

## Year 6 Long Term Map

	Autumn1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
	South America Geography/ History led		WW2 History led		Pop Culture	
<b>Hook</b>	Morning of drama workshops to immerse the children in the text 'The Explorer' and to introduce the rainforest biome		WW2 dress up day – imagine/transport the children back to 31st August 1939, the day before WW2 began, and immerse them in daily life before WW2 began Imagine the announcement of the start of WW2 has come – children share their reactions and emotions while making predictions about how life will change This can then be reflected on during evacuee day later in the term – how has their life changed?		Time travel experience through the decades (1970 – 2010) – each classroom set up as a different decade with toys, clothes, music, gadgets Children work as detectives to work out which decade is which before we look in more depth at each one throughout the topic	
<b>Outcome</b>	Save the planet film with a persuasive introductory speech – shared with parents/other classes in a 'movie premiere' style event		Is it right to fight? (with a focus on WW2) argument presented to the parents in a debate		Fashion through the ages fashion show – children work in groups to design and make their own garment to present in the fashion show	
<b>KEY QUESTIONS</b>	Locate South America, the Amazon Rainforest, the Equator and the Tropics of Cancer & Capricorn Describe two contrasting biomes and give examples of these Describe the geographical features of South America and the UK		Explain why WW2 started Describe how city children's lives changed during the war Explain the significance of Portsmouth in WW2		Describe how fashion has changed since 1920 Describe how music has changed since 1920 Describe how art has changed since 1920	
<b>PSHE</b>	<b>PRIOR LEARNING:</b> Explore a range of scenarios that you may encounter when online (including on social media) or when using a mobile phone Recognise that substances and drugs such as alcohol and tobacco could damage immediate and future health and safety	<b>PRIOR LEARNING:</b> Describe the potential consequences of discrimination, teasing, bullying and aggressive behaviours including cyber bullying	<b>PRIOR LEARNING:</b> Realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities	<b>PRIOR LEARNING:</b> Recognise that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves Understand that we all have rights to privacy Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing	<b>PRIOR LEARNING:</b> Understand simple first aid Understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media Recognise and challenge stereotypes	<b>PRIOR LEARNING:</b> Recognise that you have a responsibility to keep yourself and others safe as you become more independent Understand when you need to listen to your feelings in order to overcome them Understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
	Explain the importance of keeping safe online, including on social media and responsible use of ICT, including mobile phones Describe a range of strategies to help others stay safe online, including 'Dos and Don'ts' and 'What to do if...' Understand what is meant by the term habit and how habits can be hard to change Recognise that some substances and drugs are legal, some are restricted and some are illegal	Explain the impact of positive and negative influences on their physical, mental and emotional health, including the media Explore the use of prejudice-based language, 'trolling' and know how to respond and ask for help Research, discuss and debate topical issues, problems and events that are of concern to them Develop an understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' Understand that resources can be allocated in different ways	Critically examine what is presented to them in social media Understand how information contained in social media can misrepresent or mislead Understand the importance of being careful what they forward to others Recognise how images in the media do not always reflect reality and can affect how people feel about themselves	Recognise what makes a positive, healthy relationship Develop the skills to form and maintain positive and healthy relationships Recognise that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others Understand that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)	Revise what to do in a variety of emergency situations Recognise when and how to ask for help and use basic techniques for resisting pressure to do something risky or unhealthy (that makes them uncomfortable, anxious or they believe to be wrong) Understand about the difference between, and the terms associated with, sex, gender identity and sexual orientation	Learn about transition between key stages Explain ways to keep yourself and others safe as you become more independent Recognise when you may experience conflicting emotions Set high aspirations and goals Feel confident to raise their own concerns Constructively challenge others' points of view

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<b>P4C</b>	Should deforestation be allowed to continue?	Is it right to fight?	Can you sensor art?			
