

**Class 6 Long Term Planning**  
**Class 6 Autumn Term Plan**

	Autumn 1 – 8 weeks
	Superheroes
<b>Maths</b> <i>(links where appropriate)</i>	Place value including decimals Mental and written addition Mental and written multiplication (time) 2D and 3D shape Mental and written subtraction Mental and written division
<b>English</b> <i>(links where appropriate)</i>	Fiction Genres Adventure stories – Super heroes Poems with imagery – Remembrance Poems
<b>Science</b>	<b>Light</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>▪ recognise that light appears to travel in straight lines</li> <li>▪ 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</li> <li>▪ 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</li> <li>▪ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>
<b>Computing</b>	<b>Rising Stars Unit 6.1</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>• 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.</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>
<b>History/ Geography</b>	Neither history or geography is included in this module of work.
<b>Art/DT</b>	<b><u>Design and Technology</u></b> When designing and making, pupils should be taught to: Design <ul style="list-style-type: none"> <li>• 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</li> <li>• generate, develop and communicate their ideas through discussion, annotated sketches, prototypes, pattern pieces and computer-aided design</li> </ul> Make <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, joining and finishing], accurately</li> </ul>

	<ul style="list-style-type: none"> <li>select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>
<b>PE</b>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>play competitive games, modified where appropriate (football and basketball) and apply basic principles suitable for attacking and defending</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team (residential)</li> </ul> <p><b>Swimming and Water Safety</b></p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively such as front crawl, backstroke and breaststroke</li> <li>perform safe self-rescue in different water-based situations.</li> </ul>
<b>Music</b>	<p><b>Music Express – Journey into Space</b></p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> </ul>
<b>RE</b>	<p>Unit 6.1</p> <p>What does it mean to be a Sikh?</p>
<b>PSHCE</b>	<p>Importance of physical activity and diet for a healthy lifestyle.</p> <p>Bikeability</p> <p>Good to be me - SEAL</p>
<b>MFL</b>	<p><b>Creating a cafe</b></p> <p>Quantities of food and drink</p> <p>Transactional language</p> <p>Seeking clarification of meaning</p>

	Autumn 2 – 7 weeks
	Victorian Britain
<b>Maths</b> <i>(links where appropriate)</i>	Fractions Percentages, ratio and proportion Geometry – angles Statistics – pie charts Measurement – length, including perimeter and mass Measurement – area and volume
<b>English</b> <i>(links where appropriate)</i>	Recount: biography and autobiography Persuasion Narrative: Railway Children by Edith Nesbit Oliver Twist by Charles Dickens Classical Poetry From A Railway Carriage by Robert Louis Stevenson
<b>Science</b>	<b>Electricity</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>• 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</li> <li>• use recognised symbols when representing a simple circuit in a diagram.</li> </ul>
<b>Computing</b>	<b>Rising Stars Unit 6.2</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>• 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</li> </ul>
<b>History/ Geography</b>	<b>History</b> Pupils should be taught about: a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 e.g. 1. The changing power of monarchs using case studies such as John, Anne and Victoria, 2. A significant turning point in British history, for example, the first railways.
<b>Art/DT</b>	<b>Art</b> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:

	<ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• about great artists, architects and designers in history.</li> </ul> <p><b>DT</b> Evaluate</p> <ul style="list-style-type: none"> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p>Technical knowledge</p> <ul style="list-style-type: none"> <li>• understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>• apply their understanding of computing to program, monitor and control their products.</li> </ul>
<p><b>PE</b></p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• perform dances using a range of movement patterns</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>Swimming and Water Safety</b> All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively such as front crawl, backstroke and breaststroke</li> </ul> <p>perform safe self-rescue in different water-based situations.</p>
<p><b>Music</b></p>	<p><b>Music Express - Roundabout</b> Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>
<p><b>RE</b></p>	<p>Unit 6C Does Faith help with challenge and change?</p>
<p><b>PSHCE</b></p>	<p>Getting on and falling out - SEAL Say no to bullying - SEAL</p>

<b>MFL</b>	Then and now Making statements about places in town Asking questions Giving descriptions of a town Saying the year
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### Class 6 Spring Term Plan

	Spring 1 – 6 weeks
	Mexico
<b>Maths</b> <i>(links where appropriate)</i>	Place value, sequences and coordinates 2D shape, coordinates, translation and reflection Measurement – temperature, mean Calculating with fractions Mental and written division Mental and written multiplication
<b>English</b> <i>(links where appropriate)</i>	Flashbacks/ time shifts Novel as a theme
<b>Science</b>	<u><b>Evolution and inheritance</b></u> Pupils should be taught to: <ul style="list-style-type: none"> <li>• recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>
<b>Computing</b>	<u><b>Rising Stars Unit 6.3</b></u> Pupils should be taught to: <ul style="list-style-type: none"> <li>• Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</li> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>• 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.</li> <li>• Work with ... various forms of input and output</li> </ul>
<b>History/ Geography</b>	<u><b>History</b></u> Pupils should be taught about: a non-European society that provides contrasts with British history – Mayan civilization c.AD 900.  <u><b>Geography</b></u> <b>Geography: Locational knowledge</b>

