St Thomas Primary School

Long Term Curriculum Plan 2023-2024

YEAR 6

YEAR 6	AUTUMN TERM: PROJECT 1	SPRING TERM: PROJECT 2	SUMMER TERM: PROJECT 3
KNOWLEDGE RICH LEARNING PROJECT	**MAAFA-** *Knowledge rich project*  This project teaches children about Africa past and present and the development of the slave trade. It also explores Britain's role in the transatlantic slave trade, the causes and consequences of the European colonisation of Africa and the worldwide communities that make up the African diaspora.	**FROZEN KINGDOMS-** *Knowledge rich project*  This project teaches children about the characteristics and features of polar regions, including the North and South Poles, and includes a detailed exploration of the environmental factors that shape and influence them.	**BRITAIN AT WAR -** *Knowledge rich project*  This project teaches children about the causes, events and consequences of the First and Second World Wars, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the wars in the post-war period.
ESSESNTIAL QUESTION	**How does black culture enrich Britain today?**	**Can you describe the causes and consequences of climate change?**	**What is the impact of conflict on people and places?**
COMMUNITY DRIVER	**Links to our community.** **Inspirational black Britons and community members.** **Links to music, carnival and Windrush.**	**Effect of climate change on our local environment.** **How is our local area being affected by climate change?**	**What impact did the WW have on our community? On our country?** **How has life changed since then?**
CITIZENSHIP DRVER	**How racism and discriminations still exists, and how this can affect individuals and communities.**	**How our actions can affect the world around us and what we can do to tackle the changes in our school, community and wider world.**	**How conflict can be solved in alternative ways.** **How conflict shaped our country e.g. NHS**
IMMERSIVE IDEAS	**Pictures, maps, stories** **Invite local leaders and inspirational people to speak and tell their and their family stories.** **Celebration of Black History Month.**	**Ice Cave** **Captain Scott's Hut**	**Air Raid Shelter** **Visits from veterans** **Celebration of VE day**
EDUCATIONAL VISITS IDEAS	**Museum- Liverpool**	**Magna science museum**	**Eden Camp**
KRP OBJECTIVES	**MAAFA HISTORY DRIVER** **Ancient African kingdoms; Development of the transatlantic slave trade; Britain's role in the slave trade; Human impact; Everyday life on plantations; Rebellion and marronage; Causes and consequences of the abolition of the slave trade and slavery; Colonisation of Africa; Black people in 20th century Britain; Race Relations Act; Equality Act; Significant black Britons;**	**FROZEN KINGDOMS – GEOGRAPHY DRIVER** **Arctic and Antarctic regions; Lines of latitude and longitude; Polar climates; Polar day and night; Polar oceans; Polar landscapes; Climate change; Natural resources; Indigenous people; Tourism** **Features** • Describe and understand key aspects of human	**BRITAIN AT WAR- HISTORY DRIVER** **First and Second World Wars; Causes; Warring nations; Weaponry, warfare and technology; Key events and battles; Impact on citizens and everyday life; Significant leaders; End of war; Local history study; Remembrance; Post-war Britain** • Conduct a local history study.

	Multiculturalism • Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Benin (West Africa) c. AD 900-1300. • Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. **Breath** • Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' • Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. **PSHE- Prejudice and discrimination; Diversity and multiculturism** **Relationships** • Learn about discrimination: what it means and how to challenge it. • Learn about the impact of bullying, including offline and online, and the consequences of hurtful behaviour. **World** • Learn about diversity: what it means; the benefits of living in a diverse community; about valuing	geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. **Location** • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **Place** • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. **Fieldwork** • 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. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. **Breath** • Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. • Develop contextual knowledge of the location of	• Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. **Breadth** • Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. • Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. • Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. **Geography- *Place and interconnections; Maps*** • Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

	diversity within communities. • Learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced. • Learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes. • Learn about the different groups that make up their community; what living in a community means. • Learn about the relationship between rights and responsibilities. • Learn to recognise there are human rights, that are there to protect everyone. • Learn to value the different contributions that people and groups make to the community.	globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. • Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. **History- Polar exploration; Significant people – Robert Falcon Scott; Ernest Shackleton; Significant events – Titanic** • Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. **Breadth** • Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. • Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.		
MINI PROJECTS	**Circulatory System** ***This project teaches children about the transport role of the human circulatory system, its main parts and their primary functions. They learn about healthy lifestyle choices and the effects of harmful substances***	**Electrical Circuits and Components** **Series circuits; Circuit components; Recognised circuit symbols; Investigating circuit components; Electric current; Voltage; Researching cells and batteries; Investigating voltage changes; Working scientifically – Identifying and classifying, Pattern seeking, Comparative test,**	**Evolution and Inheritance** ***Five kingdoms, microorganisms and viruses; Classifying fossils;***	**Light Theory** **Light facts; How light travels; Light, sight and the human eye;**	

	SCIENCE	***on the body.*** **Animals** • Describe the ways in which nutrients and water are transported within animals, including humans. • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. **Enquiry** • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Use test results to make predictions to set up further comparative and fair tests. • Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • Identify scientific evidence that has been used to support or refute ideas or arguments. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. **RHE** **Mental** • Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. **Physical** • Know the risks associated with an inactive lifestyle (including obesity). **Healthy** • Know what constitutes a healthy diet (including understanding calories and other nutritional content). • Know the characteristics of a poor diet and risks	**Research** ***This project teaches children about electrical circuits, their components and how they function. They recognise how the voltage of cells affects the output of a circuit and record circuits using standard symbols. It also teaches children about programmable devices, sensors and monitoring. They combine their learning to design and make programmable home devices.*** **Electricity-** • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. • Use recognised symbols when representing a simple circuit in a diagram. **Enquiry** • Identify scientific evidence that has been used to support or refute ideas or arguments. • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Use test results to make predictions to set up further comparative and fair tests. **Computing-** ***Programming; Animating LEDs; Introducing repeats; Sensors and monitoring*** • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	***Theory of evolution and evolutionary tree diagrams; Inheritance and variation – continuous and discontinuous variation; Natural selection and survival of the fittest; Adaptations in birds' beaks; Adaptations in plants; Artificial selection; Testable hypothesis; Working scientifically – Identifying and classifying, Comparative test, Pattern seeking, Research*** ***This project teaches children how living things on Earth have changed over time and how fossils provide evidence for this. They learn how characteristics are passed from parents to their offspring and how variation in offspring can affect their survival, with changes (adaptations) possibly leading to the evolution of a species.*** **Habitats** • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. **Evolution** • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	**Visible light; Perceiving colour; Shadows; Reflections; Plane, concave and convex mirrors; Measuring light; Refraction; Working scientifically – Identifying and classifying, Comparative tests, Pattern seeking, Research** ***This project teaches children about the way that light behaves, travelling in straight lines from a source or reflector, into the eye. They explore how we see light and colours, and phenomena associated with light, including shadows, reflections and refraction.*** **Light** • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. • Recognise that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. **Enquiry**

		associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). **Well-being** • Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.	• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. **D&T-** ***Sensors and monitoring; Designing and making home devices; Incorporating programming and circuits in products*** **Technical** • Apply their understanding of computing to program, monitor and control their products. • Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors **Evaluate** • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Investigate and analyse a range of existing products. **Design** • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. **Make** • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. **Breadth** • Critique, evaluate and test their ideas and products and the work of others.	• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. **Enquiry** • Identify scientific evidence that has been used to support or refute ideas or arguments. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such	• Identify scientific evidence that has been used to support or refute ideas or arguments. • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Use test results to make predictions to set up further comparative and fair tests. **Breadth** • Are equipped with

				as displays and other presentations. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Use test results to make predictions to set up further comparative and fair tests.	the scientific knowledge required to understand the uses and implications of science, today and for the future. • Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
	GEOGRAPHY/ HISTORY	**Our Changing World- GEOGRAPHY** **Features of Earth including the Arctic and Antarctic Circles; Time zones, Latitude and longitude; Map scale; Grid references, contours and symbols; Climate change, extreme weather and people; Worldwide trade; Natural resource management; Road safety; Fieldwork; Settlement patterns; Local enquiry.** ***This essential skills and knowledge project revise the features of Earth, time zones and lines of latitude and longitude to pinpoint places on a map. Children find out more about map scales, grid references, contour lines and map symbols. They learn about climate change and the importance of global trade. Children analyse data and carry out fieldwork to find out about local road safety. They study patterns of human settlements and carry out an enquiry to describe local settlement patterns.*** **Features-** • Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. **Location** • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones	**Geography covered in main project**	**Geography revision and retrieval practice** **Within Main Project** **Geography- Place and interconnections; Maps** • • Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.	

		(including day • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. **Fieldwork** • 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. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • 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 United Kingdom and the wider world. **Breath** • Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. • Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.		

	ART AND DESIGN	Tints, Tones and Shades (6) **Colour theory; Colour wheel; Mixing tints, shades and tones; Landscapes** ***This project teaches children about colour theory by studying the colour wheel and exploring mixing tints, shades and tones. They learn about significant landscape artworks and features of landscapes before using this knowledge to create landscape paintings.*** • Create sketchbooks to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). **Breadth** • Evaluate and analyse creative works using the language of art, craft and design.	Trailblazers, Barrier Breakers **Significant black artists; Analysing artwork; Creating artwork with meaning** ***This project teaches children about significant black artists and their work, and provides opportunities to analyse and create artwork inspired by them.*** • Create sketchbooks to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history. **Breadth** • Evaluate and analyse creative works using the language of art, craft and design.	Environmental Artists **Environmental art; Recycled, reused and repurposed materials.** ***This project teaches children about the genre of environmental art. They study how artists create artwork that addresses social and political issues related to the natural and urban environment. Children work collaboratively to create artwork with an environmental message.*** • Create sketchbooks to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history **Breadth** • Evaluate and analyse creative works using the language of art,	Inuit **Printmaking; Carving** ***This project teaches children about the Inuit way of life, including some of their cultural and artistic traditions.*** • Create sketchbooks to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history **Breadth** • Evaluate and analyse creative works using the language of art, craft and design.	Bees, Beetles, Butterflies **Using sketchbooks; Observational drawing; Mixed media collage; Pop Art** ***This project teaches children about sketchbooks, observational drawing, mixed media collage and Pop Art. They consolidate their learning to make a final piece of artwork inspired by bees, beetles or butterflies.*** **Art and Design** • Create sketchbooks to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history. **Breadth** • Evaluate and analyse creative works using the language of art, craft and design.	Distortion and Abstraction **Abstract art; Abstraction by line, colour and shape; Significant artists – Pablo Picasso, Robert Delaunay and Sonia Delaunay; Orphism** ***This project teaches children about the concepts of abstraction and distortion. They study the visual characteristics of abstraction and create a musically-inspired, abstract painting..*** • Create sketchbooks to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history. **Breadth** • Evaluate and analyse creative works using the language of art, craft and design.

				craft and design. **Computing-*Video editing software*** • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.			

	DT	Food for Life **Whole foods; Processed foods; Making healthy meals; Hygiene and safety** ***This project teaches children about processed food and healthy food choices. They make bread and pasta sauces and learn about the benefits of whole foods. They plan and make meals as part of a healthy daily menu, and evaluate their completed products.*** **Food** • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • Understand and apply the principles of a healthy and varied diet. • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. **Make** • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. **Evaluate** • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Investigate and analyse a range of existing products.	Engineer **Significant engineers and bridges; Features of bridges; Strengthening techniques; Iterative design; Building prototypes** ***This project teaches children about remarkable engineers and significant bridges, learning to identify features, such as beams, arches and trusses. They complete a bridge-building engineering challenge to create a bridge prototype.*** **Technical** • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. **Electricity** • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. • Use recognised symbols when representing a simple circuit in a diagram **Enquiry** • Identify scientific evidence that has been used to support or refute ideas or arguments. • Enquiry Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Use test results to make predictions to set up further comparative and fair tests.	Make Do and Mend **Investigating clothing; Sewing – running stitch, whip stitch and blanket stitch; Repairing clothes; Making products from recycled materials** ***This project teaches children a range of simple sewing stitches, including ways of recycling and repurposing old clothes and materials.*** **Make** • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. • Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. **Evaluate** • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Investigate and analyse a range of existing products

