War and Peace
Light it up
The World is my Oyster

Class: 13 & 14

Trips/Experiences:

- Evacuee Day
- Bodmin Keep
- Beaches/local area
- London
- Renewable energy Day
- Forest schools
- Swimming
- Surfing

Experts:

- Barnardos
- Local beach wardens
- Renewable energy businesses

OUTCOME

To understand the sacrifice of British soldiers and the British public during the hardship of war.

To explore the importance of the discovery of electricity and the worlds new need for renewable energy.

To understand and explore the world we live in; its importance both geographically, economically and environmentally.

ESSENTIAL ?

- What is war? Why are they present?
- What effect have WW1 & 2 had on Britain and the wider world?
- What lessons have been learnt?

- What is electricity? How has it changed the world?
- Why do we need to explore the need for renewable energy?
- How does light travel?
- Do we see light or does light let us see?

Penpol School
Forward Together

engage

EXPLORE

ignite

Early Years Foundation Stage

	Literacy	Maths	Understanding of the world	Arts and design	PSED	Moving and handling	Com and language	RE	MFL
Magical Me!	Link sounds to letters - RWI Begin to read	Count reliably with numbers 2D and 3D shapes	Who is my family? Past events and traditions	Self portraits. Christmas and winter crafts	Settling in, rules, routines and expectations,	Apparatus PD Hall games Pencil grip	My family Likes and dislikes Family traditions	Being special. Why do Christians perform Nativity plays at Christmas?	Greetings Numbers and colours

		English	Maths	Science	Computing	History	RE	Art and Design	Music	DT	MFL	PE
Year 1	Londons Burning	Diary writing Fact file Instructions Letter Writing	Place value (within 10 and 20) Addition and subtraction	Everyday materials Seasonal changes	Poplet - factfile Green scree - house fire Pic collage - church	The Great Fire of London Gunpowder Plot	Who made the world? What does it mean to belong to a faith community?	Bayeux Tapestry: To use drawing, painting: James Patterson	Hey You! Rhythm in the way we walk	3 little pigs houses Making bread	Greeting, colours, numbers Bonfire night Xmas	Gymnastics Invasion Multi skills
Year 2	Castles	POR - Leaf POR - Egg Box Dragondragon	Place value Addition and subtraction Measurement/money	Use of everyday materials	Creating a 3D image of a castle	King Henry V111 Events beyond living memory	Who is a Muslim and how do they live? Why does Christmas matter to Christians?	To use a range of materials creatively to design and make products.	Hands, Feet, Heart Ho Ho Ho	Design, make and evaluate model of a Tudor house.	Harvest Body parts, Halloween	Gym, Dance Invasion
Year 3	Walk like an Egyptian	Instructions Story Poetry Fact File Persuasive text	Place value. Addition and subtraction. Multiplication and division	Animals including humans	Code sphero robots Use Tinkercard	Writing, Gods, Pyramids, Tutankhamen	What do Christians learn from the creation story? How do festivals and family life show what matters to Jewish people?	Improve their mastery of art and design including drawing, painting and sculpture.	Let your spirit fly Glockenspiel	Make Canopic jars Healthy menu Build pyramids	A new start Celebrations	Egyptian dance Football Swimming
Year 4	Conquerors!	Non-chronological report Story writing	Place value Addition and subtraction, Measure, Multiplication and division	States of matter	Drawing on iPads Online safety	Roman Britain and Vikings	What do Hindus believe God is like? What is trinity? Christmas	Improve their mastery of art and design including drawing, painting and sculpture.	Mama Mia Glockenspiel 2	Design, make evaluate shields.	My school, your school Local area, xmas	Gymnastics Hockey Swimming
Year 5	Who let the Gods out? Stone Age	Diary entry Story setting	Place value Addition and subtraction, Statistics, Multiplication and division,	Living things and their habitats Properties of materials	Research Greek Gods Online safety	Greeks Stone age	What does it mean to be a Muslim in Britain? Was Jesus the Messiah?	Improve their mastery of art and design including drawing, painting and sculpture.	Livin on a prayer Classroom Jazz1	Greek food	My school Where I live Xmas	Football Gym Handball Swimming
Year 6	Wartime Britain	Diary writing Poetry Letter writing	Place value Addition, subtraction, Multiplication and Division, Frcations	Living things and their habitats Animals including humans	History of computing Online safety	A study of war in British history	Why do Hindus want to be good?	About great architects, artists and designers in history.	Happy Classroom Jazz2	Wartime food	Everyday life Where I live, xmas	Handball Play leader training Parkour

What is History?

History is the study of the past. It helps us understand how things have changed over time and why the world is the way it is today.

What qualities does a historian have?

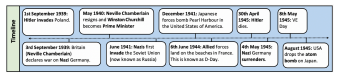
Respectful, curious, investigative, resilient, imaginative.

What do I already know?

- I can make connections between local, national and international history.
- I can create a wide range of historically - valid questions.
- I know that knowledge about the past is constricted from a range of sources.
- I understand how propaganda was used and how there are contrasting opinions about the past.

Tier 3 Vocabulary

Allies
Axis
Atom Bomb
German occupied
Invasion
Liberate
Military
Nazi
Occupied
Trenches
Holocaust
Rationoning

Knowledge Concept	As a historian, I can…	Enquiry Question and Knowledge
	• **Use** secure chronological understanding • **Examine** in depth an aspect of local history from a period beyond 1066 • **Analyse** similarity and difference and use them to make connections and draw contrasts • **Examine** different aspects of history eg: social, cultural, political and religious, in different contexts • **Gain** historical perspective by making connections between local, national and international history	**How did WW1/WW2 effect Cornwall?** 
	• **Address and devise** a wide range of historical questions about change, cause, impact and significance.	**How has world wide conflict been influenced from previous conflicts across the world?**
	• **Construct** informed responses that include relevant historical information • **Develop** opinions and judgements through reading and listening to evidence • **Explain** why different arguments and interpretations of the past exist	**What is propaganda and how was it used by both Allies and Axis?** Propaganda is the spreading of misleading information in order to influence the public and serve the interests of the messenger. Propaganda is most commonly used to spread a particular political message and has been used historically during times of conflict.
	• **Develop and apply** a range of historical vocabulary eg influential, narratives, perspective	**Who was an influential figure from the wars and how has their story been told?** Who was an influential figure from the wars and how has their story been told?