<b>Learning Values</b>	<b>Respect</b> – being respectful towards the environment and other people's/generation's rights to enjoy the planet <b>Tolerance</b> – Understanding how different culture's traditions differ from our own	<b>Resilience</b> – dealing with life during war <b>Collaboration</b> –pulling together during the war (the home front, women at war) Allied forces, different countries working together towards a common goal	<b>Initiative</b> – Modernistic art and new ideas, using art to speak politically to people			
<b>Outdoor Learning</b>					Residential to Fairthorne Manor – camping, making a fire, building raft, orienteering, using a compass	
<b>Life skills</b>	Recycling Caring for the environment	Sewing (make do and mend) Rationing/budgeting	Residential to Fairthorne Manor – making a fire, building raft, orienteering, using a compass			
<b>English</b>	Genre: Story Text Driver: The Explorer Purpose: to entertain the reader Genre: Survival Guide Purpose: To inform Genre: Non-chronological Report Purpose: To inform	Genre: Poetry Text Driver: Range of poems Purpose: To entertain Genre: Balanced argument Text Driver: WAGOLL Purpose: To present both sides of the deforestation argument Genre: Persuasive text Text Driver: WAGOLL Purpose: To persuade TV production company	Genre: Diary Text Driver: Good Night Mister Tom Purpose: To recount personal experience of an evacuee Genre: News article Purpose: To inform people about an event in WW2	Genre: Flashback story Text Driver: Good Night Mister Tom/ The Piano short film Purpose: To entertain Genre: Police report from the scene of the explosion Text Driver: Letters from the Lighthouse Purpose: To inform	Genre: Diary Text Driver: Wolf Brother Purpose: Recount experiences Genre: Story Purpose: To entertain	Genre: Report Text Driver: WAGOLL Purpose: To inform reader about each of the decades since the 1960s Genre: Persuasive text Text Driver: Purpose: To convince reader which decade would be the best to live in and why
<b>Maths</b>	Number and Place Value (including measures, conversions x and ÷ by 10, 100, 1000) Calculation including measures Algebra	Fractions Ratio and proportion Calculation (work on measures should be incorporated)	Calculation Statistics Geometry – position and direction Measure incorporated across all areas	Algebra Fractions Calculation Measure incorporated across all areas	Revision and consolidation	Transition units
<b>Computing</b>	<b>PRIOR LEARNING:</b> Design a questionnaire and collect a range of data on a theme Choose information to put into a data base package and test Explore a record database to find out information Use filters in a database to find out specific information	<b>PRIOR LEARNING:</b> Edit a range of existing and their own media to create content Explore alternative to PowerPoint and assess effectiveness	<b>PRIOR LEARNING:</b> Make use of more advanced features in presentations (animations, sounds, video, and hyperlinks to different pages)	<b>PRIOR LEARNING:</b> Debug a Scratch program to ensure it works Write algorithms using conditional statements In games, create alternative outcomes and begin to use variables Use procedures in programs to create a sub routine Write a program using variables Create and edit variables Use conditional statements (if, then and else)	<b>PRIOR LEARNING:</b> Make use of more advanced features in presentations (animations, sounds, video, and hyperlinks to different pages)	
	Create data collection forms and enter data accurately from these Know how to check for and spot inaccurate data Know which formulas to use when they want to change spreadsheet model Make graphs from the calculations on a spreadsheet Understand that search engines store information in databases	Think about target audience when creating and designing digital content. Design and make a short film / animation from images (still and / or moving) that they have sourced, captured or created.	Select most appropriate software and means of presentation for a specific task Multimedia work shows restrained use of effects that help to convey meaning rather than impress	Scratch: Use external triggers and repeat until loops to control sprites Identify success criteria for creating digital content for a given purpose and audience Design and create own game including sprites, backgrounds, scoring and/or timers Evaluate the effectiveness of the game and debug as required	Select most appropriate software and means of presentation for a specific task Multimedia work shows restrained use of effects that help to convey meaning rather than impress	

