

<b>Essential Opportunities ( Subject content NC coverage + schools )</b>						
<b>History</b>	<b>Geography</b>	<b>Art &amp; DT</b>	<b>PE</b>	<b>RE</b>	<b>Music</b>	<b>French</b>
<b>Vikings</b>	<b>Map skills</b>	<b>Collage and paint</b>	<b>Gym and invasion games</b>	<b>Incarnation</b>	<b>Dorset Music Guitar lessons/Charanga</b>	<b>French at home</b>
<b>Essentials for Progress (skills coverage)</b>						
<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>• Use a range of resources to identify the key physical and human features of a</li> </ul>	<ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Experiment with creating mood with colour.</li> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences.</li> <li>• Move in a clear, fluent and expressive manner .</li> <li>• Refine movements into sequences.</li> <li>• Show changes of direction, speed and level during a performance.</li> <li>• Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</li> <li>• Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances</li> </ul>	<ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> <li>• Refer to religious figures and holy books to explain answers.</li> <li>• Show an understanding that personal experiences and feelings influence attitudes and actions.</li> <li>• Give some reasons why religious figures may have acted as they did.</li> <li>• Ask questions that have no universally</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and perform melodic songs.</li> <li>• Use sound to create abstract effects.</li> <li>• Create repeated patterns with a range of instruments.</li> <li>• Create accompaniments for tunes.</li> <li>• Use drones as accompaniments.</li> <li>• Choose, order, combine and control sounds to create an effect.</li> <li>• Use digital technologies to compose pieces of music.</li> <li>• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand the main points in short written texts.</li> <li>• Read short texts independently.</li> <li>• Use a translation dictionary or glossary to look up new words.</li> <li>• Understand the main points from spoken passages.</li> <li>• Ask others to repeat words or phrases if necessary.</li> <li>• Ask and answer simple questions and talk about interests.</li> <li>• Take part in discussions and tasks.</li> <li>• Demonstrate a growing</li> </ul>

<p>time line.</p> <ul style="list-style-type: none"> <li>• Use dates and terms to describe events.</li> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<p>location.</p> <ul style="list-style-type: none"> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose suitable techniques to construct products or to repair items.</li> <li>• Strengthen materials using suitable techniques.</li> <li>• Design with purpose by identifying opportunities to design.</li> <li>• Make products by working efficiently (such as by carefully selecting materials).</li> <li>• Refine work and techniques as work progresses, continually evaluating the product design.</li> <li>• Use software to design and represent product designs.</li> </ul>	<p>experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</p> <ul style="list-style-type: none"> <li>• Swing and hang from equipment safely (using hands).</li> <li>• Throw and catch with control and accuracy.</li> <li>• Strike a ball and field with control.</li> <li>• Choose appropriate tactics to cause problems for the opposition.</li> <li>• Follow the rules of the game and play fairly.</li> <li>• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>• Pass to team mates at appropriate times.</li> <li>• Lead others and act as a respectful team member.</li> </ul>	<p>agreed answers</p> <ul style="list-style-type: none"> <li>• Explain how beliefs about right and wrong affect people's behaviour.</li> <li>• Describe how some of the values held by communities or individuals affect behaviour and actions.</li> <li>• Discuss and give opinions on stories involving moral dilemmas.</li> </ul>	<p>silence to describe music.</p> <ul style="list-style-type: none"> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>• Understand layers of sounds and discuss their effect on mood and feelings.</li> </ul>	<p>vocabulary.</p>
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## Cross – Curricular opportunities ( Basic Skills coverage)

### Using Communication

#### Writing - Cross Curricular Ideas

- Write stories of adventure.
- Write stories of mystery and suspense.
- Write letters.
- Write biographies.
- Write recounts.
- Write explanations.
- Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.

#### Speaking and Listening :

- Perform mini plays inspired by reading
- Guided reading

### Using Maths

#### Maths – Cross Curricular Ideas **(Year 6)**

- Compare and order fractions whose denominators are all multiples of the same number.
- Compare and order fractions, including fractions  $> 1$ .
- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.
- Read, write, order and compare numbers with up to three decimal places.
- Identify the value of each digit in numbers given to three decimal places.
- Solve problems involving number up to three decimal places.
- Recognise the percent symbol (%) and understand that percent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.
- Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.
- Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- Read and write decimal numbers as fractions.
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- Associate a fraction with division and calculate decimal fraction equivalents.
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.

	<ul style="list-style-type: none"> <li>• Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</li> <li>• Multiply simple pairs of proper fractions, writing the answer in its simplest form.</li> <li>• Solve problems which require knowing percentage and decimal equivalents of, <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25.</li> <li>• Divide proper fractions by whole numbers.</li> <li>• Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.</li> </ul> <p><b>Ratio and proportion</b></p> <ul style="list-style-type: none"> <li>• Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</li> <li>• Solve problems involving the calculation of percentages and the use of percentages for comparison.</li> <li>• Solve problems involving similar shapes where the scale factor is known or can be found.</li> <li>• Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</li> </ul>
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**Computing**

<p><b>Essential Opportunities</b></p> <ul style="list-style-type: none"> <li>• Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>• Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.</li> <li>• Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs.</li> </ul>	<p><b>Essential for Progress (Skills)</b></p> <ul style="list-style-type: none"> <li>• Use specified screen coordinates to control movement.</li> <li>• Set the appearance of objects and create sequences of changes.</li> <li>• Specify conditions to trigger events.</li> </ul>
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**Science**

<p><b>Essential Opportunities</b> N/A</p>	<p><b>Essential for Progress (Skills )</b></p>
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**Personal Development ( PSHE )**  
**Rainbow Scheme**

**E-safety**  
 Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school.

**Curriculum Drivers**

<b>Community</b>	<b>Spiritual and Moral</b>	<b>Risk Taking</b>	<b>Enquiry</b>
As people concerned with developing a sense of community we will reflect on what community means and how we can be a part of it.	In our spiritual and moral development we will link our school values to themes in our reading and RE lessons.	As people concerned in developing children’s ability to take risks we will encourage ourselves to reach our potential in all subjects.	As people concerned with developing mastery we will always try our hardest and persevere in all subjects to be the best we can be.

**ENRICHMENT OPPORTUNITIES**

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**Implications for next term**

<b>Skills to revisit</b>	<b>Subject Knowledge</b>

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