What equipment will help me?

- Stories
- Sources
- Timelines
- Artefacts
- Photos
- Objects
- Accounts

Wider Thinking (Diversity/ Inspirational people)

Women in war
The Common Wealths contribution to the war.
Odette Sansom - French/ British spy
Malala Yousafzai

Key Question? (Assessment question)

What happened to the British Empire after WW2 ended?

writing

No Ballet shoes in Syria

Week One sequence of teaching:

PSHE based: All about me, building relationships and recount

Week Two sequence of teaching:

Introduce text

Week Three sequence of teaching:

SPaG and feelings map

Week four sequence of teaching:

Diary Writing

Week five sequence of teaching:

Diary Writing

Week six sequence of teaching:

Diary Writing

Week seven sequencing of teaching:

SPAG and assessment

SPaG

All Year 6 SPaG objectives; taught both discretely and inline with current writing projects

READING

Reading comprehension skills.
Guided reading with themed materials and texts.
Reading for pleasure.
No Ballet shoes in Syria

HUMANITIES

Walter Tull - story of a black officer in WW1
Causes of war
Explore conflict and invasion- compare and contrast WW1/2, Syria, Ukraine, The Troubles.
Evacuation and Refugee compare and contrast (Holocaust circle time)
Explore the use of propaganda (Axis and Allies) throughout worldwide conflict.
Evacuation- how did Cornwall change during WW2

Science

How we see - The eye.
Shadows
Reflection - investigation
Refraction- Investigation
Spectrums and colours

Creative

Remembrance day poppy art
Embroidered poppies
War artist project

RE

-Identify and explain Hindu beliefs
- Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs
-Make clear connections between Hindu beliefs about *dharma*, *karma*, *samsara* and *moksha* and ways in which Hindus live

PSHE

- Being me in my world

COMPUTING

The History of Computing including Codebreaking Alan Turing and Bletchley Park. Consider how this influences modern computers and encryption.
What is a computer? Build one from its component parts.

I ♥ PE

Invasion games
Team sport
Decision making
Tactical awareness

writing

No Ballet Shoes in Syria

Week One sequence of teaching:

Remembrance poems
Choral poetry

Week Two sequence of teaching:

Remembrance poems
Choral poetry

Week Three sequence of teaching:

Newspaper- Gala

Week four sequence of teaching:

Newspaper- Gala

Week five sequence of teaching:

Newspaper- Gala

Week six sequence of teaching:

Newspaper- Gala

SPaG

All Year 6 SPaG objectives; eight both discretely and inline with current writing projects

READING

Reading comprehension skills.
Guided reading with themed materials and texts.
Reading for pleasure.
No Ballet shoes in Syria

HUMANITIES

Conditions in the trenches
Letters
To understand the role of women during wartime
The importance of the UN and peace in wartime society
Walter Tull - story of a black officer in WW1
Anne Frank, Alan Turing Odette Sansom

Science

The importance of the discovery of electricity.
Circuit symbols.
Drawing and building a morse code machine.
Investigation into voltage.
- Biographies of famous inventors - to include pioneering women and people from a range of divers ethnicities

Creative

WWII cookery
WW1 silhouettes
Blitz art work
Model planes
Christmas Tree decorations for sale at fete

RE

-Connect the four Hindu aims of life and the four stages of life
Make connections between Hindu beliefs studied and explain how and why they are important to Hindus
-Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.

PSHE

- Celebrating differences

COMPUTING

Coding with Swift Playgrounds and Sphero.

Learn the basics of Swift Coding using the Everyone Can Code activities. Take this further by controlling Sphero Robots in Swift Playgrounds.

I ♥ PE

Gymnastics/parkpour

Exercise relating to individual health/circuits. What constitutes a healthy lifestyle?

Here's a selection of homework ideas to support the topics we are covering at school. This homework is optional, but we strongly encourage our pupils to share their knowledge and ideas with adults at home so that we can all inspire a love of learning.