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Science	<p><b>PRIOR LEARNING:</b> Identify common electrical appliances Construct a simple circuit and name the various parts Understand the role of a switch within a circuit and how closing the loop makes a complete circuit Recognise common conductors and insulators and identify metals that are good conductors</p>	<p><b>PRIOR LEARNING:</b> Compare the life-cycles of mammals, amphibians, insects and birds e.g. whale, newt, ladybird, eagle Describe the process of reproduction in some plants and animals Compare flowering plants (lily) with a non-flowering plant (mint) Compare reproduction of mammals/ birds/ fish/ butterflies</p>	<p><b>PRIOR LEARNING:</b> Notice that light can be reflected from surfaces Recognise that sunlight can be dangerous and ways to protect our eyes Understand how shadows are formed and find patterns in the way that their sizes change</p>	<p><b>PRIOR LEARNING:</b> Identify that animals do not make their own food and get nutrients from their food- they need the right balance of nutrition to survive Recognise the use of the skeleton and muscles needed for movement, protection and support Identify different types of teeth and their simple functions Understand the functions of the basic parts of the digestive system Construct and interpret various food chains, identifying producers, predators and prey Describe the changes as humans develop to old age</p>	
	<b>ELECTRICITY</b>	<b>LIVING THINGS AND THEIR HABITATS</b>	<b>LIGHT</b>	<b>ANIMALS INCLUDING HUMANS</b>	<b>EVOLUTION AND INHERITANCE</b>
	<p>Associate the bulb brightness or buzzer volume with the voltage connected and give reasons for variations Use recognised symbols when drawing circuit diagrams</p>	<p>Classify living things into micro-organisms, plants and animals (birds, fish, mammals, reptiles, amphibians - look at some anomalies such as a duck-billed platypus or a seahorse) Include marsupials Explain reasons for groupings Research work of Carl Linnaeus <b>Working scientifically</b> Use classification systems and keys (flow diagram/ decision tree) to identify some animals and plants in the immediate environment Research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system <a href="#">Link to Year 6 Geography – Biomes</a> <a href="#">Link to Year 6 Geography – Fieldwork – secondary sources</a></p>	<p>Recognise that light travels in straight lines and use this to explain how we see Explain why shadows have the same shape as the objects that cast them <b>Working scientifically</b> Decide where to place rear-view mirrors on cars Design and make a periscope and using the idea that light appears to travel in straight lines to explain how it works Investigate the relationship between light sources, objects and shadows by using shadow puppets Construct a route for light to be reflected around</p>	<p>Identify and name the main parts of the circulatory system and their functions Recognise the impact of a healthy lifestyle on the function of the body Describe the way nutrients and water are transported within the body <b>Working scientifically</b> Explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health</p>	<p>Recognise that living things have changed over time and how fossils provide information about living things from the past Recognise that the offspring of living things are not identical to their parents or each other Explain how animals and plants have adapted to suit their environment <b>Working scientifically</b> Observe and raise questions about local animals and how they are adapted to their environment Compare how some living things are adapted to survive in extreme conditions <a href="#">Link to Year 5 Geography - Explorers</a> Analyse the advantages and disadvantages of specific adaptations Identify scientific evidence that has been used to support or refute ideas or arguments <a href="#">Link to Year 6 Geography - Biomes</a></p>
History/ Geography	<p><b>PRIOR LEARNING:</b> <a href="#">Link to Year 5 – Earth and Space</a> Understand geographical similarities and differences through the study of human and physical geography of a</p>	<p><b>PRIOR LEARNING:</b> <a href="#">Link to Year 4 – Living things and habitats – negative human impacts</a> <a href="#">Link to Year 4 – Water Cycle</a> Describe and understand human geography including</p>	<p><b>PRIOR LEARNING:</b> Linking to learning about ‘war’, battles and conquests from previous years (Romans, Celts, British Empire) and compare how people during WWII may have felt compared to in those times</p>		

