

## Team 6 Curriculum Yearly Overview

| Topics         | Conflict                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Save the tigers/<br>Endangered                                                                                                                                                                                                   | Record Breakers                                                                                                                                                                        | Our Next Big Step<br>(Memories & Transition)                                                                                                                                                     |
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| Subject        | Block 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Block 2                                                                                                                                                                                                                          | Block 3                                                                                                                                                                                | Block 4                                                                                                                                                                                          |
| <b>English</b> | <b>Fiction:</b> Story<br>(Star of fear, Star of hope)<br><b>Non-fiction:</b> Letters<br>(Letters from the lighthouse)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Poetry:</b> Christmas Poetry<br>(T'was the Night before Christmas)<br><b>Non-fiction:</b> Information and explanation text<br>(Can we save the tiger?)<br><b>Fiction:</b> Story from another viewpoint<br>(The Selfish Giant) | <b>Non-fiction:</b> Newspaper report<br>(Jemmy Button and The Island)<br><b>Fiction:</b> Story<br>(King Kong or Manfish)<br><br>SATS Revision                                          | <b>Poetry: Memories</b><br><b>Non-fiction:</b> My Time at Horn's Mill- writing for end of Year Reports                                                                                           |
| <b>Maths</b>   | <b>Mastery, Problem Solving and Reasoning</b><br>Number & Place Value<br>Number- Addition, Subtraction, Multiplication and Division<br>Fractions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Mastery, Problem Solving and Reasoning</b><br>Geometry-position and direction<br>Number-Decimals<br>Number- Percentages<br>Number-Algebra<br>Measurement-Converting Units<br>Measurement-Perimeter, Area, Volume              | <b>Mastery, Problem Solving and Reasoning</b><br>Number- Ratio<br>Geometry- Properties of Shape<br>Statistics<br>Problem solving                                                       | <b>Mastery, Problem Solving and Reasoning</b><br>Investigations<br>Pound for Profit<br>Transition Activities                                                                                     |
| <b>Science</b> | <b>Working Scientifically</b><br>Identifying scientific evidence that has been used to support or refute ideas or arguments<br>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.<br>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.<br>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.<br>Using test results to make predictions to set up further comparative and fair tests.<br>Reporting and presenting 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. |                                                                                                                                                                                                                                  |                                                                                                                                                                                        |                                                                                                                                                                                                  |
|                | <b>Living Things and their habitats</b><br>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Animals (health and circulation)</b><br>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.<br>Recognise the impact of diet,                  | <b>Changes to materials</b><br>Demonstrate that dissolving, mixing and changes of state are reversible changes.<br>Explain that some changes result in the formation of new materials, | <b>Evolution and Inheritance</b><br>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. |

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|                       | <p>including micro-organisms, plants and animals.<br/>Give reasons for classifying plants and animals based on specific characteristics.<br/>Classifying plants and how plants are adapted to suit their environment in different ways and that adaptation may lead to evolution (from evolution unit).</p>                                                                                                                           | <p>exercise, drugs and lifestyle on the way their bodies function.<br/>Describe the ways in which nutrients and water are transported within animals, including humans.</p>                                                                                                                                                                                                                                                            | <p>and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> | <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.<br/>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> |
|                       | <p style="text-align: center;"><b>Sound</b></p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p>                                                                                                                                                                                                                                                                                        | <p style="text-align: center;"><b>Electricity</b></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.<br/>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.<br/>Use recognised symbols when representing a simple circuit in a diagram</p> |                                                                                                                                                         |                                                                                                                                                                                                                                                                                    |
| <p><b>History</b></p> | <p style="text-align: center;"><b>Conflict</b></p> <p>I can identify specific changes within and across different periods over a long arc of development.<br/>I can carefully select relevant historical information, considering different viewpoints or thinking about possible bias.<br/>I can discuss trends over time I can see the relationship between different periods and the legacy or impacts for me and my identity.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                         |                                                                                                                                                                                                                                                                                    |

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|                         | <p>I can devise my own historically valid questions.</p> <p>I can use key historical terms in structured, informed, written responses or descriptions of the main features of past societies and periods eg. century, decade</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Geography</b></p> | <p style="text-align: center;"><b><u>Conflict</u></b></p> <p>I know location of places of global significance, their defining physical &amp; human characteristics and how they relate to one another.</p>                       | <p style="text-align: center;"><b><u>Endangered/Save the tigers</u></b></p> <p>I am learning to know some precise geographical words when describing geographical places features &amp; processes.</p> <p>I know location of places of global significance, their defining physical &amp; human characteristics and how they relate to one another;</p> <p>I can describe &amp; understand key aspects of: physical &amp; human geog., incl: climate zones, biomes, vegetation belts, rivers, mountains, water cycle earth - quakes, volcanoes settlements, land use, economic activity trade links, distribution of natural resources e.g. energy, food, minerals, and water supplies</p> <p>I introduce precise geographical words when describing geographical places features &amp; processes such as erosion, deposition, mouth source tributary, cliff, bay, headland relief, resort, port, derelict, latitude, longitude, distribution, industry, network, region raw material, energy, fuel, power natural resource labour.</p> |  | <p style="text-align: center;"><b><u>Memories- Local Area, linked to independence/transition.</u></b></p> <p>I can carry out a focus study, looking at issues/changes in an area.</p> <p>I can imagine how and why an area may change in the future.</p> <p>I can use OS maps at different scales</p> <p>I can draw a detailed sketch using symbols and a key</p> <p>I can align a map with a route</p> <p>I can use the 8 points of a compass</p> <p>I can use the eight points of a compass, 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</p> <p>I use fieldwork to observe, measure &amp; record human &amp; physical features in local area using a range of methods, including sketch maps, plans, graphs&amp; digital technologies</p> <p>I can collect, analyse &amp; communicate with range of data gathered in experiences of fieldwork to show I understand</p> |

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|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                           | some geog. processes |
| <b><u>RE</u></b> | <p style="text-align: center;"><b><u>Islam- Block 1 &amp; 2</u></b></p> <p>I can explain how key beliefs are demonstrated through the Five Pillars of Islam and have made some reflections on my own life. I can discuss different parts of the Hajj and understand how important this is for a Muslim.</p> <p>I can link the special events covered to events in their own lives, expressing their own personal views and beliefs. I understand the importance of the community at special events.</p> | <p style="text-align: center;"><b><u>Christianity</u></b></p> <p>I can talk about how different features in a church demonstrate the beliefs and values of Christians. I can explain why Christians choose a particular denomination. I can tell you about some religious art within local churches and the belief which is expressed</p> | <p style="text-align: center;"><b><u>Hinduism</u></b></p> <p>I can describe some of the Hindu gods and goddesses and the key belief of one God represented through many different images and forms. I can explain how Hindus celebrate Diwali.</p> <p>I can give an example on how to explain the Hindu concept of God and the cycle of Create, Preserve and Destroy. I can explain how Hindus worship at home and in</p> |                      |

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| <p><b>PSHE (Go Givers + My Happy Mind) / British Values / Equality (No Outsiders in Our School)</b></p> | <p><b><u>Democracy &amp; Rule of Law</u></b></p> <p>To enable pupils to distinguish right from wrong.<br/>To develop a respect and understanding of English law and democracy in contrast to other forms of government.<br/>To accept responsibility for their behaviour.<br/>To show initiative.</p> <p><b><u>PSHE (Go Givers)</u></b></p> <p>Election of school councilors<br/>Creation of class charters<br/>Anti-bullying</p> <p><b><u>My Happy Mind</u></b></p> <p>Module 2: Meet Your Brain<br/>Module 3: Celebrate</p> <p><b><u>Equality</u></b></p> <p>To welcome difference and stand up to discrimination</p> | <p><b><u>Individual Liberty</u></b></p> <p>To appreciate that English laws help to keep us safe and happy.</p> <p><b><u>PSHE (Go Givers)</u></b></p> <p>Child Slavery: all for profit<br/>Quick Quest<br/>Riots of Summer 2011</p> <p><b><u>My Happy Mind</u></b></p> <p>Module 4: Appreciate</p> <p><b><u>Equality</u></b></p> <p>LO: To recognise my freedom</p> | <p><b><u>Tolerance and Mutual Respect</u></b></p> <p>To understand that they can contribute positively to those around them and to society more widely.<br/>To respect and appreciate their own and other cultures, faiths and beliefs.<br/>To understand that the law allows people to choose which faiths and beliefs they follow.<br/>To understand the importance of identifying and combating discrimination.</p> <p><b><u>PSHE (Go Givers)</u></b></p> <p>Our Interconnected World<br/>Working for peace<br/>Stressed out</p> <p><b><u>My Happy Mind</u></b></p> <p>Module 5: Relate</p> <p><b><u>Equality</u></b></p> <p>LO: To challenge the causes of racism and promote diversity</p> | <p><b><u>Sex + Relationships Health Education Drugs Co-operation</u></b></p> <p>To appreciate that English laws help to keep us safe and happy.<br/>To understand the laws in relation to drug education and CSE.</p> <p><b><u>PSHE (Go Givers)</u></b></p> <p>Secondary transfer – from biggest to smallest</p> <p><b><u>My Happy Mind</u></b></p> <p>Module 6: Engage</p> <p><b><u>Equality</u></b></p> <p>To consider how my life may change as I grow up<br/>To overcome fears about difference</p> |
| <p><b>Computing</b></p>                                                                                 | <p><b><u>Using Technology</u></b></p> <p>I can design and then create a presentation for a specific purpose that contains different font styles, a data graph, appropriate font colour and style and background (<b>PowerPoint</b>).<br/>I can save the presentation onto the school system</p>                                                                                                                                                                                                                                                                                                                         | <p><b><u>Using Technology</u></b></p> <p>I can record sound clips and then embed them into a PowerPoint presentation.<br/>I can explain and show how backgrounds, font style and colour impact an audience in a positive and negative manner (<b>PowerPoint/Word</b>).</p>                                                                                         | <p><b><u>Giving instructions</u></b></p> <p>I can independently create an algorithm and break it down into specific sections<br/>I can combine short sections of an algorithm to create a clear sequence<br/>I can then test the full set of algorithms.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b><u>Using Technology Safety</u></b></p> <p>I can understand and explain that mobile phones provide a quick and unregulated way to access the internet.<br/>I can understand and explain that information shared on mobile phones (through texts/pictures/<b>FaceTime</b>) can be</p>                                                                                                                                                                                                               |

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|                                                                                                                                                | I can review the presentation identifying areas of strengths and weaknesses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | I can review the algorithms identifying what worked and how it could be improved                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | publicly accessed/<br>I can give reasons as to why a mobile phone number should only be given to close members of family/friends and any unwanted contact should be reported immediately.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>E-safety</b></p> <p>These objectives will be taught and discussed regularly throughout the school year, with an extra focus as above</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b><u>PE</u></b>                                                                                                                               | <p><b><u>Evaluation</u></b></p> <p>I can watch and describe performances accurately. I can learn from others how I can improve my skills. I can comment on tactics and techniques to help improve performances. I can make suggestions on how to improve my work commenting on similarities and differences.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                | <p style="text-align: center;"><b><u>OAA</u></b></p> <p>I can develop strong listening skills<br/>I can use and interpret simple maps<br/>I can think activities through problem solve using general knowledge<br/>I can choose and apply strategies to solve problems with support<br/>I can discuss and work with others in a group<br/>I can demonstrate an understanding of how to stay safe</p> <p style="text-align: center;"><b><u>Gymnastics 2</u></b></p> <p>I can jump and land with good technique<br/>I can explore linking different body shapes and travelling skills<br/>I can explore a range of skills on floor and apparatus<br/>I can balance with good technique<br/>I can explore, practise and improve different body shapes and travelling skills<br/>I can work on apparatus co-operatively as part of a group</p> | <p style="text-align: center;"><b><u>Invasion Games</u></b></p> <p>I can create space when I attack;<br/>I can deny space to attackers when I defend;<br/>I can explain what I do best in invasion games and what I need to do to improve<br/>I can combine sending, receiving and travelling skills when playing competitively.<br/>I can use a range of tactics in both attack and defence.<br/>I can evaluate both my performance, and the performance of others, and suggest how they can be improved.<br/>I can talk about the importance of fitness and the types of fitness needed to play invasion games,<br/>I can use different formations of play to suit the needs of the game;<br/>I can evaluate both my performance, and the performance of others, and</p> | <p style="text-align: center;"><b><u>Net/Wall</u></b></p> <p>I can hit a ball accurately using a racket;<br/>I understand the importance of warming up;<br/>I know what I do best in net games and what I need to practice most to improve.<br/>When hitting a ball with a racket, I use good back swing, follow through, and my feet are in the correct position;<br/>When hitting a ball into my opponent's court, I look for spaces and aim for them;<br/>I can hit a ball, with variations of speed, height and direction of the ball;<br/>I can plan and carry out a warm up with my partner.<br/>I can hit a ball accurately and with good technique;<br/>I can hit the ball into spaces, away from where my opponent is in the court;<br/>I know where to position myself on</p> | <p style="text-align: center;"><b><u>Striking/Fielding</u></b></p> <p>I can strike a ball to the leg-side with good technique<br/>I can hit the ball away from fielders<br/>I can field in different positions<br/>I can strike a ball to the leg-side with good technique<br/>I can select and perform different fielding skills<br/>I can cool down independently<br/>I can strike a ball to the off-side with good technique<br/>I can give reasons why I have decided to perform selected shots<br/>I can talk about tactics in striking and fielding games<br/>I can strike a ball to the leg-side using different techniques<br/>I can bat, bowl and field in games of modified cricket<br/>I can bowl overarm with more accuracy and consistency<br/>I can bat, bowl and field in games of modified cricket</p> |

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|                                               | <p>I can practise and improve my sequence</p> <p>I can link my actions fluently and show clear body shapes</p> <p>I can practise, improve and evaluate my work with my partner</p> <p>I can practise and improve my rolling skills</p> <p>I can maintain good quality work even when I perform more difficult skills and actions</p> <p>I know what a good gymnastics warm up includes</p> <p>I can create more difficult sequences and perform the skills with control and fluency</p> <p>I can practise, improve and evaluate my work with my group</p> <p>I can evaluate others' performances and talk about them using the correct vocabulary</p> | <p>suggest how they can be improved.</p> <p style="text-align: center;"><b>Athletics</b></p> <p>I can perform a range of skills linked to combination jumps</p> <p>I can improve their performance in a range of jumping activities</p> <p>I can understand the basic technique for combination jumps</p> <p>I can observe others jumping and suggest improvements</p> <p>I can perform a range of skills linked to the pull throw</p> <p>I can perform a variety of pull throws for distance and accuracy</p> <p>I can understand the principles and technique of a pull throw</p> <p>I can link different actions with a pull throw</p> <p>I can improve their performance for running over obstacles, the push throw and jumping for distance</p> <p>I can observe others running, jumping and throwing and suggest improvements</p> <p>I can perform a range of fun relay activities.</p> | <p>court.</p> <p style="text-align: center;"><b>Dance Traditional dance - Maypole</b></p> <p>I can repeat dance steps with accuracy;</p> <p>I can suggest ways that I need to improve my dance.</p> <p>I can create longer dances.</p> <p>I can repeat dance steps with accuracy;</p> <p>I can dance in time to the music. I can perform dance sequences and steps with accuracy;</p> <p>I can explore and choose suitable steps and movements for my dance</p> <p>I can perform dance sequences and steps with accuracy;</p> <p>I use dance vocabulary when I describe my dances.</p> <p>I can suggest ways to develop my dance skills.</p> <p>I can compose, develop and adapt my dances to make them longer;</p> | <p>I know what I do best when I play striking and fielding games, and I know what I need to practice most to improve</p> <p>I can strike a ball to the off-side using different techniques</p> <p>I can choose the best shot to play according to the line and length of the ball bowled</p> <p>I can score runs more easily and I can stop the fielding team getting me out as often.</p> <p style="text-align: center;"><b>Swimming</b></p> <p>I can swim completely, confidently and proficiently over a distance of at least 25 metres.</p> <p>I can use a range of strokes effectively.</p> <p>I can perform safe self-rescue in different water-based situations.</p> |
| <p style="text-align: center;"><b>Art</b></p> | <p style="text-align: center;"><b>Conflict</b></p> <p><b>Drawing</b> (charcoal/pencil)</p> <p>I can explain why I have combined different tools to create my drawings.</p> <p>I can explain why I have chosen specific drawing techniques.</p> <p>I can use a range of shading techniques</p> <p><b>Painting</b></p>                                                                                                                                                                                                                                                                                                                                  | <p style="text-align: center;"><b>Christmas Books/Christmas Cards</b></p> <p><b>Printing</b></p> <p>I can overprint using different colours.</p> <p>I can create a detailed print design using a range of materials.</p> <p>I can look very carefully at the methods I use and make decisions about the effectiveness</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p style="text-align: center;"><b>Record Breakers Models 3D</b> (sculpture)</p> <p>I can create models on a range of scales.</p> <p>I can create work which is open to interpretation by the audience.</p> <p>I can include both visual and tactile elements in my work.</p> <p>I can include technical aspects in my work, e.g. architectural design.</p>                                                                                                                                                                                                                                                                                                                                                          | <p style="text-align: center;"><b>Memories</b></p> <p><b>Collage</b></p> <p>I can justify the materials I have chosen.</p> <p>I can combine pattern, tone and shape.</p> <p>I can make a record about the styles and qualities in my work.</p> <p>I can say what or who my work is influenced by.</p>                                                                                                                                                                                                                                                                                                                                                                       |

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|                     | <p>I can explain what my own style is.</p> <p>I can use a wide range of techniques in my work.</p> <p>I can explain why I have chosen specific painting techniques</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>of my printing methods.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                   |
| <b><u>DT</u></b>    | <p style="text-align: center;"><b><u>Cooking and Nutrition – Rationing/Dig for Victory</u></b></p> <ul style="list-style-type: none"> <li>•I can explain how my product should be stored with reasons.</li> <li>•I can set out to grow my own products with a view to making a soup, taking account of time required to grow different foods.</li> </ul> <p>I can design and produce my own dish, to be marketed to consumers.</p> <p>I can use a range of cooking techniques.</p> <p>I can consider my final product.</p> <p>I can collect the views of others in relation to my product and suggest ways I would improve it.</p> <p><b>Textiles – Make Do and Mend</b></p> <p>I can think about how my product could be sold.</p> <p>I can think about what would improve my product even more.</p> <p>I can consider culture and society in my designs.</p> <p>I can use market research to inform plans.</p> <p><b>Evaluation</b></p> <p>I can explore and evaluate existing products.</p> <p>I can evaluate ideas and products against the design criteria.</p> |                                | <p style="text-align: center;"><b><u>Record Breakers Models</u></b></p> <p><b>Stiff and flexible sheet materials</b><br/>(card/plastic)</p> <p>I can justify why I selected specific materials.</p> <p>I can ensure that my work is precise and accurate.</p> <p>I can hide joints so as to improve the look of my product.</p> <p>I can use tools and materials precisely.</p> <p>I can use a range of information to inform my design.</p> <p>I can work within constraints.</p> <p>I can follow and refine my plan if necessary.</p> <p>I can justify my plan to someone else.</p> <p>I can consider the use of the product when selecting materials.</p> <p><b>Mouldable materials</b></p> <p>I can justify why the chosen material was the best for the task.</p> <p>I can justify design in relation to the audience.</p> | <p style="text-align: center;"><b><u>Pound for Profit</u></b></p> <p>Following DT Process with a focus on <b><u>Evaluation</u></b></p> <p>I can explore and evaluate existing products.</p> <p>I can evaluate ideas and products against the design criteria.</p> |
| <b><u>Music</u></b> | <b><u>Composing</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b><u>Appraising</u></b>       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b><u>Performing</u></b>                                                                                                                                                                                                                                          |

## Team 6 Curriculum Yearly Overview

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|                      | <p>I can use a variety of different musical devices in my composition. (incl melody, rhythms and chords)</p> <p>I can combine groups of beats.</p> <p>I can show how a small change of tempo can make a piece of music more effective.</p> <p>I can recognise that different forms of notation serve different purposes.</p> <p>I can use different forms of notation</p>                                                                                                                                                                              | <p>I can analyse features within different pieces of music.</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory.</p> <p>I can show an awareness of different composers over periods of time.</p> <p>I can show an awareness of some cultural traditions of music.</p> <p style="text-align: center;"><b>Performing</b></p> <p>I can sing a harmony part confidently and accurately.</p> <p>I can perform parts from memory.</p> <p>I can take the lead in a performance.</p> <p>I can take on a solo part.</p> <p>I can provide rhythmic support.</p> |                                           | <p>I can sing a harmony part confidently and accurately.</p> <p>I can perform parts from memory.</p> <p>I can take the lead in a performance.</p> <p>I can take on a solo part.</p> <p>I can provide rhythmic support.</p>                                                                                                                                                                                                                                                                                                                    |
| <p><b>French</b></p> | <p>I am learning to count to 31 in French (to be reinforced throughout)</p> <p>I can greet someone in French</p> <p>I can ask and answer questions about myself in French (e.g. name, age, where you live, pets, brothers and sisters)</p> <p>I can ask and answer the question 'who is it?'</p> <p>I can listen to and enjoy a story in French.</p> <p>I can understand and use vocabulary for animals in French</p> <p>I can speak in short sentences (e.g dans le sac, il y a...)</p> <p>I am learning to recall French vocabulary for colours.</p> | <p>I can recall and use the months of the year in French.</p> <p>I can understand that adjectives in French mainly follow the noun but that some (petit, grand) precede the noun.</p> <p>I can ask and answer 'How is that spelt?' in French and use the letters of the alphabet.</p> <p>I can to use verbs in French to talk about actions.</p> <p>I can use a simple writing frame to construct sentences in French.</p> <p>I am aware of the role of a determiner in qualifying the noun.</p> <p>I can recognize a negative statement.</p>                                                 | <p>Consolidation of previous learning</p> | <p>I can reflect on what I am learning about language in my French lessons.</p> <p>I can recognise possessive adjectives in French</p> <p>I am learning to recognise names for some main cities in France, their characteristics/ landmarks and where they are situated on a map.</p> <p>I can ask and answer the question 'what is the date?' and 'What date is your birthday?' in French.</p> <p>I understand some of French school system for Primary Schools.</p> <p>I can count from 32-60.</p> <p>I can say some of my times tables</p> |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>I can understand and use correct word order in French (noun, adjective).</p> <p>I can recall and use the days of the week in French</p> <p>I can use some question forms and negatives in French</p> <p>I can understand and use plurals in French.</p> <p>I can understand and use some correct agreements in French (masculine and feminine nouns).</p> <p>I can recognise the change in the sound when an adjective becomes feminine.</p> | <p>I can understand the role of a conjunction.</p> | <p>in French.</p> |
| <p><b><u>Over-arching National Curriculum Objectives</u></b></p> <p>I can listen attentively to spoken language, and show understanding by joining in and responding. I can explore patterns and sounds in the language by joining in with songs and rhymes, linking sound spelling and meaning of words. I can engage in conversation, ask and answer questions and give opinions. I can speak in sentences, using familiar vocabulary and simple sentence structures. I can develop accurate pronunciation and intonation. I can present ideas and information orally. I can read carefully and show understanding of words, phrases and simple writing. I can appreciate songs, stories and rhymes. I can broaden my vocabulary and my ability to understand new words, including using a dictionary. I can write phrases from memory. I can describe people, places, things and actions orally and in writing. I can understand basic grammar of the language.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                    |                   |