Year: 6 Term: Autumn Topics: War and Peace; Light and Electricity

Speaking, Listening & Writing 	**Write a diary extract or a letter home** from a **soldier at war.** Describe the scene and your feelings.	**Renewable energy is the future** - create a poster persuading people to move towards renewable energy. Back renewable energy	Research as to whether any of **your family** in previous generations may have been involved in **World War I or II.** Present this information in any way you like.	**Find out about VE day.** Look at some photos, watch some videos. Write a **news story** reporting this great event. VE day celebrations	What did **Nikola Tesla invent?** Create a fact file about him and his inventions.
 **Problems, Science & Maths**	Find out how a **rainbow is formed**? Try this investigation at home? Take a photo for evidence. Make a rainbow	**Creature facts and measurements -** Find out some astonishing mathematical measurements for wildlife on our planet, eg. biggest, fastest, slowest, tallest, smallest etc	How do we see things? **Draw a diagram** showing how the **eye works.** Find out some fascinating facts about the eyes.	**Times tables** - pick up some **speed tables** or the **ultimate times table challenge** from your class teacher. Can you improve your time each week?	**Try this cool light science refraction investigation** at home. Post photos of you doing it on Showbie. Refraction investigation
Art & Design 	**Redesign a current everyday object** that runs off fuel or electricity so that it mainly runs off renewable energy. Present it anyway you like.	Create some **artwork inspired by a rainbow.** It can be drawn or made. Rainbow art projects for kids	**Design a poster** for **world peace** calling for all wars to stop. You may use IT to design this if you wish and print it out.	**Sketch a red poppy** against a darker war torn background. Brightness shining out against the darkness.	The **Victoria and George crosses** recognise bravery for military and civilians during wartime. Have a look at the medals here: Victoria and George Cross **Design your own medal** and give a reason for it's purpose. It could be for keeping peace and resolving conflict.
Constructing & Creating 	**Build a model WW2 air raid/ Anderson shelter** out of any materials you like. http://www.primaryhomeworkhelp.co.uk/war/shelters.htm	**Make a recipe** using only wartime ingredients. https://the1940sexperiment.com/100-wartime-recipes/	**Create static electricity** - Can you separate salt and pepper? Can you make water bend? Have a go at these scientific investigations: Static electricity investigations	**Make a WW2 spitfire plane.** Use paper, card or wood or any materials you wish. Cardboard spitfires Paper spitfire templates	**Design and make a sundial.** Sundials were used for centuries to tell the time. There are many different ways to create one. Have a search online to find out!

writing

The Hobbit

Week One sequence of teaching:

Introduce text
SPaG

Week Two sequence of teaching:

SPaG

Week Three sequence of teaching:

Character description

Week four sequence of teaching:

Character description

Week five sequence of teaching:

SPaG

Week six sequence of teaching:

Setting description

SPaG

All Year 6 SPaG objectives; eight both discretely and inline with current writing projects

READING

Reading comprehension skills. Guided reading with themed materials and texts. Reading for pleasure.

HUMANITIES

Compare different areas of the country/world and consider their need and suitability for renewable energy.

Science

Scientific concept of Inheritance
Darwins theory of evolution
Scientific concept of adaption

Creative

Design and make morse code machines

Design and market a new renewable-energy powered 'object'

RE/Virtues/PSHE

RE

Creation and science - what impact does believing in God have on how people think and live? PSHE

PSHE

- Dreams and goals

COMPUTING

Use LEGO WeDo 2.0 and Spike Prime Robotics to create robots that use light in different ways.

Use Light Sensors to activate movements. Use Sphero and iPads to plan and create long exposure images using light trails.

I ♥ PE

- Exercise relating to individual health. What constitutes a healthy lifestyle?
- Swimming
- Outdoor Education - Forest Schools

The Hobbit

Week One sequence of teaching:

Setting description

Week Two sequence of teaching:

SPaG

Week Three sequence of teaching:

Dialogue to advance the action

Week four sequence of teaching:

Dialogue to advance the action

Week five sequence of teaching:

SPaG

Week six sequence of teaching:

SPaG

All Year 6 SPaG objectives; eight both discretely and inline with current writing projects

Reading comprehension skills.
Guided reading with themed materials and texts.
Reading for pleasure.

Compare different areas of the country/world and consider their need and suitability for renewable energy.

Fossilisation
Mary Anning's research

Art around straight lines, light and colours of the spectrum

Host a scientific investigative workshop for younger pupils based on 'Light it Up' topic work

RE/Virtues/PSHE

RE

Why do some people believe in God and some people not?

PSHE

- Healthy me

Online Safety with Be Internet Legends.

Recap previous years learning and design and create a '6th Pillar' to teach others about being safe online.

Design a character, poster and game for this 6th Pillar.

Dance, movement to music to include music from different cultures

Game creation
Surfing
Forest Schools

Homework Ideas

Here's a selection of homework ideas to support the topics we are covering at school. This homework is optional, but we strongly encourage our pupils to share their knowledge and ideas with adults at home so that we can all inspire a love of learning.

Year: 6 Term: Spring 2023 Topics: Light it up!

Speaking, Listening & Writing 	**You open a door...another world is on the other side.** Describe what is there? What does it look like? Feel like? Are you alone?	What did **Nikola Tesla invent?** Create a fact file about him and his inventions.	**A world without electricity?** Do you think we could manage this? Write down some of the things that are happening now to move away from electricity and some of your ideas fro the future.	The world is being pictured as a gloomy place sometimes at the moment. **Write down 10 things that light up your world** and make it a better place!	**Renewable energy is the future** - create a poster persuading people to move towards renewable energy. Back renewable energy
 **Problems, Science & Maths**	**Find 10 facts about light or electricity all containing numbers.** How large is the sun? How many volts power a television?	Find out how a **rainbow is formed**? Try this investigation at home? Take a photo for evidence. Make a rainbow	**Try this cool light science refraction investigation** at home. Post photos of you doing it on Showbie. Refraction investigation	**Times tables** - pick up some **speed tables** or the **ultimate times table challenge** in class. Can you improve your time each week? Use **Times Tables Rock Stars** online. ttrockstars.com	How do we see things? **Draw a diagram** showing how the **eye works.** Find out some fascinating facts about the eyes.
Art & Design 	**Can we draw using only straight lines?** Watch this artist show you and have a go yourself. Show us your work! Straight line art	Many artists live in the St.Ives bay area as they are **inspired by the light** bouncing off the sea. Take a sketchbook and **draw or paint** a local scene by the harbour, estuary or beach.	**Redesign a current everyday object** that runs off fuel or electricity so that it mainly runs off renewable energy. Present it anyway you like.	Create some **artwork inspired by a rainbow.** It can be drawn or made. Rainbow art projects for kids	Only electric cars will be sold from 2030. If you could **design a car for the future,** what would it look like and run on?
Constructing & Creating 	**Design and make a sundial.** Sundials were used for centuries to tell the time. There are many different ways to create one. Have a search online to find out!	**Create static electricity** - Can you separate salt and pepper? Can you make water bend? Have a go at these scientific investigations: Static electricity investigations	**Create a shadow puppet video.** You could use puppets , your hands or objects. You choose the storyline and upload it to Showbie. You can even make the theatre if you like. Shadow puppet theatre	**Make a healthy snack which could go in a school packed lunch box.** Think about the healthy lifestyles work we have been covering. Take a photo and upload to Showbie.	Create and construct something **with an electrical circuit** involving a bulb or buzzer for example. It could be linked to our topic work.