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<p>region of the United Kingdom and Alaska</p> <p>Identify the position and significance of the Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Describe and understand key aspects of physical geography including climate zones, rivers and mountains, human geography including types of settlement and land use, and the distribution of natural resources including energy and water</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world</p>	<p>types of settlement and land use, economic activity including trade links – focus on tourism/job opportunities and the impact on the community e.g. Ferries, Southsea Pier, the hovercraft</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>		
<p>Locate South America on a world map</p> <p>Locate the equator, Northern and Southern hemispheres and the Tropics of Cancer and Capricorn</p> <p>Look at one-hour time zones</p> <p>Use digital mapping to locate countries around the world</p> <p>Locate countries studied across KS2 as well as countries studied as part of Year 6 topics (e.g. countries of South America)</p> <p>Revise the eight point compass directions (North, North East, East, South East, South, South West, West, North West) to describe locations across the UK and around the world</p>	<p>Explore human and physical features of South America and compare these to the UK</p> <p>Investigate biomes and vegetation belts</p> <p>Use secondary sources to make observations when comparing climate, land use, habitats and vegetation between different biomes</p> <p>Locate the destinations of annotated photos of varying biomes on a world map</p> <p>Select, justify and evaluate data collection methods used throughout their fieldwork</p> <p>Independently present data and findings using maps, graphs and digital technologies</p> <p>Reach a described and explained conclusion to the fieldwork question that is supported by data including finding the average</p> <p>Accurately use six-figure grid references on an OS map</p> <p>Draw a variety of maps, sketches and plans using accurate symbols, keys and scales <a href="#">Maths link</a></p>	<p><b><i>Reasoning behind the start of WWII (links to 'Is it right to fight?' P4C led topic Lasting legacy of WWII for society</i></b></p> <p>Describe ever more complex events, people and places: (reasons for changing alliances)</p> <p>Link back to Queen Victoria's alliance with India</p> <p>Legacy of women's workforce, consequences for the empire, propaganda</p> <p>Explain and evaluate the impact of events and people's actions (Adolf Hitler and Winston Churchill)</p> <p>Study the significance of Portsmouth in WW2</p> <p><a href="#">Link back to Year 4 Tudors – birth of the Royal Navy</a></p>	<p>Compare different versions of events</p> <p>Evacuee diary vs farmer diary</p> <p>Newspaper bias – link to right to fight</p> <p>The way that information is given to us through stories – 9/11 etc.</p> <p>Evaluate the lasting legacy of WWII and how it has shaped life in 2019/2020 (recent history)</p>

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<p><b>RE</b></p>	<p><b>PRIOR LEARNING:</b>  <b>Enquire:</b>          Through my enquiry, develop a greater religious vocabulary          Ask a range of thoughtful questions when studying religion          Explore some of the ways in which people show that religion is important to them          Describe and evaluate some ways in which people show that religion is important to them  <b>Contextualise:</b>          Contextualise the concept within religious practice and explore the diversity of practice and belief          Identify similarities and differences between the stories of different cultures and religions  <b>Communicate:</b>          Explain the importance of different people's ideas about the things they value          Communicate my understanding of the concept          Share my own beliefs about life and death, referring to ideas from religion          Link the things that are important to me and to other people  <b>Evaluate:</b>          Recognise that some features are different in the same religion          Make comparisons between different styles of worship and explain different viewpoints          Communicate my understanding of the concept          Describe and evaluate some ways in which people show that religion is important to them          Explain different people's ideas about the things they value and their vision of life</p>					