	<p>Pupils should be taught to: locate the world’s countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p><b>Geography: Place knowledge</b></p> <p>Pupils should be taught to: understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.</p> <p><b>Geography: Human and physical geography</b></p> <p>Pupils should be taught to describe and understand key aspects of:</p> <p>Human geography, including: types of settlement and land use and the distribution of natural resources including energy, food, minerals and water.</p> <p><b>Geography: Geographical skills and fieldwork</b></p> <p>Pupils should be taught to: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
Art/DT	<p><b>DT</b></p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p>Make</p> <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, accurately</li> <li>• select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> </ul> <p><b>DT: Cooking and Nutrition</b></p> <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>
PE	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play competitive games, modified where appropriate (tennis and hockey) and apply basic principles suitable for attacking and defending</li> </ul>
Music	<p><b>Music express - Songwriter</b></p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>

	<ul style="list-style-type: none"> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> </ul>
<b>RE</b>	Unit 6.4 What matters most to Christians?
<b>PSHCE</b>	New Beginnings – SEAL
<b>MFL</b>	Our School Making statements about the school environment and everyday school routines Making statements about breaktime activities, with reference to the past Telling the time using half-hours, quarter-hours and 24-hour clock notation

	<b>Spring 2 – 5 weeks</b>
	<b>Mountains</b>
<b>Maths</b> <i>(links where appropriate)</i>	Mental and written addition and subtraction Measurement, ratio and proportion 2D and 3D shape Area, perimeter and volume of shapes Statistics – line graphs and pie charts
<b>English</b> <i>(links where appropriate)</i>	Explanation text
<b>Science</b>	<b>All living things</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>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</li> <li>give reasons for classifying plants and animals based on specific characteristics.</li> </ul>
<b>Computing</b>	<b>Rising Stars Unit 6.4</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems</li> </ul>

	<p>by decomposing them into smaller parts.</p> <ul style="list-style-type: none"> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>• 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.</li> <li>• Be discerning in evaluating digital content. Recognise acceptable/unacceptable behaviour.</li> </ul>
<p><b>History/ Geography</b></p>	<p><b>Geography</b> Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:</p> <p><b>Geography: Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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 understand how some of these aspects have changed over time</li> </ul> <p><b>Geography: Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of:</li> <li>• physical geography, including: rivers and mountains.</li> <li>• 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</li> </ul> <p><b>Geography: Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>
<p><b>Art/DT</b></p>	<p><b>Art</b> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• about great artists, architects and designers in history.</li> </ul>
<p><b>PE</b></p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play competitive games, modified where appropriate (tennis ) and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance (through gymnastics)</li> </ul>
<p><b>Music</b></p>	<p><b>Music Express – Cyclic patterns</b> Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p>

	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>
<b>RE</b>	
<b>PSHCE</b>	Going for goals - SEAL
<b>MFL</b>	<p><b>Our world</b>          Crossing continents          Rivers and continents          Language about rivers          What is the weather going to be like?          The journey of the Congo          Explorers</p>

### Class 6 Summer Term Plan

	<b>Summer 1 – 6 weeks</b>
	<b>Summer/Moving On</b>
<b>Maths</b> <i>(links where appropriate)</i>	<p>Place value, decimals and fractions          Mental and written calculation          Calculating fractions, ratio and proportion          Coordinates, translation and reflection          Algebra and sequences          Measurement (length and time) and statistics - mean</p>
<b>English</b> <i>(links where appropriate)</i>	<p>Information text hybrid          Discussion          Poems: free verse</p>
<b>Science</b>	<p><b>Animals including humans</b>          Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood</li> <li>• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>• describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>
<b>Computing</b>	<b>Rising Stars Unit 6.5</b>

	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</li> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>• Select, use and combine a variety of software (including internet services) ... to design and create ... content that accomplishes given goals, including collecting, analysing, evaluating and presenting ... information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>
<b>History/ Geography</b>	
<b>Art/DT</b>	
<b>PE</b>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play competitive games, modified where appropriate (volleyball) and apply basic principles suitable for attacking and defending</li> <li>• use running, jumping, throwing and catching in isolation and in combination (circuits)</li> <li>• develop flexibility, strength, technique, control and balance (through athletics)</li> </ul>
<b>Music</b>	<p><b>Music Express – Star, hide your fires</b></p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>
<b>RE</b>	<p>Unit 6.2 Can charity change the world?</p>
<b>PSHCE</b>	<p>Financial Education</p>
<b>MFL</b>	<p>At the theme park Making statements about a visit to a theme park, referring to the past Expressing opinion about what a theme park ride was like Using adjectives to add detail to a description</p>

	Summer 2 – 7 weeks
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	Summer/Moving On
<b>Maths</b> <i>(links where appropriate)</i>	Measurement – mass and volume / capacity Mental and written calculations Fractions Place value and decimals 2D and 3D shape
<b>English</b> <i>(links where appropriate)</i>	Classic fiction Classic narrative poetry
<b>Science</b>	<b>Sex Education</b>
<b>Computing</b>	<b>Rising Stars Unit 6.6</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>• Solve problems by decomposing them into smaller parts.</li> <li>• 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.</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>• Be discerning in evaluating digital content.</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> </ul>
<b>History/ Geography</b>	
<b>Art/DT</b>	
<b>PE</b>	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success Pupils should be taught to: <ul style="list-style-type: none"> <li>• play competitive games, modified where appropriate (volleyball, cricket and rounders) and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance (through athletics)</li> </ul>
<b>Music</b>	<b>Music Express – Who Knows</b> Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> </ul>

	<ul style="list-style-type: none"> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>
<b>RE</b>	
<b>PSHCE</b>	Sex and relationship education (SRE)
<b>MFL</b>	What's in the news Making statements about columns in newspaper Expressing and justifying opinions

Y5 or Y6 history: Pupils should be taught about: a local history study.