

Essential Opportunities (Subject content NC coverage + schools)						
History	Geography	Art & DT	PE	RE	Music	French
N/A	Countries and cities of the UK (and rivers)	Notable artists and landscape art, animal art	Cricket and	Prophecy	Charanga	Countryside and animals
Essentials for Progress (skills coverage)						
N/A	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. Use a number of 	<ul style="list-style-type: none"> Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Work alone, or with team mates in order to gain points or possession. Strike a bowled or volleyed ball with accuracy. Use forehand and backhand when playing racket 	<ul style="list-style-type: none"> Present the key teachings and beliefs of a religion. Refer to religious figures and holy books to explain answers. Identify religious artefacts and explain how and why they are used. Describe religious buildings and explain how they are 	<ul style="list-style-type: none"> Use sound to create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for tunes. Use drones as accompaniments. Choose, order, combine and control sounds to create an effect. Use digital technologies to 	<ul style="list-style-type: none"> Use dictionaries or glossaries to check words. Refer to recent experiences or future plans, as well as to everyday activities. Include imaginative and adventurous word choices. Convey meaning (although there may be some mistakes, the meaning can be understood

	<p>over time.</p>	<p>brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <ul style="list-style-type: none"> • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. 	<p>games.</p> <ul style="list-style-type: none"> • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 	<p>used.</p> <ul style="list-style-type: none"> • Explain some of the religious practices of both clerics and individuals. • Identify religious symbolism in literature and the arts. • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. 	<p>compose pieces of music.</p>	<p>with little or no difficulty).</p> <ul style="list-style-type: none"> • Use dictionaries or glossaries to check words. • Take part in discussions and tasks. • Demonstrate a growing vocabulary.
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Cross – Curricular opportunities (Basic Skills coverage)

Using Communication

Writing - Cross Curricular Ideas

- Write poems that convey an image (simile, word play, rhyme and metaphor).
- Write arguments.
- Write biographies.
- Write recounts.
- Write persuasively.
- Write explanations.
- Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.

Speaking and Listening :

- Perform mini plays inspired by reading

Using Maths

Maths – Cross Curricular Ideas (YEAR6)

- Use simple formulae.
- Generate and describe linear number sequences.
- Express missing number problems algebraically.
- Find pairs of numbers that satisfy an equation with two unknowns.
- Enumerate possibilities of combinations of two variables.
- Solve comparison, sum and difference problems using information presented in a line graph.
- Complete, read and interpret information in tables, including timetables.
- Interpret and construct pie charts and line graphs and use these to solve problems.
- Calculate and interpret the mean as an average.
- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.
- Describe positions on the full coordinate grid. (all four quadrants)
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Computing

Essential Opportunities • Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely. • Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Essential for Progress (Skills)

- Devise and construct databases using applications designed for this purpose in areas across the curriculum.
- Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.
- Contribute to blogs that are moderated by teachers.
- Give examples of the risks posed by online communications.
- Understand the term 'copyright'.

- Understand that comments made online that are hurtful or offensive are the same as bullying.
- Understand how online services work.

Science Living things and their habitats, Animals including humans

Essential Opportunities

Plants

- Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal.

Evolution and inheritance

- Look at resemblance in offspring.
- Look at changes in animals over time.
- Look at adaptation to environments.
- Look at differences in offspring.
- Look at adaptation and evolution.
- Look at changes to the human skeleton over time.

Animals and humans

- Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals.
- Look at the digestive system in humans.
- Look at teeth.
- Look at the human circulatory system.

All living things

- Identify and name plants and animals
- Look at classification keys.
- Look at the life cycle of animals and plants.

Essential for Progress (Skills)

- Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
- Investigate the way in which water is transported within plants.
- Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Identify that humans and some animals have skeletons and muscles for

- Look at classification of plants, animals and micro-organisms.
- Look at reproduction in plants and animals, and human growth and changes.
- Look at the effect of diet, exercise and drugs.

support, protection and movement.

- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys.
- Recognise that environments can change and that this can sometimes pose dangers to specific habitats.

Personal Development (PSHE)

Rainbow folder

E-safety

- Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.

Curriculum Drivers

Community	Spiritual and Moral	Risk Taking	Mastery
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

Implications for next term	
Skills to revisit	Subject Knowledge