	<p><b>Laws – Jesus the Lawbreaker</b>  <b>Enquire:</b>          Describe and explain what people mean by laws and how they compare with rights and rules  <b>Contextualise:</b>          Explain the significance of the stories to Christians and how they affect our lives  <b>Evaluate:</b>          Evaluate and offer thoughtful comments about the beliefs of a person/community  <b>Communicate:</b>          Express my own ideas about different issues and can understand how religion may affect how I behave</p>	<p><b>Prophecy – The Magi</b>  <b>Communicate &amp; Enquire:</b>          Explore the meaning of a range of terms used when studying religion  <b>Contextualise:</b>          Describe the significance of prophecy within the story of the birth of Jesus  <b>Evaluate:</b>          Reflect on the importance of concepts in religion and can reflect on my own views and feelings on religious issues</p>	<p><b>Ritual – Wudu and Eid-UI-Fitr</b>  <b>Enquire:</b>          Suggest and use a range of thoughtful questions and suggest suitable answers; developing into more probing questions and express my views  <b>Contextualise:</b>          Express a personal insight and understand some of the ways religion can influence a person's life  <b>Evaluate:</b>          Evaluate the significance of ritual by explaining its importance to Christians and Muslims  <b>Communicate:</b>          Explain why different people think some things are special and respect different peoples' ideas about things they value</p>	<p><b>Resurrection – The Empty Cross</b>  <b>Enquire:</b>          Explore the meaning of a range of terms used when studying religion  <b>Contextualise:</b>          Describe an important event and compare different people's accounts and experiences of this same event  <b>Evaluate:</b>          Evaluate and offer thoughtful comments about the beliefs of a person/community  <b>Communicate:</b>          Communicate and justify my own beliefs about life and death, referring to religious and non-religious views</p>	<p><b>Ceremony – Death Ceremonies</b>  <b>Communicate &amp; Enquire:</b>          Explore the meaning of a range of terms used when studying religion  <b>Contextualise:</b>          Make comparisons across religions and describe how they are similar and different  <b>Evaluate:</b>          Explain the views of different religions about the things they value in life or their 'vision of life'</p>	<p><b>Incarnation – An extraordinary baby</b>  <b>Enquire:</b>          Suggest a range of thoughtful questions and suggest suitable answers; develop into more probing questions and express my views  <b>Contextualise &amp; Evaluate:</b>          Reflect on the importance of concepts in religion          Reflect on my own views and feelings on religious issues  <b>Communicate:</b>          Communicate and justify my own beliefs about life and death, referring to religious and non-religious views</p>
<p><b>PE</b></p>	<p><b>PRIOR LEARNING:</b>  <b>Hockey</b>          Slap pass, soft touch receiving, passing and receiving on the move, draw a defender, dribbling</p>	<p><b>PRIOR LEARNING:</b>  <b>Gym: Matching/mirroring</b>          Actions with a partner, partner balances, jumps/turns – synchronised  <b>Rugby</b>          Passing – pop, gut, spin</p>	<p><b>PRIOR LEARNING:</b>  <b>Handball</b>          Passing and moving with into space, shooting at goal, marking, dodging and intercepting  <b>OAA</b></p>	<p><b>PRIOR LEARNING:</b>  <b>Basketball</b>          Dribbling accurately with control and being able to change direction, how to use your body to shield the ball,</p>	<p><b>PRIOR LEARNING:</b>  <b>Tennis</b>          Introduce backhand, underarm serve, complete a forehand/backhand rally with a partner</p>	<p><b>PRIOR LEARNING:</b>  <b>Rounders</b>          Throwing overarm – accuracy, short distance          Fielding a ball – one hop, rolled, high ball          Holding the rounders bat          Game positioning</p>

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		Lines of defence – touch tackling	Map reading, co-ordinates, compass work, intro to orienteering	introduce set shot and rebounding <b>Volleyball</b> Introduce the dig, set, smash and underarm serve	<b>Athletics</b> Throwing shot-put Standing long jump Combine a hop, step and jump to perform the standing triple jump Standing vertical jump Running – acceleration, reaction times, sprint technique Pace for the distance and their fitness level in order to maintain a sustained run
	<b>Hockey</b> Revisit slap pass = more speed and power 3v2 passing and receiving on the move Introduce reverse stick pass and stop Introduce jab tackle Crosses and reverse stick sweeps at goal Introduce Indian Dribble 7-a-side games incorporating new reverse stick skills <b>Dance</b> Identify and repeat different moves and dances popular in South America (Tango of Argentina and the Samba of Brazil) Identify the rhythm and movement of the Samba and its origins to the black slaves of the plantations Compare and contrast the Samba and the Tango Create own dance that depicts South American culture	<b>Rhythmic gymnastics</b> Sequence to music - reflect the tempo Incorporate ball into sequence- to stay off the floor Jumps/turns – throw and catch whilst jumping and turning <b>Rugby</b> Lines of running – looping, coming into the line and dummies Defence – staying flat Restarts	<b>Handball</b> Passing and moving with speed Jump shot at goal Dummy passes and shots Screen and blocking players (transferable skills from basketball) <b>OOA</b> Introduce a variety of teamwork and leadership activities each week e.g. river crossing with only 2 hoops, plank walking, passing hoop around circle	<b>Basketball</b> Y5 skills plus switching, half court press Introduce lay-up and rolling off player <b>Volleyball</b> Continue to refine dig, set and smash skills and introduce blocking, switching and overarm serve	<b>Tennis</b> Introduce net play Introduce overarm serve Introduce game and scoring  <b>Rounders</b> Throwing overarm – accuracy, long distance Relay back to bowler Fielding a ball over the head, tracking back Charging a short ball How to bowl underarm with accuracy Quick soft tosses between backstop and first base Introduction of rounders positions and where to throw the ball when
					<b>Athletics</b> Throwing – awareness of the different techniques for foam javelins, discus and shot put Jumping – Y5 skills and intro of triple jump technique Running - recap, practise and refine an effective sprinting technique, including reaction time Build up speed quickly for a sprint finish Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern Accelerate to pass other competitors Work as a team to competitively perform a relay Confidently and independently select the most appropriate pace for different distances and different parts of the run Demonstrate endurance and stamina over longer distances in order to maintain a sustained run
<b>Music</b>	<b>PRIOR LEARNING:</b> Conduct rhythms of two and three Develop accompaniments using ostinato and invented or improvised rhythms Use a steady beat and syncopated rhythms Accompany a song with tuned and untuned instruments		<b>PRIOR LEARNING:</b> Identify changes in tempo and their effects Explore and understand phrase structure of a song melody Listen to music and describe its effects and use of the musical dimensions		<b>PRIOR LEARNING:</b> Sing a song in unison and three-part harmony Sing a song with expression and sustained notes Explore beat and rhythm through a song
	Create and play a variety of rhythm patterns Combine rhythm cycles in a percussion piece Understand pitch through movement and notation		Identify the structure of a piece of music Listen to and understand tone in a musical bridge		Exploring expressive singing in a part-song with echoes Sing major and minor note patterns accurately Perform complex song rhythms
<b>Art</b>	<b>PRIOR LEARNING:</b> Experiment with a range of different drawing media in one picture e.g. fine liners, pastels, chalk- children should evaluate the best media for different areas of their work Use a range of sculpting materials such as junk, clay, felt, cotton wool		<b>PRIOR LEARNING:</b> Blend and smudge chalk pastels and charcoals to create Victorian silhouette Experiment with a range of different drawing media in one picture e.g. fine liners, pastels, chalk Create an eyeball painting in the style of 'My Dog Sighs'- Use colour placement to create different textures which look like the details in an eyeball		<b>PRIOR LEARNING:</b> Use colour placement to create different textures which look like the details in an eyeball Understand and test out layering paint in My Dog Sighs painting- use background colour detail, leave to dry and then paint on silhouette in black paint afterwards
	Introduce depth and perspective into drawings during South America topic to create a rainforest scene from the perspective of a character looking in		Use chalk pastels and charcoals to create pictures including shadows to create a Blitz landscape drawing		Demonstrate knowledge of styles of painting e.g. Pop Art- choosing colour to represent emotions. Pop Art- Andy Warhol- explore how colour and bold techniques were used to evoke emotion and depict characters or scenes

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	Revisiting using recycled, natural and manmade materials to create models of rainforest animals - work on confidently and successfully joining using a glue gun with the support of an adult		Use perspective to draw people's eyes into main points of the painting about people's experiences of WW2 ( <a href="#">link to My Dog Sighs – Yr 5</a> ) Artists: Research various artists using of propaganda in WWII - how colour and styling can draw attention		
DT			<b>PRIOR LEARNING:</b> Food: Make Cakes for Summer Fair Focus: Technical Knowledge		<b>PRIOR LEARNING:</b> Movement: Moving Christmas Cards Focus: Evaluation
			<b>Food: Make a WW2 meal</b> <b>Focus: Technical Knowledge and evaluation</b> Step 1: Research what foods were hard to get during the war Analyse how foods now are produced, how grown, how transported and compare to the ration book staples. Step 2: Research recipes from WW2 and choose a recipe to make following instructions. (veg pie/ration cake/potato pie) Step 3: Make Recipe CH: demonstrate their ability to accurately weigh, measure, cut, and mix ingredients. Step 4: Analyse: appearance, taste, smell, texture, colour, how ingredients are grown and produced		<b>Movement: Moving Toy</b> <b>Focus: Design</b> Step 1: Look at a range of moving toys Step 2: Teach how to make a moving cams mechanism Teach how to apply their science knowledge of electricity to make wheels move Step 3: Children to design a moving toy using one of the mechanisms learnt – include pricing up the product Step 4: Make moving toy Step 5: Evaluate and sell product
French	<b>PRIOR LEARNING:</b> Listen and show understanding of more complex familiar phrases and sentences Ask and answer more complex familiar questions with a scaffold of responses, maybe asking for clarification and help Use familiar vocabulary to say more complex sentences such as presenting ideas using a scaffold	<b>PRIOR LEARNING:</b> Follow the simple text of a familiar song or story and sing or read aloud Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules Read and show understanding of a complex sentence using familiar language	<b>PRIOR LEARNING:</b> Write and say a more complex sentence to describe people, places, things and actions using a language scaffold	<b>PRIOR LEARNING:</b> Use a French dictionary to find the meaning of nouns in the plural, adjectives and conjugated verbs	<b>PRIOR LEARNING:</b> Write a familiar complex sentence from memory with understandable accuracy Produce positive and negative sentences with high frequency verbs and pronouns
	Telling the time, am/pm, at the airport, the school week <b>FOCUS: Listening and Speaking</b> Listen and show understanding of more complex sentences containing familiar and unfamiliar words Engage in a short conversation using familiar questions and express opinions Understand the gist of an unfamiliar text using some familiar language Read aloud the text of familiar rhymes and songs	Who lives where, school, library, welcome to my home <b>FOCUS: Speaking &amp; Reading</b> Manipulate familiar language to present own ideas and information in more complex sentences Read and show understanding of a series of complex sentences using familiar language Decode a simple unfamiliar text using grammatical knowledge, context or a French dictionary Apply all grammatical knowledge learnt to build sentences	Shopping conversations, at the shops, clothes, French money <b>FOCUS: Speaking &amp; Writing</b> Engage in a short conversation using familiar questions and express opinions Write and say a complex sentence manipulating familiar language, using a dictionary for new language Use the correct form of the definite article in singular and plural sentences Apply all grammatical knowledge learnt to build sentences		Neighbours, distances, compasses <b>FOCUS: Reading &amp; Writing</b> Pronounce unfamiliar words in a sentence using knowledge of letter strings and silent letter rules Write complex sentences from memory manipulating familiar vocabulary with understandable accuracy Apply all grammatical knowledge learnt to build sentences