SCHOOL SCHEME SUBJECTS								
	RE Kirklees agreed syllabus		**6:4 How do Jews remember the kings and prophets in worship and life?**	**Rosh Hashanah LTC** Cornerstones	**6:2 What do Christian believe about Jesus' death and resurrection?**	**6:1 How do Sikhs show commitment?**	**Pentecost LTC** Cornerstones	**6:3 How does growing up bring responsibilities?**
	BIG QUESTION		**What happens when beliefs clash?**	**How can you improve your life?**	**Can we live forever?**	**Do you want to be the same or different?**	**Can you feel holy?**	**Can doing something bad ever be the right thing to do?**
	Faith week/day Theme	**Year A**	**Holy Trinity**	**Christmas**	**Prayer and ritual: The Lord's Prayer**	**Easter**	**Pentecost**	**St Thomas Day**
		Year B	**The uniqueness of Jesus**	**Christmas**	**Eucharist**	**Easter**	**Salvation/Forgiveness**	**St Thomas**
	MUSIC Charanga		**Happy!**	**Classroom Jazz N**	**New Year Carol**	**You've Got a Friend**	**Music and Me**	**Reflect, Rewind and Replay**
	COMPUTING Teach Computing		**Computing systems and networks Internet communication** Recognising how the WWW can be used to communicate and be searched to find information	**Creating media 3D modelling** Planning, developing, and evaluating 3D computer models of physical objects.	**Creating media Webpage creation** Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.	**Data and information Introduction to spreadsheets** Answering questions by using spreadsheets to organise and calculate data.	**Programming A Variables in games** Exploring variables when designing and coding a game.	**Programming B Sensing** Designing and coding a project that captures inputs from a physical device.
	PSHE/RSHE Based on PSHE association scheme		**How can we keep healthy as we grow?**		**How can the media influence people?**		**What will change as we become more independent? How do friendships change as we grow?** *SRE content- How babies are made and How Babies are born	
	PE Please see Beyond Physical scheme		**Block, Guard, Support/ Basketball**	**Explore, Solve, Challenge/ football**	**Inspire, Create, Perform / Hockey**	**Lend, Move, Score/ Netball**	**Invade, Evade, Capture/ Athletics**	**Aim, Strike, Retrieve/ Cricket**
ORACY IDEAS								
MATHS – WHITEROSE			**AUTUMN TERM WHITE ROSE MATHS**		**SPRING TERM WHITE ROSE MATHS**		**SUMMER TERM WHITE ROSE MATHS**	

ENGLISH TEXT SUGGESTIONS	**Gorilla Dawn** **Freedom** **Hidden Figures**		**Tom Crean's Rabbit** **Arctic Adventure** **Trapped in the Ice**		**Friend or Foe** **When the Sky Falls** **Rose Blanche**	
SCHOOL VALUE WORD						
BRITISH VALUES	**Democracy-** The promotion of democracy is extensive within the school. Pupils are vote in their classes for representatives for school council and collective worship council. Pupil voice is sought out regularly through school council, collective worhsip councils, prefects, house captains, playleaders and pupil questionnaires. Children are consulted and contribute to the development of school policies, for example our behaviour policy and subject monitoring. The principle of democracy is explored in many areas of our knowledge rich topics and through our PSHE/RSE curriculum. **Individual Liberty -** Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our 'Online safety' and PSHE lessons. Pupils are given the freedom to make choices, for example signing up for extra-curricular clubs, choosing the level of challenge in some lessons and deciding what to present at class worship. **The Rule of Law-**The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school worship times. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service are regular parts of our calendar and help reinforce this message. **Mutual Respect & Tolerance-** As a Church of England school, our ethos is based around core Christian values, including respect. Our aims are firmly based on the value of community and respect, which permeates all aspects of school life, including our school improvement plan and behaviour policy. This is supported by our values led worship time and display, with a different value each half-term. Tolerance is achieved through enhancing pupils understanding of their place in a culturally diverse school and society and by giving them opportunities to share their own faiths, beliefs and cultures. Worship times and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Children have a school visit to different places of worship during their time at school and we actively encourage children and staff to share their own experiences of faith and belief.					
OTHER EVENTS	• **Black History Month- October** • **Harvest Festival - October** • **Diwali-October** • **Bonfire Night – 5th November** • **Remembrance Day- 11th November** • **Anti-Bulling Week November** • **Hannukah- December** • **Christmas -Church and school events**		• **Chinese New Year- Jan** • **Children's Mental Health Week-Feb** • **Safer Internet Day-** • **Shrove Tuesday/Ash Wednesday-** • **Pride- May** • **World Book Day March** • **British Science Week- March** • **Holi- March** • **Mother's Day**		• **Eid El-Fitr- April** • **Walk to School Week- May** • **Mental Health Awareness Week- May** • **Father's Day- June** • **Eid-Al-Adha- June/July**	

		• **Ramandan -March/April** • **Easter- Church and Activities**	