Geography

The World is my Oyster

What is Geography?

Geography is exploring the world and where we live.

What qualities does a geographer have?

- Curiosity
- Accuracy
- Patience

What do I already know?

•Explore how physical and human geography have changed over time.
•I can describe earthquakes and the water cycle.
•I can confidently use world maps and atlases.

Tier 3 Vocabulary

Carbon footprint
Economy
Environmental
Hemispheres
Longitude
Latitude
Tropics

Knowledge Concept	As a geographer, I can…	Enquiry Question
	• **Locate** world's countries & cities using maps (focus on world countries, UK and North America) and explain environmental regions, key physical/human features • **Name and locate** countries, cities and regions of the UK • **Secure understanding** of how and why the UK's human/physical features, geographical regions, topographical features and land-use patterns have changed over time • **Apply understanding** of positional language of longitude, latitude to explain geographical characteristics eg topography	Where in North America would you recommend visiting and why?
	• **Analyse** geographical similarities and differences (regions of UK and North America) and communicate geographical concepts in a wide variety of ways	What is similar and different between the UK and a region within North America?
	• **Examine and explain** key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle) • **Examine and explain** key aspects of human geography (settlement/land use, economic activity and distribution of natural resources) • **Understand** the interaction between physical and human processes and features and how these change over time	What impact has global warming had on regions in the UK and North America?
	• **In a variety of ways, observe, record, measure and present** human/physical features of local area using sketches, plans, graphs and digital technology eg numerical, quantitative and writing at length • **Use digital mapping,** 8-point compasses and Ordnance Survey maps.	What human and physical features can be identified using local maps?

What equipment will help me?

Maps
Data
Graphs
Stories
Samples
Images

Wider Thinking (Diversity/ Inspirational people)

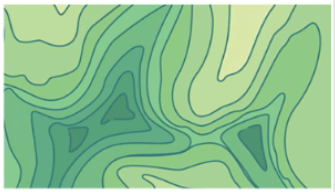
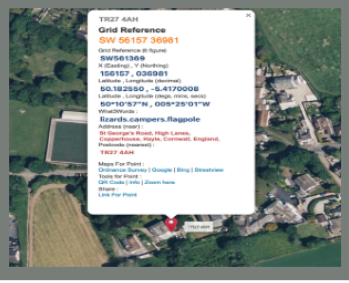
Greta Thunberg – Swedish Environmental activist – challenging world leaders to take immediate action on climate change

David Attenborough
Barack Obama

Key Question? (Assessment question)

What impact have humans had on the physical geography of the UK and North America?

The World is my Oyster

Knowledge Concept	As a geographer, I can…	Knowledge
	• **Locate** world's countries & cities using maps (focus on UK and North America) and explain environmental regions, key physical/human features • **Name and locate** countries, cities and regions of the UK • **Secure understanding** of how and why the UK's human/physical features, geographical regions, topographical features and land-use patterns have changed over time • **Apply understanding** of positional language of longitude, latitude to explain geographical characteristics eg topography	**Contours** Some maps, especially ones that people use to find their way around the countryside, contain **contour lines**. These are lines that show **high** and **low** areas of land measured in metres above sea level. 
	• **Analyse** geographical similarities and differences (UK and North America) and communicate geographical concepts in a wide variety of ways	-Reasons why regions in North America are different to the UK. -Climate change has affected every country in the world – specifics to UK and North America.
	• **Examine and explain** key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle) • **Examine and explain** key aspects of human geography (settlement/land use, economic activity and distribution of natural resources) • **Understand** the interaction between physical and human processes and features and how these change over time	North America has a continental climate. It is generally dry with cold winters and hot summers. This is beginning to vary from region to region, linked to climate change.
	• **In a variety of ways, observe, record, measure and present** human/physical features of local area using sketches, plans, graphs and digital technology eg numerical, quantitative and writing at length • **Use digital mapping,** 8-point compasses, 4- and 6- digit grid references and Ordnance Survey maps	

Non fiction focus and Biographies
Everest
Great Adventures

Week One sequence of teaching:

Introduce text
SPaG

Week Two sequence of teaching:

SPaG

Week Three sequence of teaching:

Explore Biographies
SPaG

Week four sequence of teaching:

Explore Biographies
SPaG

Week five sequence of teaching:

Research for biography

Week six sequence of teaching:

SATS week

Week seven sequence of teaching:

Plan and write biography

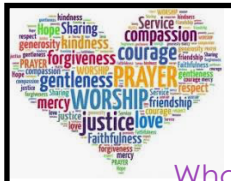
Re-cover all Year 6 SPAG objectives

Reading comprehension skills.
Guided reading with themed materials and texts.
Reading for pleasure.

- Locate world's countries & cities using maps - linking to Kensuke's Kingdom
- Analyse the differences between contrasting countries: North America and United Kingdom
-

Classify plants and animals by characteristic- Linnaean System- observational characteristics
Micro-organisms.
Experiment into mould growth.

Observational drawings of animals (Darwin)
To look at the work of local artists from the St. Ives and West Cornwall area
Salt dough fossils



RE

What kind of king was Jesus?
Christians believe in the kingdom of God - A better world

PSHE

Relationships

Remix popular songs and use Live Loops in GarageBand

Begin learning the basics of Video Editing using iMovie and bring in our GarageBand songs as Soundtracks.

Athletics

Striking and fielding

Outdoor and Adventurous activities

writing

Non fiction focus and Biographies
Everest
Great Adventures

Week One sequence of teaching:

LONDON

Week Two sequence of teaching:

Write biography

Week Three sequence of teaching:

Week four sequence of teaching:

Week five sequence of teaching:

Week six sequence of teaching:

SPaG

Re-cover all Year 6 SPAG objectives

READING

Reading comprehension skills. Guided reading with themed materials and texts. Reading for pleasure.

HUMANITIES

- Use of grid references and ordinance survey map symbols to locate landmarks
- Coordinates and grid references of desert island
- Human and physical features identifiable on a map - beach survey
- The impact of global warming on North America

Science

-Label parts of the circulatory system; noting their functions.
- Investigations into lung capacity and heart rate
- Recognise impact of diet and exercise on the way bodes function.

Studies into famous scientists and inventors; Steven Hawking, Alexander Flemming, Mary Leakey and Steve Jobs

Creative

View and visit local sculptures - Hepworth/ Tremenheere
Use Great sculptors like Goldsworthy as inspiration for outdoor sculpture work

RE

-Christianity in Cornwall:
- Local celebrations which look at and beyond Christianity in Cornwall

PSHE

- Changing me
- Transitions

COMPUTING

Video Editing and Special Effects. [ECC Video: Special Effects chapter] Learn to use Green Screen, Jump Cuts, Reverse Footage, Stop Motion and other special effects to **create a mini 'End of Penpol' movie**.

I ♥ PE

Athletics

Net and Wall games

Outdoor and Adventurous activities

Homework Ideas

Here's a selection of homework ideas to support the topics we are covering at school. This homework is optional, but we strongly encourage our pupils to share their knowledge and ideas with adults at home so that we can all inspire a love of learning.

Year: 6 Term: Summer Topics: The World is your Oyster - explore and protect it!

Speaking, Listening and Writing 	**Write a diary entry** as if you were stuck on a deserted island alone. Describe your surroundings and feelings? Stranded-on-a-deserted-island	**Create a powerpoint or keynote file** on an inspirational person who is supporting climate change or campaigning on the environment.	**Write a recipe for a dish from around the world.** It could be your favourite dish or something you have had abroad.	Choose a country you have visited or would like to visit. **Create a travel brochure persuading people to visit there.**	Transition - moving on can be exciting but also give people worries. **Write down 5-10 things that are on your mind about moving to secondary school.**
 **Problems, Science & Maths**	**Plot a journey to sail across the sea to some places you would like to visit** and then return home. How many miles would you cover in total?	**Research and create a fact file for Charles Darwin.** Who was he and what was he famous for?	**Beach survey** - either walk the tide line for 10m or place a grid 1m squared on the tide line. Count the amount of plastic pieces you find. Take the plastic you find away with you please.	**Times tables** - practice your times tables. Use **Times Tables Rock Stars** online. ttrockstars.com	**Fossils -** What is fossilisation? Collect photos or even bring in real examples of fossils for presentation.
Art & Design 	**Find out about a local artist and look at their artwork.** Draw some of their pictures in their style. St Ives School of Painters	Charles Darwin drew many observational drawings of the animals he saw for the first time and recorded them in a book called 'The Origin of the Species.' **Draw some of your own sketches of animals.**	**Design a poster** to show how people can reduce their **Carbon Footprint.** Reducing your Carbon Footprint	**Research and find a landmark in North America or the UK.** Sketch it or build a model of it.	**A sense of place - Cornwall.** Draw a place in Cornwall that is special to you. Tell us why it means so much to you.
Constructing & Creating 	**Create a sculpture based from natural materials.** Natural materials sculptures	**Design and draw your own remote island like Kensuke's Kingdom.** Put some landmarks and named places on which mean something to you on that island.	Use GarageBand or similar software to **create some music** to represent you or a country around the world.	You are stranded on a deserted island. **Build a shelter** in your bedroom, in the woods, your garden or anywhere you choose. Send us a photo. What items will you need in it?	Find a bridge in the UK or North America with impressive facts - it could be the tallest, smallest, longest etc. **Construct a bridge using a material of your choice.** It could be spaghetti!

Yr 6 Reading:

1. Apply their growing knowledge of word families, root words, prefixes and suffixes (morphology and etymology) bot to read outlaid and to understand and compare meanings of new vocabulary in context.

Comprehension:

2. Read and discuss a wide range of fiction and non-fiction, poems, plays and other reading material for a range of purposes.
3. Reading books that are structured in different ways and reading for a range of purposes
4. Increased familiarity with books from other cultures and traditions and can compare to books from our literary heritage.
5. Recommending books they have read to others giving reasons for their choices.
6. Identify and discussing themes across a wide range of texts.
7. Making comparisons within and across texts including different text types.
8. Learning a wide range of poetry by heart.
9. Prepare and perform poems and plays to read aloud showing intonation, tone and volume to show meaning.
10. Checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
11. Ask searching questions to improve their own understanding of a text.
12. Draw inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence.
13. Predicting what might happen from details stated and implied
14. Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support main ideas.
15. Identifying how language, structure and presentation contribute to meaning.
16. Discuss and evaluate how authors use of language, including figurative language, considering the impact on the reader.
17. Distinguish between statements of fact and opinion.
18. Retrieve, record and present information from non-fiction
19. 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 courteously
20. Explain and discuss their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary
21. Provide reasoned justifications for their views

	Aut	Spr	Sum
1	✓	✓	✓
2	✓	✓	
3	✓	✓	
4		✓	✓
5	✓	✓	✓
6	✓	✓	✓
7	✓	✓	✓
8	✓	✓	✓
9	✓	✓	✓
10	✓	✓	✓
11	✓	✓	✓
12	✓	✓	✓
13	✓	✓	✓
14	✓	✓	✓
15	✓	✓	✓
16	✓	✓	✓
17	✓	✓	✓
18	✓	✓	✓
19	✓	✓	✓
20	✓	✓	✓
21	✓	✓	✓

Composition:

1.Identifying audience and purpose for writing selecting the appropriate form and using other similar writings as models for their own
2. Noting and developing initial ideas, drawing on reading and research.
3. Writing narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
4. Precising longer passages
5. Use a wide range of devices to build cohesion within and across paragraphs
6. Using further organisational and presentational devices to structure text and to guide the reader
7. Evaluate and edit by assessing the effectiveness of their own and others writing
8. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
9. Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and chopping the appropriate register
10. Proofread for spelling and punctuation errors
11. Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear

	Aut	Spr	Sum
1	✓	✓	✓
2	✓	✓	✓
3	✓	✓	✓
4	✓	✓	✓
5	✓	✓	✓
6	✓	✓	✓
7	✓	✓	✓
8	✓	✓	✓
9	✓	✓	✓
10	✓	✓	✓
11	✓	✓	✓

Spelling:

1. Use further prefixes and suffixes and understand the guidance for adding them
2. Spell some words with silent letters
3. Continue to distinguish between homophones and other words which are often confused
4. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf

5. Use dictionaries to check the spelling and meaning of words
6. Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
7. Use a thesaurus

	Aut	Spr	Sum
1	✓	✓	
2	✓	✓	
3	✓	✓	✓
4	✓	✓	✓
5	✓	✓	✓
6	✓	✓	✓
7	✓	✓	✓

Handwriting and presentation

Pupils should be taught to write fluently, legibly and with increasing speed by:

1. Choosing which shape of a letter is use when given choices and deciding whether or not to join specific letters
2. Choosing the writing implement that is beast suited for a task

	Aut	Spr	Sum
1	✓	✓	✓
2	✓	✓	✓

Vocab, Grammar and Punctuation

1. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
2. Using passive verbs to affect the presentation of information in a sequence
3. Using the perfect form of verbs to mark relationships of time and cause
4. Using expanded noun phrases to convey complicated information concisely
5. Using modal verbs or adverbs to indicate degrees of possibility
6. Using relative clauses beginning with who, which, where, when, whose, that or with an implied or relative pronoun
7. Using commas to clarify meaning or avoid ambiguity in writing
8. Using hyphens to avoid ambiguity
9. Using brackets, dashed or commas to indicate parenthesis
10. Using semicolons, colon or dashes to mark boundaries between independent clauses
11. Using a colon to introduce a list
12. Punctuating bullet points consistently

	Aut	Spr	Sum
1	✓	✓	✓
2	✓	✓	✓
3		✓	✓
4	✓	✓	✓
5	✓	✓	
6	✓	✓	✓
7		✓	✓
8		✓	✓
9	✓	✓	✓
10	✓	✓	✓
11	✓	✓	✓
12	✓	✓	✓

Year 6: Detail of content to be introduced (statutory requirement)	
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*] How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].
Sentence	Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech]

Year 6: Detail of content to be introduced (statutory requirement)	
Text	Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand, in contrast*, or *as a consequence*], and **ellipsis** Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*] Use of the colon to introduce a list and use of semi-colons within lists **Punctuation** of bullet points to list information How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]
Terminology for pupils	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

Maths Y6 Place value:

~~Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.~~
~~Round any whole number to a required degree of accuracy.~~
~~Use negative numbers in context and calculate across zero.~~
~~Solve number and practical problems that involve all the above.~~
I can read and write Roman numerals to 3000 (MMM) and recognise and write years in Roman numerals.

Addition and subtraction Multiplication and Division

~~Multiply multi-digit numbers up to 4 digits by a two-digit number using the formal written method of long multiplication~~
~~Divide numbers up to 4 digits by a two-digit whole number using formal written method of long division and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context~~
~~Divide numbers up to 4 digits by a two digit number using the formal written method of short division where appropriate, interpreting remainders according to the context~~
~~Perform mental calculations , including with mixed operations and large numbers~~
~~Identify common factors, common multiples and prime numbers~~
~~Use their knowledge of the order of operations to carry out calculations involving the 4 operations~~
~~Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why~~
~~Solve problems involving addition, subtraction, multiplication and division~~
~~Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy~~

Fractions and decimals:

~~Use common factors to simplify fractions; use common multiples to express fractions in the same denomination~~
~~Compare and order fractions, including fractions less >1~~
~~Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions~~
~~**Multiply simple pairs of proper fractions, writing the answer in its simplest form**~~
~~**Divide proper fractions by whole numbers**~~
~~**Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction**~~
~~Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to three decimal places~~
~~Multiply one-digit numbers with up to 2 decimal places by whole numbers~~
~~Use written division methods in cases where the answer has up to 2 decimal places~~
~~Solve problems which require answers to be rounded to specified degrees of accuracy~~
~~Recall and use equivalences between simple fractions, decimals and percentages, including different contexts~~

Measurement:

~~Solve problems involving the calculation and conversion of units of measure up to 2 decimal places.~~
~~Convert between miles and kilometres.~~
~~Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measurement to a larger unit, and vice versa, using decimal notation to up to 3 decimal places~~
Recognise that shapes with the same areas can have different perimeters and vice versa
Recognise where it is possible to use formulae for area and volume of shapes.
Calculate the area of parallelograms and triangles.
Calculate, estimate and compare volumes of cubes and cuboids using standard units

Geometry:

Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals an regular polygons
Recognise angles where they meet at a point and on a straight line or are vertically opposite and find missing angles.
Draw 2D shapes using given dimensions and angles.
Recognise, describe and build simple 3D shapes, including making nets.
Illustrate and name parts of a circle including radius, diameter and circumference and know the diameter is twice the radius
Describe position on the full coordinate (all four quadrants)
Draw and translate simple shapes on the coordinate plane, and reflect them in the axes

Ration and proportion:

~~Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts~~
~~Solve problems involving the calculation of percentages and the use of percentages for comparison~~
~~Solve problems involving similar shapes where the scale factor is known or can be found~~
~~Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples~~

Statistics:

Calculate and interpret the mean as an average.
~~Construct and interpret a range of representations of data including pie charts and line graphs and use these to solve problems~~

Algebra:

~~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.~~

Science

~~Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals~~

~~Give reasons for clarifying plants and animals based on specific characterisations~~

~~Identify and name parts of the human circulatory system and describe the functions of the heart, blood vessels and blood~~

~~Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function~~

Describe the ways in which nutrients and water are transported within animals, including humans

Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

~~Recognise that light appears to travel in straight lines~~

~~Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye~~

~~Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then eyes~~

~~Use the idea that light travels in straight lines to explain why shadows have the same shapes as the objects that cast them~~

~~Associate brightness of lamp or volume associated with voltage of cells~~

~~Compare and give reasons for variations in how components function including brightness of bulbs, loudness of buzzers and on/off switches~~

~~Use recognised symbols when representing a simple circuit in a diagram~~

History

Describe ancient Mayan Civilisation

Explain the achievements of Mayan Civilisation

~~Describe features of war throughout time.~~

DT

~~Can apply understanding of how to strengthen, stiffen and reinforce complex structures.~~

Can explain how a mechanical system works and apply it in designing and making a product. E.g. lever, gear, pulley, cam.

~~Understand and begin to be able to apply the principles of a healthy and varied diet.~~

Know how ingredients are grown, reared, caught and processed. Understand what seasonality is.

Geography

Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

Knowledge is Power

Computing

~~To understand a wider range of text based languages used by coding apps, eg Scratch.~~

To understand how internet searches are ranked and how to make effective use of them.

To understand new and developing opportunities for communication provided by the internet.

Understand the different national and international agencies responsible for fighting internet crime.

Languages:

~~Everyday life~~
~~Where do I live?~~
~~Hobbies~~
~~Asking how to play a sport/ explanation/likes and dislikes~~
Cafe restaurants - transactional language

SRE

Pupils learn about the changes that occur during puberty
Consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact
What values are important to them in relationships and to appreciate the importance of friendship in intimate relationships
About human reproduction in the context of human lifecycle
How a baby is made and grows
Roles and responsibilities of carers and parents

- Self-image
- Body image
- Puberty and feelings
- Conception to birth
- Reflections about change
- Physical attraction
- Respect and consent
- Boyfriends/girlfriends
- Sexting
- Transition

Art

~~DRAWING- Review and revisit ideas in sketch pad, select appropriate visual information from a wider range of sources. Show increased independence in development of thoughts and ideas.~~
Record close observational drawings in finer detail. (Darwin Study)
~~DIGITAL MEDIA- Know that I can select and use visual images to create and enhance artwork. I understand that by using Graphics packages, I can develop and present my ideas.~~
SCULPTURE- I can plan, design and make 3D models from my imagination.
Know that sculpture can be found in a wide range of environments.
I know that recycled materials and found objects can be combined and joined to create new pieces of sculpture.
GREAT ARTISTS, ARCHTECTS & DESIGNERS-
Know that John Heartfield was an artist and a pioneer in the use of art as a political weapon.
Familiar with sculptors, Andy Goldsworthy and Antony Gormley (Swanage)

Music

Use the standard musical notation of crochet, minus and semibreve to indicate how many beats to play

Read and create notes on the musical stave

Use and understand simple time signatures

Describe how lyrics often reflect the cultural context of music and have social meaning

PSHE

- Identifying goals for the year
- Global citizenship
- Children's universal rights
- Feeling welcome and valued
- Choices, consequences and rewards
- Group dynamics Democracy, having a voice
- Anti-social behaviour
- Role-modelling
- Perceptions of normality
- Understanding disability
- Power struggles
- Understanding bullying Inclusion/ exclusion
- Differences as conflict, difference as celebration
- Empathy
- Personal learning goals, in and out of school
- Emotions in success
- Making a difference in the world
- Motivation
- Recognising achievements
- Compliments
- Taking personal responsibility
- How substances affect the body
- Exploitation, including 'county lines' and gang culture
- Emotional and mental health
- Managing stress

~~Planning different types of scientific enquiries to answer questions including recognising when to control variables~~

~~Taking measurements, using a range of scientific equipment with increasing accuracy and precision~~

Record data and results of increasing complexity using scientific diagrams, labels, keys, tables, bar and line graphs

Using test results to make predictions to set up further comparative and fair tests

~~Use simple models to describe scientific ideas~~

Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of results, in oral and written forms such as displays and other presentations

Identifying scientific evidence that has been used to support or refute ideas or arguments

~~Sequence a wider range of events on a complex timeline relating current studies to previous studies and making comparisons between different times in history.~~

~~Consistently use a wide range of terms and periods labels.~~

~~Explaining key features, events characteristic and beliefs – understanding how people had a range of views.~~

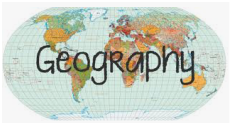
~~Compare, describe and explain the links between periods of time.~~

~~Explain how a period of time can have both continuity and change and the result of this.~~

~~Describe and explain causes and consequences of events and the impact on society~~

~~Recognise and use a range of primary and secondary sources to compare accounts and offer reasons for different versions of events.~~

~~Evaluate the accuracy and relevance of sources and how evidence can influence interpretations.~~



~~Use maps, atlases, globes and digital/ computer mapping to locate countries and describes features studied.~~

Use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (including the use of ordnance survey maps) to build their knowledge of the UK and the wider world.

Use field work to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

~~Design, write and debug sophisticated programs that accompany specific goals.~~

Use sequence, selection and repetition in programming.

Use logical reasoning to unpick how unfamiliar coding languages work.

~~Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create increasingly sophisticated content.~~

Languages:

~~Listen attentively to spoken language and show understanding and joining in~~
~~Explore the pattern and sounds of language~~
~~Engage in conversations, ask questions, express opinion and respond~~
Speak in sentences using familiar vocabulary, phrases and structures
Develop accurate pronunciation and intonation
Present ideas and information orally to a range of audiences
Read carefully and show understanding of words
Write phrases from memory and adapt to create new sentences
Understand basic grammar

~~Begin to use research to develop design criteria to inform the design of innovative products that are appealing and fit for purpose and end user.~~

~~Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and computer-aided design.~~

~~Select from and use a wider range of tools and equipment to perform practical tasks, usually accurately. (e.g. cutting, shaping, joining, finishing)~~

~~Select from and use a wide range of materials and components according to their functional properties and aesthetic qualities.~~

Investigate and analyse a range of existing products. Use own design criteria and views of others to evaluate ideas and products and improve them.

Use a selection of cooking techniques to prepare mainly savoury dishes.

DRAWING- Will sketch regularly to explore ideas and feelings- produce close observational drawings that are proportionally accurate.
Practice and refine all drawing skills using a range of varied media which demonstrate creativity and individualism.
DIGITAL MEDIA- improve their mastery of design techniques.
I can import an image (scanned, retrieved or taken) into a Graphics package.
Create layered images from original ideas in sketchbooks.
SCULPTURE- A range of joining and moulding techniques for paper, wood and plastic.
Can create models and3D forms within, and to be viewed in, a range of different environments.
EVALUATE-Adapt their learning according to their views and describe how they might further develop it, at the end of a project.

Sing or play from memory with confidence
Perform solos or as part of an ensemble
Sing or play expressively and in tune
Hold a part within a round
Sing a harmony part confidently and accurately
Create songs with verses and a chorus
Create rhythmic patterns with an awareness of timbre and duration
Combine a variety of musical devices, melody, rhythm and chords
Use digital technologies to compose, edit and refine pieces of music
Choose from a wide range of musical vocabulary to accurately describe and appraise music

Mental health
Identifying mental health worries and sources of support
Love and loss
Managing feelings
Power and control

Assertiveness
Technology safety
Take responsibility with technology use

Progression of skills: PHYSICAL EDUCATION

Evaluation:

Watches and describes performances accurately.

Learn from others how they can improve their skills.

Comment on tactics and techniques to help improve performances.

Make suggestions on how to improve their work, commenting on similarities and differences.

Athletics

Beginning to build a variety of running techniques and use with confidence.

Can perform a running jump with more than one component.

e.g. hop skip jump (triple jump)

Beginning to record peers performances, and evaluate these.

Demonstrates accuracy and confidence in throwing and catching activities.

Describes good athletic performance using correct vocabulary.

Can use equipment safely and with good control.

Dance

Exaggerate dance movements and motifs (using expression when moving)

Performs with confidence, using a range of movement patterns.

Demonstrates a strong imagination when creating own dance sequences and motifs.

Demonstrates strong movements throughout a dance sequence.

Combines flexibility, techniques and movements to create a fluent sequence.

Moves appropriately and with the required style in relation to the stimulus.

e.g using various levels, ways of travelling and motifs.

Beginning to show a change of pace and timing in their movements.

Is able to move to the beat accurately in dance sequences.

Improvises with confidence, still demonstrating fluency across their sequence.

Dances with fluency, linking all movements and ensuring they flow.

Demonstrates consistent precision when performing dance sequences.

Modifies parts of a sequence as a result of self and peer evaluation.

Uses more complex dance vocabulary to compare and improve work.

Gym

~~Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.~~

~~Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.~~

~~Adapts sequences to include a partner or a small group.~~

Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.

Draw on what they know about strategy, tactics and composition when performing and evaluating.

Analyse and comment on skills and techniques and how these are applied in their own and others' work.

Uses more complex gym vocabulary to describe how to improve and refine performances.

~~Develops strength, technique and flexibility throughout performances.~~

Games

~~Vary skills, actions and ideas and link these in ways that suit the games activity.~~

~~Shows confidence in using ball skills in various ways, and can link these together effectively.~~

~~*e.g. dribbling, bouncing, kicking*~~

~~Keeps possession of balls during games situations.~~

~~Consistently uses skills with co-ordination, control and fluency.~~

~~Takes part in competitive games with a strong understanding of tactics and composition.~~

~~Can create their own games using knowledge and skills.~~

~~Modifies competitive games.~~

~~Compares and comments on skills to support creation of new games.~~

~~Can make suggestions as to what resources can be used to differentiate a game.~~

~~Apply knowledge of skills for attacking and defending.~~

~~Uses running, jumping, throwing and catching in isolation and in combination.~~

Outdoor Adventurous Activities

Develops strong listening skills.
Uses and interprets simple maps.

Think activities through and problem solve using general knowledge.

Choose and apply strategies to solve problems with support.

Discuss and work with others in a group.

Demonstrates an understanding of how to stay safe.

Swimming

Swims competently, confidently and proficiently over a distance of at least 25 metres
Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.

Performs safe self-rescue in different water-based situations.