the musical process.

	<p>another to create a coherent overall effect.</p> <ul style="list-style-type: none"> Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions. 	<p><i>3/4-time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, semi-quaver, staccato, tempo, theme, TIKI-TIKI, TI-TIKI, TIKI-TI, Translate, variations, vocal line, woodwind</i></p>	<ul style="list-style-type: none"> Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Constructively critique their own and others' work, using musical vocabulary. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation. 	<ul style="list-style-type: none"> Engage in reflective practices after performances, analysing what went well and areas for improvement. Share musical talents and skills through performances. Share ideas, insights, and responsibilities. Engage in discussions about the selection of repertoire and the organisation of musical events. Set musical goals, whether related to technique, theory, or performance. Aim for higher levels of musical proficiency and expression. Develop a love for music through exposure to various genres and styles. Nurture emotional connections to music and express and interpret emotions through performance. Develop empathy by understanding the emotions conveyed in different pieces. Listen to and understand each other in teamwork.
<p>PE:</p>	<p>Year 5:</p> <ul style="list-style-type: none"> Confidently use a range of tactics for different purposes. Independently set up small games. Use forehand, backhand and overhead shots increasingly well in the games they play. Use volley in games where it is important. 	<ul style="list-style-type: none"> Identify appropriate exercise and activities for warming up. Explain how these activities affect their bodies in relation to preparedness for sport. Confidently explain different tactics in a game of tennis. Explain when to use forehand, backhand and overhead shots in a game. 	<ul style="list-style-type: none"> Use some sport specific skills related to tennis with accuracy and consistency. Play cooperatively with a partner. Apply rules consistently and fairly. Start to use the skills they prefer with competence and consistency whilst playing a match. Analyse their own performance using technology (performance 	<p>Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy</p> <ul style="list-style-type: none"> Carry out activities to improve their work and understand why they are useful. Come up with and share sensible solutions, given time to think about their actions.

	<ul style="list-style-type: none"> • Make suggestions as to what needs practicing both for themselves and their peers with specific examples. 	<ul style="list-style-type: none"> • Identify which are their favourite shots and tactics and why. • Explain what they and others do that is successful with clear examples. <p><i>Vocabulary:</i> <i>ready position, underarm throw, overarm throw, hold, racket, strike, target area, opponent, forehand, backhand, overhead, shot, volley.</i></p>	<p>analysis) and decide what they need to work on to improve.</p>	<ul style="list-style-type: none"> • Work collaboratively to improve individual and team member skills, showing aspiration. • Value the efforts of others and show empathy when providing peer-assessment/feedback. • Entrust each other to be kind and supportive, showing good sportsmanship. • Show resilience when receiving feedback and reflect on how this can be used.
<p>RE:</p>	<p>Year 6:</p> <ul style="list-style-type: none"> • Describe some reasons for why people belong to religions. • Explain how similarities and differences between religions can make a difference to the lives of individuals and communities. • Use a wider religious vocabulary. • Begin to suggest reasons for similarities and differences in the answers given to moral questions. • Begin to explain how religious sources are used to provide answers to moral questions. • Say what religions teach about some of the big questions of life and begin to use more sources to explain different views. • Give own views and describe the views of others on questions about identity and the meaning of life. • Use brief reasons and some references to sources of wisdom, such as inspirational people. • Begin to express much clearer opinions on matters of religion and belief and use some examples to support their views. 	<p>What Happens When We Die? Lessons 1 -5:</p> <ul style="list-style-type: none"> • Some people believe funerals help the living to grieve and say goodbye. • Others see them as a way to support the soul of the deceased. • In Judaism, simple burials show equality in death. • Mourners follow Shiva, seven days of mourning, where family and friends offer support. • Some Christians believe you must have faith in Jesus to go to Heaven. • Others believe living a good and moral life can lead to Heaven. • Islam teaches that Allah judges everyone, on the day of Judgment based on their actions and intentions. • People may be sent to Paradise (Jannah) or Hell (Jahannam). • Muslims believe Allah is merciful so sincere repentance can erase sins. • Hindus believe that a soul (atman) is reborn into a new body based on karma. • Some Hindus see moksha as joining with Brahman. <p><i>Vocabulary:</i></p>	<p>Learning About Religion & Belief:</p> <ul style="list-style-type: none"> • Describe some reasons for why people belong to religions. • Explain how similarities and differences between religions can make a difference to the lives of individuals and communities. • Use a wider religious vocabulary. • Begin to suggest reasons for similarities and differences in the answers given to moral questions. • Begin to explain how religious sources are used to provide answers to moral questions. • Say what religions teach about some of the big questions of life and begin to use more sources to explain different views. <p>Learning From Religion & Belief:</p> <ul style="list-style-type: none"> • Give own views and describe the views of others on questions about identity and the meaning of life. • Use brief reasons and some references to sources of wisdom, such as inspirational people. • Begin to express much clearer opinions on matters of religion and belief and use some examples to support their views. 	<p>Values: Empathy, Respect, Reflect, Entrust, Individuality</p> <ul style="list-style-type: none"> • Pupils will consider how funerals help people cope with loss and support each other in grief. They will develop empathy by thinking about how different people feel during a funeral. • Pupils will learn about Jewish funeral traditions and reflect on the importance of respecting religious beliefs and customs, even if they are different from their own. • Pupils will reflect on different Christian beliefs about Heaven and what it means to live a good life. They will also consider their own thoughts on fairness and justice in the afterlife. • Pupils will explore the idea of judgment and forgiveness in Islam, considering how trust and faith play a role in religious beliefs about the afterlife. • Pupils will learn about Hindu beliefs in reincarnation and moksha, exploring how different beliefs shape individual choices and aspirations for life after death.

		<i>funeral, mourning, ritual, heaven/paradise, salvation, judgment, reincarnation, moksha, karma, afterlife</i>		
RHW:	<p>Year 4:</p> <ul style="list-style-type: none"> Ways in which the internet and social media can be used both positively and negatively. About the benefits of the internet. The importance of balancing time online with other activities. Strategies for managing time online. Reasons for following and complying with regulations and restrictions (including age restrictions). How they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming. About the importance of keeping personal information private. Strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others What to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact. About privacy and personal boundaries. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. Where to get advice and report concerns if worried about their own. <p>Year 5:</p> <ul style="list-style-type: none"> What their Top 5 Strengths are and which Virtue they fall under. 	<p>My Happy World: Media Literacy and Digital Resilience Lessons 1 - 2</p> <p>To Know:</p> <ul style="list-style-type: none"> recognise ways in which the internet and social media can be used both positively and negatively. recognise things appropriate to share and things that should not be shared on social media. rules surrounding distribution of images. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results. about some of the different ways information and data is shared and used online, including for commercial purposes. about how information on the internet is ranked, selected and targeted at specific individuals and groups. That connected devices can share information. about how text and images in the media and on social media can be manipulated or invented. strategies to evaluate the reliability of sources and identify misinformation. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming. <p><i>Vocabulary:</i></p>	<p>My Happy World: Media Literacy and Digital Resilience</p> <ul style="list-style-type: none"> Recognise positive and negative uses of the internet and social media. Identify what is safe and appropriate to share online, including rules about sharing images. Assess the reliability of online sources and make safe, informed choices when using information. Explain how information is shared, ranked, and targeted online, including for commercial purposes. Evaluate text and images in media and social media to detect manipulation or misinformation. Apply strategies to stay safe online and follow regulations and restrictions that protect wellbeing. <p>My Happy Mind: Relate</p> <ul style="list-style-type: none"> Use Active Listening to build and maintain positive relationships with others. Identify their Character Strengths and apply them to relate well to peers. Recognise their current friendship skills and plan how to develop them further. Transfer friendship and communication skills to new environments, such as transition to secondary school. Apply strategies to manage friendships through change, peer pressure, and challenges. 	<p>My Happy World: Media Literacy and Digital Resilience</p> <p>Values: Respect, Reflect</p> <ul style="list-style-type: none"> Pupils will use online platforms responsibly, respecting rules, others' privacy, and the reliability of information. Pupils will think critically about information, sources, and their own online behaviour. <p>My Happy Mind: Relate</p> <p>Values: Empathy, Reflect</p> <ul style="list-style-type: none"> Pupils will understand and respond to others' feelings and perspectives in friendships. Pupils will think about their current skills and plan how to apply them in changing situations. <p>My Happy Relationships: Safe Relationships</p> <p>Values: Respect</p> <ul style="list-style-type: none"> Pupils will respect personal boundaries, privacy, and consent for themselves and others.

	<ul style="list-style-type: none"> • That when they see things from different perspectives, they are using their Prefrontal Cortex and then their brain can remember this and store it in their Hippocampus. • That they can train their brain to notice how people use their strengths differently. • That strengths help release Dopamine and make Team H-A -P happy, calm and relaxed. • That you are more likely to see different strengths and perspectives positively when Team H-A -P is working as a team. • We can do Happy Breathing to stay calm when facing challenging situations and see other people's perspectives. • That friends can help solve problems, and it is important to show gratitude towards them. • This can help develop an Attitude of Gratitude, and the Gratitude Domino Effect makes everyone feel good. • Skills needed to listen actively and how this will help them to 'Stop, Understand and Consider'. • They will understand why this is so important in friendships. 	<p><i>digital devices, screen time, trusted adult, inappropriate content, age restrictions, social media, internet safety, edited content, fake information, online risks</i></p> <p>My Happy Mind: Relate Lessons 1 – 2</p> <p>To Know:</p> <ul style="list-style-type: none"> • How to have good relationships with others. • About Active Listening and how to use it to build relationships with others. • How our Character Strengths can help us to get along with and relate to others. <p>Year 6 Transition Programme:</p> <ul style="list-style-type: none"> • How they go about making friendships today – what strengths they have here and what they can develop. • How those skills are transferable to their upcoming changing environment. • Strategies to manage friendships through change, transition and peer pressure by practising different communication strategies. • Strategies for seeing different perspectives through role play. <p><i>Vocabulary:</i> <i>character strengths, relate, get along, people, active listening, 'stop understand and consider', friendships, relationships, differences, perspectives, team h-a-p, dopamine</i></p> <p>My Happy Relationships: Safe Relationships Lesson 1</p> <p>To Know:</p> <ul style="list-style-type: none"> • About privacy and personal boundaries. • What is appropriate in friendships and wider relationships (including 	<ul style="list-style-type: none"> • Use role play to practise seeing things from different perspectives and resolving friendship issues. <p>My Happy Relationships: Safe Relationships</p> <ul style="list-style-type: none"> • Recognise personal boundaries and privacy in friendships and wider relationships, including online. • Identify acceptable and unacceptable physical contact and respond appropriately. • Apply strategies to manage pressure from others to do something unsafe or uncomfortable. • Understand the importance of seeking and giving permission (consent) in different situations. • Decide when it is appropriate to keep a confidence or share a secret responsibly. • Seek advice or report concerns to trusted adults when worried about their own or someone else's safety. 	
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		<p>online);r24. How to respond safely and appropriately to adults they may encounter (in all contexts including online)whom they do not know.</p> <ul style="list-style-type: none"> • Recognise different types of physical contact; what is acceptable and unacceptable; and strategies to respond to unwanted physical contact. • About seeking and giving permission (consent) indifferent situations. • About keeping something confidential or secret, when this should (e.g. A birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret. • How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. • Where to get advice and report concerns if worried about their own or someone else's personal safety(including online). <p><i>Vocabulary:</i> safe, unsafe, respectful, privacy, boundaries, consent, comfortable, uncomfortable, permission</p>		
<p>Spanish:</p>	<p>Year 6:</p> <ul style="list-style-type: none"> • Reading short authentic texts for enjoyment or information. • Identifying and extracting key information in a range of authentic texts. • Using a bilingual dictionary to select alternative vocabulary for independent sentence building. • Using further contextual clues and cues, such as awareness of 	<p>Kapow Spanish Scheme:</p> <p>Shopping in Spain:</p> <p>Grammar:</p> <ul style="list-style-type: none"> • That there are four forms of the question word cuánto that changes according to whether the noun is singular feminine, masculine feminine, plural feminine and masculine feminine. • A range of prepositions to describe the position of objects. 	<p>Language Comprehension:</p> <ul style="list-style-type: none"> • Listening and following the gist of information from an extended audio passage using language detective skills. • Beginning to predict spelling patterns. <p>Language Production:</p> <ul style="list-style-type: none"> • Engaging in conversation and transactional language. 	<ul style="list-style-type: none"> • To feel confident to speak Spanish. • Compare the lifestyles between England and Spain, appreciating individuality within this. • Appreciate similarities and differences between languages and cultures. • Respect pronunciation and the importance of accuracy in communicating in different languages.

	<p>grammatical structures to deduce unknown vocabulary.</p> <ul style="list-style-type: none"> • Developing extended sentences to justify a fact or opinion. • Planning and giving a short oral presentation. • Modifying, expressing and comparing opinions. • Using existing knowledge of vocabulary and phrases to create new sentences. • Using a wide range of descriptive phrases. 	<p>Phonics:</p> <ul style="list-style-type: none"> • Rules for where to put stress on a word. <p>Cultural awareness:</p> <ul style="list-style-type: none"> • Know about a traditional Spanish market. • That the currency used in Spain is Euros and to recognise some of the notes and coins. <p><i>Vocabulary:</i> <i>aquí, al lado de, entre, ¿Dónde está?, ¿Cuánto es?, ¿Algo más?, un kilo de, ¿Cuánto/a/os/as?</i></p>	<ul style="list-style-type: none"> • Recognising key phonemes in an unfamiliar context, applying pronunciation rules. • Using intonation and gesture to differentiate between statements and questions. 	<ul style="list-style-type: none"> • Reflect on own progress and aspire for highest quality possible.
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*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage