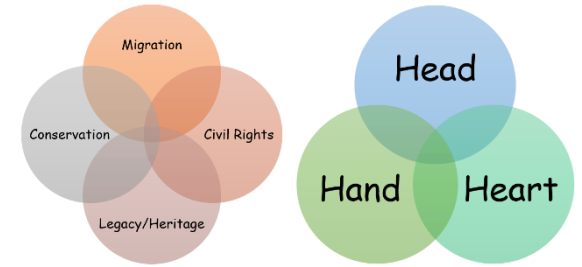




# Riversdale Primary School

## Medium Term Planning



<b>Year Group</b>	<b>Year 6</b>
<b>Term</b>	<b>Summer 1</b>

### Learning Overview

As the summer term turns its focus to geography, the pupils in Year 6 will revisit and consolidate their learning over previous years about the physical features of the UK and make comparisons with an Asian country, specifically Japan. The pupils will compare and contrast the south-west of England with the Kansai region, identifying similarities and differences between the two in relation to biome and climate zones, vegetation and key topographical elements. In addition, the pupils will build on their learning from Year 5, where they explored the Earth’s tectonic plates, to discuss how earthquakes happen and why they are more common in Japan than in the UK. In art, the pupils will explore the work of Yayoi Kusama with a focus on self-expression and individuality, building on their prior learning from previous years around the skill of painting. In science, Year 6 will be looking into electricity in more depth, building on their prior learning of the topic in Year 4. They will explore the concept of electrons and relate this to current and voltage, before investigating what happens to an output component when the voltage in a circuit is increased. Pupils will also use electrical systems in the design and technology unit this term. They will begin by discussing microcomputers in relation to pedometers and evaluate real-life products, in preparation for the design, make and evaluate cycle in the summer term, where they will develop a product in response to a design brief.

### Quality Stimulus Text(s)

<ul style="list-style-type: none"> <li>Kensuke’s Kingdom</li> </ul>	
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### Significant People Past & Present

<ul style="list-style-type: none"> <li>Yayoi Kusama (Art)</li> <li>Claudio Monteverdi (Music)</li> <li>Johann Pachelbel (Music)</li> </ul>	<ul style="list-style-type: none"> <li>Henry Purcell (Music)</li> <li>J S Bach (Music)</li> <li>George Frideric Handel (Music)</li> </ul>
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## Relevant UNCRC Articles

- Article 3: Best Interests of the Child
- Article 6: Live, Survival and Development
- Article 8: Identity
- Article 12: Respect for Children’s Views
- Article 13: Sharing Thoughts Freely
- Article 24: Health, Water, Food, Environment
- Article 31: Rest, Play, Culture, Arts

Subject	<b>Consolidating:</b> What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	<b>Head*</b> What substantive KNOWLEDGE should the children learn?	<b>Hand*</b> What disciplinary knowledge and SKILLS should the children learn?	<b>Heart*</b> What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
<b>Writing:</b>	Year 5: <ul style="list-style-type: none"> <li>• Recognise that a balanced argument requires a developed introduction to clearly express the question being explored.</li> <li>• Identify that paragraphs must be detailed and with prioritised information.</li> <li>• Know that both viewpoints are transparent for reader and neither viewpoint being preferred by the writer.</li> <li>• Know that it is written with an impersonal style.</li> <li>• Understand that arguments should be well constructed and answer the reader’s potential questions.</li> <li>• Use of well selected facts to support arguments.</li> <li>• Recognise the need for formal and technical language to be used throughout to warrant confidence in the writer.</li> <li>• Identify that it is written in the present or past tense depending on the context.</li> <li>• Know that a balanced argument requires a developed conclusion to clearly summarise the viewpoints of the question being explored.</li> </ul>	<b>BALANCED ARGUMENT:</b> <ul style="list-style-type: none"> <li>• Recognise that a balanced argument requires a developed introduction to clearly express the question being explored.</li> <li>• Identify that paragraphs must be detailed and with prioritised information.</li> <li>• Know that both viewpoints are transparent for reader and neither viewpoint being preferred by the writer.</li> <li>• Know that it is written with an impersonal style.</li> <li>• Understand that arguments should be well constructed and answer the reader’s potential questions.</li> <li>• Use of well selected facts to support arguments.</li> <li>• Recognise the need for formal and technical language to be used throughout to warrant confidence in the writer.</li> <li>• Identify that it is written in the present or past tense depending on the context.</li> <li>• Know that a balanced argument requires a developed conclusion to clearly summarise the viewpoints of the question being explored.</li> </ul>	Pupils to apply grammar, purpose for writing and specific text type features in <b>Writing to Inform:</b> <ul style="list-style-type: none"> <li>• A balanced argument exploring the opposing viewpoints of taking a child out of school in order to travel the world. (Sentence Stacking)</li> <li>• A “missing” journal entry written in the role of Michael, detailing what he and his family did whilst in South Africa. (Independent Write)</li> </ul> Pupils to apply grammar, purpose for writing and specific text type features in <b>Writing to Persuade:</b> <ul style="list-style-type: none"> <li>• A persuasive advert script encouraging holiday makers to visit a Japanese tourist attraction of the pupil’s choice. (Independent Write)</li> </ul> Handwriting: <ul style="list-style-type: none"> <li>• Write increasing legibly, fluently and with increasing speed through improving choices of which the shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> </ul> Composition:	<ul style="list-style-type: none"> <li>• Work collaboratively, listening to one another and sharing ideas.</li> <li>• Enjoying writing and listening to stories.</li> <li>• Building confidence in reading and writing.</li> <li>• Reflect on own writing and set targets for improvement, with support.</li> <li>• Respect the work of others and show empathy when providing feedback.</li> </ul>

	<ul style="list-style-type: none"> <li>Express the importance of verb forms being controlled and precise.</li> <li>Know that modifiers are used to intensify or qualify.</li> <li>Understand that sentence length and type are varied according to purpose.</li> <li>Know how fronted adverbials can be used to clarify a specialist position.</li> <li>Identify that complex noun phrases are used to add detail and that prepositional phrases used cleverly.</li> </ul> <p>Year 6:</p> <ul style="list-style-type: none"> <li>Know that recounts should be well constructed by detailing events chronologically and with a clear reference to the writer's thoughts, feelings and viewpoints.</li> <li>Explain why description of events must be detailed and engaging.</li> <li>Recognise that verb forms are controlled and precise.</li> <li>Know that diary entries are written in a combination of persons (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>) depending on the context of the sentence.</li> <li>Know that diary entries are always written in the past tense, with some examples of present tense using modal verbs for future reference, where appropriate.</li> <li>Know that modifiers are used to intensify or qualify.</li> <li>Discuss how sentence length and type varied according to purpose.</li> <li>Identify that fronted adverbials use to clarify writer's position.</li> <li>Recall that complex noun phrases and prepositional phrases are used to add detail.</li> <li>Define active voice as when the subject of the sentence does the action.</li> </ul>	<ul style="list-style-type: none"> <li>Express the importance of verb forms being controlled and precise.</li> <li>Know that modifiers are used to intensify or qualify.</li> <li>Understand that sentence length and type are varied according to purpose.</li> <li>Know how fronted adverbials can be used to clarify a specialist position.</li> <li>Identify that complex noun phrases are used to add detail and that prepositional phrases used cleverly.</li> <li>Know that active and passive voice can be used where appropriate to the text-type.</li> </ul> <p><u>DIARY ENTRY:</u></p> <ul style="list-style-type: none"> <li>Know that recounts should be well constructed by detailing events chronologically and with a clear reference to the writer's thoughts, feelings and viewpoints.</li> <li>Explain why description of events must be detailed and engaging.</li> <li>Recognise that verb forms are controlled and precise.</li> <li>Know that diary entries are written in a combination of persons (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>) depending on the context of the sentence.</li> <li>Know that diary entries are always written in the past tense, with some examples of present tense using modal verbs for future reference, where appropriate.</li> <li>Know that modifiers are used to intensify or qualify.</li> <li>Discuss how sentence length and type varied according to purpose.</li> <li>Identify that fronted adverbials use to clarify writer's position.</li> <li>Recall that complex noun phrases and prepositional phrases are used to add detail.</li> </ul>	<ul style="list-style-type: none"> <li>Plan by identifying the audience for and purpose of the writing, and desired impact upon the audience.</li> <li>Plan by noting and developing initial ideas, drawing on reading where necessary.</li> <li>Draft and write by selecting appropriate grammar and vocabulary for the desired impact.</li> <li>Edit own work independently, applying current learning around spelling, punctuation and grammar.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Define passive voice as when the subject of the sentence has the action done to it.</li> <li>• Explain that diary entries use a wide range of conjunctions to ensure cohesion and vary sentence complexity.</li> <li>• Discuss how complex punctuation can be used in a diary entry such as: <ul style="list-style-type: none"> <li>- Colons for clause demarcation.</li> <li>- Semi-colons for clause demarcation.</li> <li>- Hyphens to avoid ambiguity.</li> </ul> </li> <li>• Understand that for a letter to be well-constructed it must that make a clear argument.</li> <li>• Know that in persuasive letters, the writer should show an understanding of the impact of their request and think about the reader's response.</li> <li>• Prioritise information according to importance and a frame of response set up for the reply/action from the reader.</li> <li>• Know that points should be supported with facts.</li> <li>• Explain how semi-colons can be used to link two independent yet related clauses into one, without a conjunction.</li> <li>• Know that for formality, verb forms must be controlled and precise.</li> <li>• Know that modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</li> <li>• Recognise that sentence length and type should be varied according to purpose.</li> <li>• Know that fronted adverbials are used to clarify writers' position.</li> <li>• Building on previous years, use: hyperbole, repetition, rhetorical</li> </ul>	<ul style="list-style-type: none"> <li>• Define active voice as when the subject of the sentence does the action.</li> <li>• Define passive voice as when the subject of the sentence has the action done to it.</li> <li>• Explain that diary entries use a wide range of conjunctions to ensure cohesion and vary sentence complexity.</li> <li>• Discuss how complex punctuation can be used in a diary entry such as: <ul style="list-style-type: none"> <li>- Colons for clause demarcation.</li> <li>- Semi-colons for clause demarcation.</li> <li>- Hyphens to avoid ambiguity.</li> </ul> </li> </ul> <p><u>PERSUASIVE ADVERT:</u></p> <ul style="list-style-type: none"> <li>• Understand that for an advert to be well-constructed it must that make a clear argument.</li> <li>• Know that in persuasive adverts, the writer should show an understanding of the impact of what they are promoting and think about the reader's response.</li> <li>• Prioritise information according to importance and a frame of response set up for the reply/action from the reader.</li> <li>• Know that points should be supported with facts.</li> <li>• Explain how semi-colons can be used to link two independent yet related clauses into one, without a conjunction.</li> <li>• Know that for formality/informality, verb forms must be controlled and precise.</li> <li>• Know that modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</li> <li>• Recognise that sentence length and type should be varied according to purpose.</li> </ul>		
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	<p>question, alliteration, flattery etc as persuasive techniques.</p> <ul style="list-style-type: none"> <li>Articulate how to link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.</li> </ul>	<ul style="list-style-type: none"> <li>Know that fronted adverbials are used to clarify writers' position.</li> <li>Building on previous years, use: hyperbole, repetition, rhetorical question, alliteration, flattery etc as persuasive techniques.</li> <li>Articulate how to link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.</li> </ul>		
<p><b>Reading:</b></p>	<p>Year 6:</p> <ul style="list-style-type: none"> <li>Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Increase their familiarity with a wide range of books, including modern fiction, fiction from our literary heritage and traditional tales.</li> <li>Read books that are structured in different ways and read for a range of purposes.</li> <li>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views.</li> <li>Retrieve, record and present information from fiction and non-fiction.</li> <li>Identify and discuss themes and conventions in and across a wide range of writing.</li> <li>Identify how language, structure and presentation contribute to meaning.</li> <li>Learn a wider range of poetry by heart.</li> <li>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> </ul>	<p>Ready, Steady Read Together Scheme:</p> <p>Fiction:</p> <ul style="list-style-type: none"> <li>The Wolves of Willoughby Chase by Joan Aiken</li> </ul> <p>Non-Fiction:</p> <ul style="list-style-type: none"> <li>Unit to be confirmed.</li> </ul> <p>Poetry:</p> <ul style="list-style-type: none"> <li>Unit to be confirmed</li> </ul> <p>Comprehension:</p> <ul style="list-style-type: none"> <li>Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Increase their familiarity with a wide range of books, including modern fiction, fiction from our literary heritage and traditional tales.</li> <li>Read books that are structured in different ways and read for a range of purposes.</li> <li>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views.</li> <li>Retrieve, record and present information from fiction and non-fiction.</li> <li>Identify and discuss themes and conventions in and across a wide range of writing.</li> </ul>	<p>Reading Skills:</p> <ul style="list-style-type: none"> <li>Make meaning from words and sentences, including knowledge of phonics, word roots, word families.</li> <li>Make meaning from text organisation.</li> <li>Make meaning by drawing on prior knowledge.</li> <li>Read increasingly complex texts independently for sustained periods.</li> <li>Find the main idea of a paragraph and text.</li> <li>Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause and complex sentences.</li> <li>Read closely, annotating for specific purposes.</li> <li>Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases.</li> <li>Connecting prior knowledge and textual information to make inferences and predictions.</li> <li>Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity.</li> <li>Summarising a text.</li> </ul>	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> <li>Pupils will respect the range of viewpoints and traditions presented in texts from literary heritage, modern fiction, and other cultures. They will listen respectfully and engage thoughtfully with others' ideas in discussions and debates.</li> <li>Pupils will confidently express their own interpretations of complex texts, justify their opinions with evidence, and develop a personal reading voice through critical reflection on themes, characters, and language.</li> <li>Pupils will value how authors use language and structure to convey meaning, and will appreciate a wide range of literary forms—including poetry, fiction, non-fiction, and plays—for their style, purpose, and impact.</li> <li>Pupils will take ownership of their reading by independently tackling complex texts, using close reading and annotation strategies, and applying advanced reading skills such as summarising and comparing texts.</li> <li>Pupils will reflect on how authors use figurative language and</li> </ul>

	<ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied.</li> <li>• Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Ask questions to improve their understanding.</li> <li>• Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas.</li> <li>• Make comparisons within and across books e.g. plot, genre and theme.</li> <li>• Provide reasoned justifications for their views.</li> <li>• Discuss and evaluate how authors use language, including figurative language considering the impact on the reader. Distinguishing between statements of fact and opinion.</li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> <li>• Make meaning from words and sentences, including knowledge of phonics, word roots, word families.</li> <li>• Make meaning from text organisation.</li> <li>• Make meaning by drawing on prior knowledge.</li> <li>• Read increasingly complex texts independently for sustained periods.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Learn a wider range of poetry by heart.</li> <li>• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Ask questions to improve their understanding.</li> <li>• Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas.</li> <li>• Make comparisons within and across books e.g. plot, genre and theme.</li> <li>• Provide reasoned justifications for their views.</li> <li>• Discuss and evaluate how authors use language, including figurative language considering the impact on the reader. Distinguishing between statements of fact and opinion.</li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> </ul> <p><i>Vocabulary:</i></p>	<ul style="list-style-type: none"> <li>• Secure responses and understanding through re-reading and cross-check information.</li> <li>• Confidently use a range of strategies for finding and locating information e.g. skimming scanning for detail.</li> <li>• Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning.</li> </ul>	<p>sentence structure to influence meaning and mood. They will make comparisons across books, evaluate language choices, and use re-reading to deepen understanding.</p> <ul style="list-style-type: none"> <li>• Pupils will share their understanding through formal presentations and debates, prepare and perform poetry and play scripts with fluency and expression, and contribute clearly and confidently to discussions.</li> <li>• Pupils will engage in democratic dialogue by building on others' ideas, respectfully challenging viewpoints, and supporting their opinions with evidence during group tasks, debates, and comparative reading.</li> <li>• Pupils will aspire to read with insight and independence, develop a deeper understanding of literary techniques, and challenge themselves with texts that include layered meaning and sophisticated vocabulary.</li> <li>• Pupils will demonstrate a love of reading through sustained engagement with literature, enjoyment of performance, and thoughtful discussions about the deeper meanings within texts.</li> <li>• Pupils will show empathy by drawing inferences about characters' motives and feelings, evaluating how authors create emotional impact, and responding sensitively to the experiences and perspectives of others in texts.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Find the main idea of a paragraph and text.</li> <li>• Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause and complex sentences.</li> <li>• Read closely, annotating for specific purposes.</li> <li>• Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases.</li> <li>• Connecting prior knowledge and textual information to make inferences and predictions.</li> <li>• Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity.</li> <li>• Summarising a text.</li> <li>• Secure responses and understanding through re-reading and cross-check information.</li> <li>• Confidently use a range of strategies for finding and locating information e.g. skimming scanning for detail.</li> <li>• Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning.</li> </ul>	<p><i>figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare</i></p>		
<p><b>Mathematics:</b></p>	<p>Learning to address individual areas for development based on summative assessments.</p> <ul style="list-style-type: none"> <li>• Areas are likely to include: <ul style="list-style-type: none"> <li>- Ratio &amp; Proportion</li> <li>- Properties of Shape</li> <li>- Algebra</li> <li>- Measurement</li> </ul> </li> </ul>	<p>Values: Respect, Individuality, Value, Reflect, Share, Aspire, Empathy</p> <ul style="list-style-type: none"> <li>• Working collaboratively with partners and in groups.</li> <li>• Using appropriate listening skills and turn taking in group discussion.</li> <li>• Showing empathy and kindness by helping each other to understand.</li> <li>• Knowing that giving your partner the answer is not helpful but explaining it is.</li> </ul>		

				<ul style="list-style-type: none"> <li>• To recognise the value in making mistakes.</li> <li>• To identify the importance of resilience in problem solving.</li> <li>• To find different ways to solve the same problem.</li> </ul>
<b>Science:</b>	<p>Year 6:</p> <ul style="list-style-type: none"> <li>• Recognise how secondary sources can be used to answer questions that cannot be answered through practical work.</li> <li>• Given a wide range of resources decide for themselves how to gather evidence to answer a scientific question.</li> <li>• Choose a type of enquiry to carry out and justify this choice.</li> <li>• Recognise the need for control variables where necessary and identify these.</li> <li>• Communicate findings to an audience using relevant scientific language and illustrations.</li> <li>• Select from a range of practical resources to gather evidence to answer questions.</li> <li>• Carry out fair tests, recognising and controlling variables.</li> <li>• Look for patterns and relationships using a suitable sample.</li> <li>• Decide what observations or measurements to make over time and for how long.</li> <li>• Record observations, for example: using annotated photographs, videos, labelled diagrams, observational drawings, labelled scientific diagrams or writing.</li> <li>• In conclusions: identify causal relationships and patterns in the natural world from evidence; identify results that do not fit the overall pattern; and explain findings using own subject knowledge.</li> </ul>	<p>Electricity:</p> <ul style="list-style-type: none"> <li>• The flow of electrons creates an electric current.</li> <li>• Cells provide voltage in a circuit.</li> <li>• The number of cells in a circuit affects the overall voltage.</li> <li>• Voltage is measured in volts (V).</li> <li>• The brightness of a bulb in a circuit is influenced by the number and voltage of cells.</li> <li>• Increasing the number of cells generally increases the brightness.</li> <li>• Scientific symbols represent electrical components in circuit diagrams.</li> <li>• Common symbols include a circle for a cell, lines for wires, and specific symbols for bulbs, switches, etc.</li> <li>• Circuits can be accurately represented on paper using these symbols.</li> <li>• Drawing circuits with symbols simplifies communication and understanding.</li> </ul> <p><i>Vocabulary:</i>  <i>electron, electric current, component, cell, battery, voltage, wire, bulb, buzzer, scientific symbol</i></p>	<p>Ask Questions:</p> <ul style="list-style-type: none"> <li>• Recognise how secondary sources can be used to answer questions that cannot be answered through practical work.</li> <li>• Given a wide range of resources decide for themselves how to gather evidence to answer a scientific question.</li> <li>• Choose a type of enquiry to carry out and justify this choice.</li> <li>• Recognise the need for control variables where necessary and identify these.</li> </ul> <p>Communicate:</p> <ul style="list-style-type: none"> <li>• Communicate findings to an audience using relevant scientific language and illustrations.</li> </ul> <p>Enquiry:</p> <ul style="list-style-type: none"> <li>• Select from a range of practical resources to gather evidence to answer questions.</li> <li>• Carry out fair tests, recognising and controlling variables.</li> <li>• Look for patterns and relationships using a suitable sample.</li> <li>• Decide what observations or measurements to make over time and for how long.</li> </ul> <p>Record/Present:</p> <ul style="list-style-type: none"> <li>• Record observations, for example: using annotated photographs, videos, labelled diagrams, observational drawings, labelled scientific diagrams or writing.</li> </ul> <p>Conclusions:</p> <ul style="list-style-type: none"> <li>• In conclusions: identify causal relationships and patterns in the natural world from evidence;</li> </ul>	<p>Values: Respect, Aspire, Share, Reflect, Entrust</p> <ul style="list-style-type: none"> <li>• Pupils will show respect for the power of electricity and the importance of using it safely, as well as for the scientific knowledge developed by others.</li> <li>• Pupils will aspire to deepen their scientific understanding by exploring how voltage works and how cells power circuits, thinking like future scientists and engineers.</li> <li>• Pupils will share their scientific ideas clearly and accurately using circuit symbols, helping others to understand their diagrams and thinking.</li> <li>• Pupils will reflect on the results of their investigations by looking for patterns and thinking about how voltage affects the brightness of a bulb.</li> <li>• Pupils will be entrusted with planning and carrying out a fair test, showing responsibility for making careful predictions, controlling variables, and recording results accurately.</li> </ul>

	<ul style="list-style-type: none"> <li>• Talk about how own scientific ideas change due to new evidence gathered.</li> <li>• Identify any limitations that reduce the trust in their data.</li> <li>• Use the scientific knowledge gained from enquiry work to make predictions that can be investigated using comparative and fair tests.</li> </ul>		<p>identify results that do not fit the overall pattern; and explain findings using own subject knowledge.</p> <ul style="list-style-type: none"> <li>• Talk about how own scientific ideas change due to new evidence gathered.</li> </ul> <p>Evaluation:</p> <ul style="list-style-type: none"> <li>• Identify any limitations that reduce the trust in their data.</li> <li>• Use the scientific knowledge gained from enquiry work to make predictions that can be investigated using comparative and fair tests.</li> </ul>	
<p><b>Art:</b></p>	<p>Year 6:</p> <ul style="list-style-type: none"> <li>• Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works.</li> <li>• Express thoughts and feelings about their own work and that of others through clear and well explained annotations</li> <li>• Make notes to indicate their intentions/purpose of a piece of work.</li> <li>• Use a sketchbook to explain how they can adapt and improve their work, throughout the creative process based on their intentions.</li> <li>• Develop own style based on learning around artists and techniques, including mixed media.</li> <li>• Discuss and review own and others work, with clear explanations that are supported by their knowledge or artists and techniques.</li> <li>• Reflect on own work identifying modifications that can be made, in relation to styles and approaches to develop this further.</li> </ul>	<p>Painting:</p> <ul style="list-style-type: none"> <li>• Layers of paint and the repetitive precision of brushstrokes give a rhythm and emotion to a painting.</li> <li>• Repetitive brushstrokes and motifs require a high level of brush control.</li> <li>• Selecting which brush strokes to use reflects your intentions as an artist.</li> <li>• “Non-traditional” compositions explore different approaches to creativity.</li> <li>• These compositions often use unexpected materials, forms, and ideas to challenge expectations and conjure a range of emotions.</li> <li>• Experimenting with non-traditional compositions helps you to investigate colour, form, and texture.</li> </ul> <p><b>Significant People</b> Yayoi Kusama:</p> <ul style="list-style-type: none"> <li>• Japanese contemporary artist.</li> <li>• Works mostly in sculpture and installation but is also active in painting.</li> </ul>	<p>Exploring &amp; Developing Ideas:</p> <ul style="list-style-type: none"> <li>• Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works.</li> <li>• Express thoughts and feelings about their own work and that of others through clear and well explained annotations</li> <li>• Make notes to indicate their intentions/purpose of a piece of work.</li> <li>• Use a sketchbook to explain how they can adapt and improve their work, throughout the creative process based on their intentions.</li> <li>• Develop own style based on learning around artists and techniques, including mixed media.</li> </ul> <p>Responding to Art:</p> <ul style="list-style-type: none"> <li>• Discuss and review own and others work, with clear explanations that are supported by their knowledge or artists and techniques.</li> <li>• Reflect on own work identifying modifications that can be made, in relation to styles and approaches to develop this further.</li> </ul>	<p>Values: Respect, Aspire, Value, Reflect, Share</p> <ul style="list-style-type: none"> <li>• Respect for the contributions made by Kusama in the art world and her perseverance through a troubled childhood and illnesses.</li> <li>• Inspire students to aspire to develop their own personal style, through colour, pattern, and imagination.</li> <li>• Highlight the value of experimentation and</li> <li>• creativity in art, encouraging students to embrace their own unique artistic voices.</li> <li>• Encourage students to reflect on their artistic intentions and how they can communicate them clearly through their artwork.</li> <li>• Encourage students to share their progress and ideas with their peers as they work on their paintings, fostering a sense of collaboration in the classroom.</li> <li>• Foster a culture of respect and appreciation for each student's painting during the final review process, encouraging constructive feedback and admiration for their peers' work.</li> </ul>

	<ul style="list-style-type: none"> <li>Identify artists who have worked in a similar way to their own work and explain the intended impact on the viewer.</li> <li>Recognise the art of key artists and continue to place them in key movements or historical events.</li> <li>Select and mix specific colours and colour combinations making clear how these link to their artwork's intent.</li> <li>Purposefully select specific brush strokes for different purposes and control the types of marks made, layering paint over time to add depth and texture.</li> <li>Experiment with advanced composition techniques such as the rule of thirds and/or the golden ratio.</li> <li>Experiment with non-traditional compositions and perspectives.</li> <li>Continue to explore the combination of different art media in their artwork, developing their own personal style.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes known as the 'princess of polka dots' due to her repeated polka dot motif.</li> </ul> <p><i>Vocabulary:</i> contemporary, motif, precision, mixed media, elements, composition, rhythm, intention, tone, mood</p>	<ul style="list-style-type: none"> <li>Identify artists who have worked in a similar way to their own work and explain the intended impact on the viewer.</li> <li>Recognise the art of key artists and continue to place them in key movements or historical events.</li> </ul> <p>Painting:</p> <ul style="list-style-type: none"> <li>Select and mix specific colours and colour combinations making clear how these link to their artwork's intent.</li> <li>Purposefully select specific brush strokes for different purposes and control the types of marks made, layering paint over time to add depth and texture.</li> <li>Experiment with advanced composition techniques such as the rule of thirds and/or the golden ratio.</li> <li>Experiment with non-traditional compositions and perspectives.</li> <li>Continue to explore the combination of different art media in their artwork, developing their own personal style.</li> </ul>	
<p><b>Computing:</b></p>	<p>Year 4:</p> <ul style="list-style-type: none"> <li>Using decomposition to solve a problem by finding out what code was used.</li> <li>Using decomposition to understand the purpose of a script of code.</li> <li>Identifying patterns through unplugged activities.</li> <li>Using past experiences to help solve new problems.</li> <li>Using abstraction to identify the important parts when completing both plugged and unplugged activities.</li> <li>Creating algorithms for a specific purpose.</li> </ul>	<p>Kapow Computing Scheme:</p> <p>Intro to Python (Lessons 1 – 3):</p> <ul style="list-style-type: none"> <li>To know that there are text-based programming languages such as Logo and Python.</li> <li>To know that nested loops are loops inside of loops.</li> </ul> <p><i>Vocabulary:</i> algorithm, code, command, design, import, indentation, input, instructions, loop, output, patterns, random, remix, repeat, shape</p>	<ul style="list-style-type: none"> <li>Decomposing a program into an algorithm.</li> <li>Writing increasingly complex algorithms for a purpose.</li> <li>Debugging quickly and effectively to make a program more efficient.</li> <li>Remixing existing code to explore a problem.</li> <li>Using and adapting nested loops.</li> <li>Programming using the language Python.</li> <li>Changing a program to personalise it.</li> <li>Evaluating code to understand its purpose.</li> <li>Using logical thinking to explore software independently, iterating ideas and testing continuously.</li> </ul>	<p>Values: Respect, Value, Reflect, Share, Democracy</p> <ul style="list-style-type: none"> <li>Respect for diverse solutions to problems, acknowledging that there are multiple ways to approach programming challenges.</li> <li>Understanding the value of logical thinking and problem-solving skills in programming.</li> <li>Reflecting on one's own programming process to identify strengths and areas for improvement.</li> <li>Reflecting on the effectiveness of code through evaluation and debugging processes.</li> </ul>

	<ul style="list-style-type: none"> <li>Using abstraction and pattern recognition to modify code.</li> </ul>			<ul style="list-style-type: none"> <li>Collaborating on group projects to share knowledge and skills in programming.</li> <li>Encouraging democratic decision-making in selecting programming projects or problem-solving approaches.</li> </ul>
<p><b>DT:</b></p>	<p>Year 4:</p> <ul style="list-style-type: none"> <li>Recognise that an electric power system is a network of components deployed to supply, transfer, and use electric power.</li> <li>Draw on understanding of simple electrical circuits and switches to generate design ideas.</li> <li>Build electrical systems, making secure connections, for a desired outcome.</li> </ul> <p>Year 6:</p> <ul style="list-style-type: none"> <li>Carry out research, using surveys, interviews, questionnaires and web-based resources.</li> <li>Identify the needs, wants, preferences and values of particular individuals and groups.</li> <li>Discuss existing products: <ul style="list-style-type: none"> <li>how well products have been designed,</li> <li>how innovative products are,</li> <li>how sustainable the materials in products are,</li> <li>why materials have been chosen,</li> <li>what methods of construction have been used,</li> <li>how well products work,</li> <li>how well products achieve their purposes,</li> <li>how well products meet user needs and wants.</li> </ul> </li> </ul>	<p>Electrical Systems – Micro:bit Control (Lessons 1 – 3):</p> <p>CONTEXT:  <i>“Hi everyone, my name is Philip. I am a school’s Rights Respecting Leader. We want to run to fundraiser based on the Walking for Water challenge. We need a series of themed pedometers that can be used by the participants to track their steps whilst in school for a week. Can you help me design and make something for the pupils that is accurate and durable?”</i></p> <ul style="list-style-type: none"> <li>Micro:bits use inputs (e.g. buttons, sensors) and outputs (e.g. LEDs, sound).</li> <li>They are used in real products, such as alarms, timers and games.</li> <li>Computer programming can control how a micro:bit behaves.</li> <li>Code must be uploaded to the micro:bit for it to function.</li> <li>An accelerometer detects movement and can be used to trigger outputs.</li> <li>The micro:bit’s accelerometer can be used to detect steps.</li> <li>A loop can be used in code to keep the pedometer running.</li> <li>Real-life pedometers are designed to be small, wearable and easy to read.</li> <li>The pedometer should display the step count clearly.</li> <li>Accuracy and durability matter for a real-world product.</li> </ul>	<p>Electrical Systems</p> <ul style="list-style-type: none"> <li>Identify products that use computer programming to function.</li> <li>Know that microcontrollers can be used in a range of products as they are small and can be programmed to perform specific functions.</li> <li>Experiment with microcontrollers, exploring a range of inputs and outputs which can be applied to a given scenario.</li> </ul> <p>Designing:</p> <ul style="list-style-type: none"> <li>Carry out research, using surveys, interviews, questionnaires and web-based resources.</li> <li>Identify the needs, wants, preferences and values of particular individuals and groups.</li> </ul> <p>Evaluating:</p> <ul style="list-style-type: none"> <li>Discuss existing products: <ul style="list-style-type: none"> <li>how well products have been designed,</li> <li>how innovative products are,</li> <li>how sustainable the materials in products are,</li> <li>why materials have been chosen,</li> <li>what methods of construction have been used,</li> <li>how well products work,</li> <li>how well products achieve their purposes,</li> <li>how well products meet user needs and wants.</li> </ul> </li> </ul>	<p>Values: Aspire, Reflect, Empathy</p> <ul style="list-style-type: none"> <li>Pupils will explore how technology can solve real-world problems, inspiring them to aim high and think like designers, engineers, and inventors.</li> <li>Pupils will reflect on how inputs and outputs work in everyday products, helping them understand how their actions can cause specific outcomes.</li> <li>Pupils will learn about the purpose of a pedometer in supporting healthy lifestyles and reflect on how their invention could help others during the charity fundraiser.</li> </ul>

		<p><i>Vocabulary:</i>  <i>micro:bit, microcontroller, input, output, accelerometer, pedometer, program, code, loop, wearable, component</i></p>		
<p><b>Geography:</b></p>	<p>Year 5:</p> <ul style="list-style-type: none"> <li>• Compare and contrast places in the UK to places in the wider world.</li> <li>• Identify reasons for geographical similarities and differences between countries and the impact this has on communities/the country (Volcanos).</li> <li>• Describe how locations around the world are changing and explain with increasing confidence what is causing these changes, specifically climate change.</li> <li>• Identify physical features of a range of locations across the world.</li> <li>• Know what a biome is and name an increasing range, including Grassland, Savannah (Tropical Grassland), Marine and Tundra.</li> <li>• Apply learning of physical geography including: climate zones, biomes, vegetation belts, mountains, rivers and volcanoes to a range of contexts.</li> <li>• Know that the earth is made up of a core, outer core, mantle, crust, tectonic plate, and fault lines.</li> <li>• Identify how physical features affect human activity within a location (volcanoes).</li> <li>• Use eight points of a compass, four figure grid reference, ordnance survey maps (physical and digital) and symbols to communicate geographical knowledge.</li> <li>• Describe and give an opinion of the characteristic feature of a location (the UK, compared to</li> </ul>	<p>Land of the Rising Sun (Lessons 1 – 6)</p> <ul style="list-style-type: none"> <li>• Japan is an island nation located in Asia, in the Pacific Ocean.</li> <li>• Its four main islands are: Honshu, Hokkaido, Kyushu, and Shikoku.</li> <li>• The Kansai region lies in the southern-central region of Japan's main island Honshu.</li> <li>• Accumulated stress along a fault line is released in the form of seismic waves (earthquake).</li> <li>• Kansai lies on a destructive plate boundary, so earthquakes are more likely.</li> <li>• Buildings in Kansai are built with shock absorbers and flexible foundations.</li> <li>• South West England includes rivers, rolling hills, and a rugged coastline.</li> <li>• Kansai includes mountains, river plains, forests, and coastal lowlands.</li> <li>• South West England has a temperate maritime climate.</li> <li>• Kansai has a humid subtropical climate.</li> <li>• Both South West England and Kansai are in the temperate forest biome.</li> <li>• South West England has deciduous woodland, hedgerows, moorland scrub.</li> <li>• Kansai has broadleaf evergreen forests, bamboo, rice paddies, conifer plantations.</li> </ul> <p><i>Vocabulary:</i>  <i>region, destructive boundary, earthquake, risk, adaptation, temperate maritime, humid subtropical, vegetation</i></p>	<p>Mapwork:</p> <ul style="list-style-type: none"> <li>• Use eight points of a compass, four figure grid reference, ordnance survey maps (physical and digital) and symbols to communicate geographical knowledge.</li> </ul> <p>Locational Knowledge:</p> <ul style="list-style-type: none"> <li>• Describe and give an opinion of the characteristic feature of a location (the UK, compared to another country in the world) e.g., imports/exports.</li> </ul> <p>Place Knowledge:</p> <ul style="list-style-type: none"> <li>• Explain reasons for geographical similarities and differences between countries (UK and Japan).</li> <li>• Explain the impact these have on communities.</li> </ul> <p>Human &amp; Physical Geography Knowledge:</p> <ul style="list-style-type: none"> <li>• Continue to identify how physical features affect human activity within a location (earthquakes and resource distribution).</li> <li>• Describe the link between tectonic plates and earthquakes.</li> <li>• Describe and understand key aspects of physical geography, including climate zones, and biomes.</li> </ul>	<p>Values: Aspire, Respect, Reflect, Empathy, Individuality, Love</p> <ul style="list-style-type: none"> <li>• Pupils will aspire to develop a global understanding by locating countries around the world and recognising their place within it.</li> <li>• Pupils will show respect for different places and communities by learning about the landscapes and cultures of both regions.</li> <li>• Pupils will reflect on the powerful forces that shape our world and the different experiences of people living in earthquake zones.</li> <li>• Pupils will develop empathy by considering how people in Kansai live with the risks of earthquakes and how they prepare to stay safe.</li> <li>• Pupils will recognise individuality by exploring how different climates influence how people live, dress, eat and work.</li> <li>• Pupils will show love for the natural world by learning about the ecosystems and plant life that make each region unique and valuable.</li> </ul>

	<p>another country in the world) e.g., imports/exports.</p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including climate zones, and biomes.</li> <li>Continue to identify how physical features affect human activity within a location.</li> <li>Explain reasons for geographical similarities and differences between countries.</li> </ul>			
<b>History:</b>				
<b>Music:</b>	<p>Year 6:</p> <ul style="list-style-type: none"> <li>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</li> <li>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.</li> <li>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</li> <li>Identifying the way that features of a song can complement one another to create a coherent overall effect.</li> <li>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</li> <li>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</li> <li>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</li> </ul>	<p>Kapow Music Scheme:</p> <p>Baroque</p> <ul style="list-style-type: none"> <li>To know that music in which very similar parts are introduced one by one to overlap is called a canon.</li> <li>To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one.</li> <li>To know that a 'polyphonic' texture means lots of individual melodies layered together, like a canon.</li> <li>To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody.</li> <li>To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</li> <li>To know that ground bass is a repeating melody played on a bass instrument in Baroque music.</li> </ul> <p><i>Vocabulary:</i>  <i>baroque, bass clef, bass instrument, canon, counter melody, counter-subject, fugue, ground bass, improvise, melodic ostinato, melody, musical structure, opera, ostinato</i></p>	<ul style="list-style-type: none"> <li>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</li> <li>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.</li> <li>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</li> <li>Identifying the way that features of a song can complement one another to create a coherent overall effect.</li> <li>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</li> <li>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</li> <li>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</li> </ul>	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> <li>Appreciate the skills and efforts of their peers and musicians.</li> <li>Respect for the instruments and equipment used in music-making.</li> <li>Express individual creativity through music composition and performance.</li> <li>Explore different instruments and musical roles.</li> <li>Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects.</li> <li>Lead, make decisions, and contribute to the musical process.</li> <li>Engage in reflective practices after performances, analysing what went well and areas for improvement.</li> <li>Share musical talents and skills through performances.</li> <li>Share ideas, insights, and responsibilities.</li> <li>Engage in discussions about the selection of repertoire and the organisation of musical events.</li> </ul>

	<ul style="list-style-type: none"> <li>Improvising coherently and creatively within a given style, incorporating given features.</li> <li>Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</li> <li>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</li> <li>Recording own composition using appropriate forms of notation and/or technology and incorporating.</li> <li>Constructively critique their own and others' work, using musical vocabulary.</li> <li>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</li> <li>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</li> <li>Performing a solo or taking a leadership role within a performance (some children).</li> <li>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</li> <li>Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.</li> </ul>	<p><i>part, pitch, polyphonic, oratorio, recitative, a round, rhythmic ostinato, sharp note, staff notation, subject, texture</i></p>	<ul style="list-style-type: none"> <li>Improvising coherently and creatively within a given style, incorporating given features.</li> <li>Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</li> <li>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</li> <li>Recording own composition using appropriate forms of notation and/or technology and incorporating.</li> <li>Constructively critique their own and others' work, using musical vocabulary.</li> <li>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</li> <li>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</li> <li>Performing a solo or taking a leadership role within a performance (some children).</li> <li>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</li> <li>Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Set musical goals, whether related to technique, theory, or performance.</li> <li>Aim for higher levels of musical proficiency and expression.</li> <li>Develop a love for music through exposure to various genres and styles.</li> <li>Nurture emotional connections to music and express and interpret emotions through performance.</li> <li>Develop empathy by understanding the emotions conveyed in different pieces.</li> <li>Listen to and understand each other in teamwork.</li> </ul>
<p><b>PE:</b></p>	<p>Year 5:</p> <ul style="list-style-type: none"> <li>Choose the best pace for a running event, so they can sustain their running and improve on a personal target.</li> </ul>	<ul style="list-style-type: none"> <li>Explain safety principles when preparing for and during exercise.</li> <li>Identify how to improve techniques for jumping for distance.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</li> </ul>	<p>Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy</p>

	<ul style="list-style-type: none"> <li>Show control at take-off in jumping activities.</li> <li>Show accuracy and good technique when sending (throwing) for distance</li> <li>Organise and manage an athletic event well.</li> </ul> <p>Year 6:</p> <ul style="list-style-type: none"> <li>Develop confidence, competence, precision and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Describe different skills and techniques for running and sprinting.</li> <li>Define endurance and stamina in relation to running.</li> </ul> <p><i>Vocabulary:</i>  <i>confidence, resilience, strength, throw, vertical, height, distance, triple jump, techniques.</i></p>	<ul style="list-style-type: none"> <li>Practise and refine an effective sprinting technique, including reaction time.</li> <li>Build up speed quickly for a sprint finish.</li> <li>Work as a team to competitively perform a relay.</li> <li>Confidently and independently select the most appropriate pace for different distances and different parts of the run.</li> <li>Develop the correct technique for jumping; maintaining control at each of the different stages of the jumps.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out activities to improve their work and understand why they are useful.</li> <li>Come up with and share sensible solutions, given time to think about their actions.</li> <li>Work collaboratively to improve individual and team member skills, showing aspiration.</li> <li>Value the efforts of others and show empathy when providing peer-assessment/feedback.</li> <li>Entrust each other to be kind and supportive, showing good sportsmanship.</li> <li>Show resilience when receiving feedback and reflect on how this can be used.</li> </ul>
<b>RE:</b>				
<b>RSE:</b>	<p>Year 6:</p> <ul style="list-style-type: none"> <li>Define a growth mindset.</li> <li>Identify self-regulation techniques in times of stress.</li> <li>Reflect on their stress points as they relate to transitioning to secondary school (as these are different for everyone).</li> <li>Know that they train their brain and that it grows each time they work through a stress point.</li> <li>Recognise the links between their thoughts, feelings and actions and how the thoughts they have can influence how they act.</li> </ul>	<p>My Happy Mind Scheme:</p> <p>Celebrate (Lessons 1 – 3):</p> <ul style="list-style-type: none"> <li>What their top strengths are based on completing an official survey which will rank their Character Strengths from 1-24.</li> <li>More about what each of the 24 Character Strengths means and how they help them each day.</li> <li>How to grow their strengths to help them transition and overcome challenges.</li> <li>How their Character Strengths have helped them get to this point in their lives and how these skills and strengths are transferable to the secondary school environment.</li> </ul> <p><i>Vocabulary:</i>  <i>wisdom, courage, humanity, justice, temperance, transcendence, virtues, strengths spotting, top strengths,</i></p>	<p>Celebrate:</p> <ul style="list-style-type: none"> <li>Interpreting and understanding data from a personal survey (e.g. ranking of Character Strengths).</li> <li>Identifying and naming their top personal Character Strengths.</li> <li>Defining and explaining the meaning of a range of character strengths.</li> <li>Reflecting on real-life examples of when they have used their strengths.</li> <li>Recognising how to apply strengths to new or challenging situations.</li> <li>Setting goals for personal growth by identifying which strengths to develop further.</li> <li>Making connections between current strengths and future contexts (e.g. secondary school).</li> <li>Explaining how strengths are transferable to different environments.</li> </ul>	<p>Celebrate:</p> <p>Values: Reflect, Aspire, Value</p> <ul style="list-style-type: none"> <li>Pupils will reflect on how their strengths have helped them so far and how they can use them in the future.</li> <li>Pupils will aspire to grow their strengths and use them to overcome new challenges.</li> <li>Pupils will value their unique qualities and how these contribute to who they are and who they are becoming.</li> </ul> <p>Appreciate: Reflect, Value</p> <p>Values:</p> <ul style="list-style-type: none"> <li>Pupils will reflect on how gratitude and personal strengths can support them during challenging times.</li> <li>Pupils will build resilience by valuing what they have and</li> </ul>

		<p><i>neuroplasticity, team H-A-P, dopamine, habits, neural pathways, cortisol</i></p> <p>Appreciate (Lessons 1 – 2):</p> <ul style="list-style-type: none"> <li>• How gratitude can help them think about all they have in their lives to be thankful for.</li> <li>• How to build their resilience by looking at when their bucket is full vs when their bucket is empty.</li> <li>• How focussing on their appreciation around the strengths work they have done can remind them of what they DO have during times of stress.</li> <li>• To establish a new perspective on how gratitude can help them to build resilience when they face tough times.</li> </ul> <p><i>Vocabulary:</i>  <i>appreciate, grateful, thankful, wheel of gratitude, yourself, others, experiences, team H-A-P, happy breathing, dopamine, attitude of gratitude, neuroplasticity, habit, gratitude domino effect</i></p>	<ul style="list-style-type: none"> <li>• Evaluating personal progress by thinking about how strengths have supported them in the past.</li> </ul> <p>Appreciate:</p> <ul style="list-style-type: none"> <li>• Identifying and listing things they are grateful for in their lives.</li> <li>• Recognising emotional states by using the "bucket full/empty" analogy.</li> <li>• Reflecting on their personal strengths during difficult or stressful moments.</li> <li>• Connecting gratitude with resilience through self-reflection.</li> <li>• Using perspective-taking to reframe challenges with a more positive outlook.</li> <li>• Applying strategies to focus on what they do have during times of stress.</li> <li>• Monitoring and managing emotions by recognising what lifts or drains their emotional 'bucket'.</li> <li>• Using gratitude intentionally as a tool to support emotional wellbeing.</li> </ul>	<p>focusing on the positives in their lives.</p>
<p><b>Spanish:</b></p>	<p>Year 6:</p> <ul style="list-style-type: none"> <li>• Listening and following the gist of information from an extended audio passage using language detective skills.</li> <li>• Beginning to predict spelling patterns.</li> <li>• Engaging in conversation and transactional language.</li> <li>• Recognising key phonemes in an unfamiliar context, applying pronunciation rules.</li> <li>• Using intonation and gesture to differentiate between statements and questions.</li> </ul>	<p>Kapow Spanish Scheme:</p> <p>Free Time in Spain</p> <p><b>Grammar</b>  To know:</p> <ul style="list-style-type: none"> <li>• To know that the way verbs change to match the pronoun is called conjugation.</li> <li>• To know that some verbs do not follow regular patterns, such as tener (to have) and ser (to be).</li> </ul> <p><b>Cultural Awareness</b>  To know:</p> <ul style="list-style-type: none"> <li>• Some important cultural landmarks in the Spanish-speaking world.</li> </ul>	<p>Language Comprehension</p> <ul style="list-style-type: none"> <li>• Beginning to predict spelling patterns.</li> <li>• Using a bilingual dictionary to select alternative vocabulary for independent sentence building.</li> <li>• Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.</li> </ul> <p>Language Production</p> <ul style="list-style-type: none"> <li>• Using existing knowledge of vocabulary and phrases to create new sentences.</li> <li>• Recognising and using a wide range of descriptive phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• To feel confident to speak Spanish.</li> <li>• Compare the lifestyles between England and Spain, appreciating individuality within this.</li> <li>• Appreciate similarities and differences between languages and cultures.</li> <li>• Respect pronunciation and the importance of accuracy in communicating in different languages.</li> <li>• Reflect on own progress and aspire for highest quality possible.</li> </ul>

		<p><i>Vocabulary:</i> <i>invierno, primavera, Verano, otoño,</i> <i>normalmente, nunca, siempre</i></p>	<ul style="list-style-type: none"><li>• Giving a presentation drawing upon learning from a number of previous topics.</li><li>• Constructing a short text on a familiar topic.</li></ul>	
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\*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage