
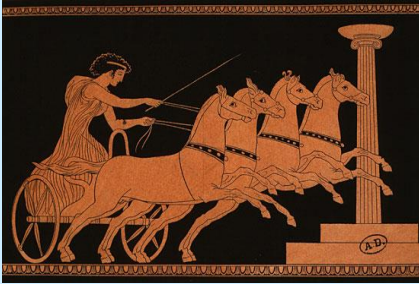



	Autumn	Spring	Summer
Big question	 <p>What was won and lost in World War 2? A history based unit which looks at WW2. The children will consider some of the famous people involved & the impact that the war had on Europe & Frodsham when looking at :</p> <ul style="list-style-type: none"> • what caused WW 2 • how life was different during WW 2 • the Battle of Britain • Dunkirk & the Little Ships • who got evacuated and why. • the effect that the war had on Frodsham • how the war ended • all the countries involved in WW2 	 <p>Why were the Greeks so groovy? A history theme in which children will investigate why Greece was so important and the influence of Greece on the western world. Children will study:</p> <ul style="list-style-type: none"> • geographical features of Greece • the weather • the role of Greece in the Olympics • Greek mythology 	 <p>In modern Britain is there still a place for village life? A geography based unit within which children take on the roles and responsibilities of a village community focusing on the Fundamental British Values of democracy, the rule of law, individual liberty and tolerance of different faiths beliefs. Within this unit the children will focus on map & fieldwork skills by using:</p> <ul style="list-style-type: none"> • the eight points of a compass, four-figure grid references • symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • Creating our own ordinate survey maps. • fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch

			maps, plans and graphs, and digital technologies.
Geography	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, major cities	Understand geographical similarities and differences through the study of human & physical geography of a region or area in a European country.	Build their knowledge of the United Kingdom and the wider world by using ordnance survey maps and fieldwork skills to observe measure and record the human and physical features of an area. Name and locate the countries and cities of the United Kingdom, geographical regions and identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns; understand how some of these aspects have changed over time
History	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - WWII	A study of Greek life and achievements and their influence on the Western world. E.g. influence on English culture, art & literature.	
Wow Starter	Children will be ushered into a wartime type shelter with air raid siren playing & listen to Churchill's 'finest hour' speech. World War 2 Webquest.	Greek workshop – Tony North Groovy Greeks DVD	The children will take part in an orienteering activity around the school grounds.
Art	Drawing The children will look at pencil sketch artwork created in the trenches in WW1. They will look at British artist John Piper and how he represented war through his works. They will develop their sketching skills in creating their own detailed pictures.	Design and make own Ancient Greek trading game.	Textiles The children will sketch possible designs for village bunting. They will use different sewing skills to attach materials.
Art skills and elements taught through the class theme highlighted	-I can use a choice of techniques to depict movement, perspective, shadows and reflection. -I can choose a style of drawing suitable for the work. -I can use lines to represent movement.	-I can use a range of visual elements to reflect the purpose of my work. -I can create a detailed print using a range of printing methods and materials. -I can mix textures (rough and smooth, plain	-I can combine previously learned techniques to create pieces. -I can show life-like qualities and real life proportions or, if more abstract, provoke different interpretations.

	<p>-I can combine colours, tones and tints to enhance the mood of a piece.</p> <p>-I can use brush techniques and the qualities of paint to create texture.</p> <p>-I can develop a personal style of painting, drawing upon ideas from other artists.</p>	<p>and patterned).</p> <p>-I can combine visual and tactile qualities.</p> <p>-I can use ceramic mosaic materials and techniques.</p>	<p>-I can use tools to carve and add shapes, texture and pattern.</p> <p>-I can combine visual and tactile qualities.</p>
DT	<p>Food Technology Cooking following rationing recipes.</p> <p>Textiles The children will investigate how to make felt and design their own bunting for VE day celebration.</p>	<p>Mouldable materials Night at the Museum challenge - The children will research how the Greeks made clay pots and use techniques such as coiling to make their own and decorate them.</p>	<p>Food Technology The children will design, make and evaluate their own bakery entries for a village fete.</p>
D & T skills taught through a designing and making project linked to class theme highlighted	<p>Evaluating Sheet materials Construction Textiles Food Developing, planning and communicating ideas</p>	<p>Evaluating Sheet materials Construction Textiles Food Developing, planning and communicating ideas</p>	<p>Evaluating Sheet materials Construction Textiles Food Developing, planning and communicating ideas</p>
Mathematics White Rose Hub	<p>Number and place value – Place value.</p> <p>Number – Addition, Subtraction, Multiplication and Division.</p> <p>Number - Fractions</p> <p>Geometry – Position and Direction</p>	<p>Number – Decimals</p> <p>Number – Percentages</p> <p>Measurement – Perimeter, Area and Volume.</p> <p>Number – Ratio</p>	<p>Geometry – Properties of Shapes</p> <p>Problem Solving</p> <p>Statistics</p> <p>Using and Applying</p>
English	<p>Fiction genre – Mystery, Sci-fi & Historical novels. <u>Reading outcome:</u> summarise, predict, deduce & infer recommending books that they have read to their peers, giving reasons for their choices. <u>Written Outcome:</u> develop the skills of building up atmosphere in writing.</p>	<p>Authors and texts <u>Reading outcome:</u> to extend children’s experience of the work of a key author. To explore & interpret how they write & to understand & respond to the themes that are dealt with in the book. Summarise, predict,</p>	<p>Persuasion <u>Reading outcome:</u> Read a range of persuasive texts. Read extracts of famous speeches. Answer questions which require information retrieval and analysis of persuasive devices. Discuss features of texts, analysing impact of</p>

	<p><u>Grammar outcome:</u> focus on punctuation for effect – brackets, dashes, commas, short sentences.</p> <p>Journalistic Writing</p> <p><u>Reading outcome:</u> Discuss features used in newspaper reports. Read newspaper articles and identify features. Compare formal and informal report writing.</p> <p><u>Written Outcome:</u> write a formal newspaper article. Use reported speech and direct speech (as a quote) in newspaper report. Write in paragraphs. Evaluate the writing of a response partner.</p> <p><u>Grammar outcome:</u> use passive verbs, semi-colons and dashes correctly in their writing.</p> <p>Short stories with Flashbacks</p> <p><u>Reading outcome:</u> to discuss themes & issues enabling children to make connections with their own lives. Discuss & evaluate how authors use language, including figurative language, considering the impact on the author.</p> <p><u>Written Outcome:</u> to write a narrative with a flashback in narrative, describing settings, characters & atmosphere & integrating dialogue to convey character & advance the action.</p> <p><u>Grammar outcome:</u> cohesion devices including ellipsis – punctuation for effect.</p> <p>Power of imaginary</p> <p><u>Reading outcome:</u> responding personally to poems. Discussing themes & conventions.</p> <p><u>Written Outcome:</u> read, write & perform free verse using ambitious vocabulary.</p> <p><u>Grammar outcome:</u> punctuation – commas – brackets, dashes</p>	<p>deduce & infer. Raise & refine personal responses.</p> <p><u>Written Outcome:</u> Debate/discussion texts. Writing in style of the author. A range of genres/outcomes.</p> <p><u>Grammar outcome:</u> linking ideas across paragraphs using a wider range of cohesive devices.</p> <p>Biography & Autobiography</p> <p><u>Reading outcome:</u> Identify the features of a biography. Analyse some biographical & autobiographical texts</p> <p><u>Written Outcome:</u> Write a short autobiographical story. Draft, edit, précis and redraft text. Retell an autobiographical text as a short biography.</p> <p><u>Grammar outcome:</u> Identify expanded noun phrases. Identify other ways of elaborating the text, e.g. use of similes, metaphors or personification. Create some expanded noun phrases.</p> <p>Explanation</p> <p><u>Reading outcome:</u> continuing to read & discuss an increasingly wide range of books that are structured in different ways, reading for a range of purposes. Summarise & deduce answers from the text.</p> <p><u>Written Outcome:</u> reporting & presenting findings from enquiries including conclusions, causal relationships & explanations of degree of trust in results.</p> <p><u>Grammar outcome:</u> revision of causal connectives</p> <p>Recount</p> <p><u>Reading outcome:</u> to ask & answer questions – to read a variety of texts set out in different</p>	<p>devices. Create a shared list of criteria for persuasive texts.</p> <p><u>Written Outcome:</u> Explore and plan for cohesion devices. Write first draft of persuasive text. Explore impact of vocabulary choice. Assess effectiveness of own & others' writing. Revise independently and in pairs.</p> <p><u>Grammar outcome:</u> Identify modal verbs in text. Experiment with changing modal verbs to change the impact of the text.</p> <p>Letter/email</p>
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		<p>ways.</p> <p><u>Written Outcome:</u> write in role adapting distinctive voice of historical character through preparing a CV, composing a biographical account or describing a person from different perspectives.</p> <p><u>Grammar outcome:</u> relative clauses, beginning with who, which, where, why, whose that omit a relative pronoun. Devices to build cohesion within a paragraph. Linking ideas across paragraphs using adverbials of time & tense choice.</p>	
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Terminology children MUST know by the end of Year 6

Semi colon, subject, object, active, passive, synonym. Antonym, ellipses, hyphen, colon, bullet points.

Science	<p>Does light always travel in a straight line? The focus of this unit is light. The areas covered include:</p> <ul style="list-style-type: none"> • Shadows • Eye • How light travels 	<p>Could you be the next Nintendo apprentice? The focus of this unit is electricity. The children will identify and name the basic parts of a simple electric series circuit? They will compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches?</p>	<p>What happens to our body when we take part in sports activities? In this unit the children will look at some of the main systems in their body including:</p> <ul style="list-style-type: none"> • Circulatory system • Respiratory system • Digestive system <p>They will also consider how diet, exercise, drugs, lifestyle & health affects the body.</p>	<p>Have we always looked like this? The focus of this unit is evolution. The areas covered include:</p> <ul style="list-style-type: none"> • Fossils • Changes to the human skeleton • offspring 	<p align="center">SRE</p> <p>We will follow the Christopher Winter scheme of work and cover:</p> <ul style="list-style-type: none"> • puberty & reproduction • relationships & reproduction • conception & pregnancy 	<p>Could Spiderman really exist? In this unit the children will be investigating how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants & animals.</p> <ul style="list-style-type: none"> • give reasons for classifying plants and animals based on specific characteristics. <p>The seven</p>
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						characteristics of living things & what they need to survive will be investigated.
Computing ('Switched On')	Making a text-based adventure game	Mastering algorithms for searching, sorting and mathematics	Creating a short television advert	Exploring computer networks including the internet	Using media and mapping to document a trip	Creating a year book
Music	Use rhythms in sequence, incorporating dynamics and combining textures to tell the story of the changing weather. The perfect storm will be created using Benjamin Britten's 'Storm' as an inspiration.					
Charanga	Unit: I'll Be There Style: The Music of Michael Jackson Topic and cross curricular links: How Michael Jackson played a huge part in the development of Pop music and the studio. Quincy Jones.	Unit: Classroom Jazz 2 Style: Jazz, Latin, Blues Topic and cross curricular links: History of music - Jazz in its historical context.	Unit: Benjamin Britten - A New Year Carol Style: Benjamin Britten (Western Classical Music), Gospel, Bhangra. Topic and cross curricular links: Literacy and history, Britten100.org , www.fridayafternoon.s.co.uk . The historical context of Gospel music and Bhangra.	Unit: Happy Style: Pop/Motown Topic and cross curricular links: What makes us happy? Video/project with musical examples.	Unit: You've Got A Friend Style: The Music of Carole King Topic and cross curricular links: Her importance as a female composer in the world of popular music.	Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 6 Topic and cross curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.

<p>PE</p>	<p>Tag Rugby</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>-Play competitive games and apply basic principles suitable for attacking and defending.</p> <p>Dance</p> <p>-Perform dances using a range of movement patterns.</p> <p>-Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>-Compose creative and imaginative dance sequences.</p> <p>-Perform expressively and hold a precise and strong body posture.</p> <p>-Perform and create complex sequences.</p> <p>-Express an idea in original and imaginative ways.</p> <p>-Plan to perform with high energy, slow grace or other themes and maintain this throughout a</p>	<p>Sports Hall Athletics</p> <p>-Develop flexibility, strength, technique, control and balance.</p> <p>-Use running, jumping, throwing and catching in isolation and in combination.</p> <p>-Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Gymnastics</p> <p>-Develop flexibility, strength, technique, control and balance.</p> <p>-Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>-Create complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging,</p>	<p>Basketball/Netball</p> <p>-Use running, jumping, throwing and catching in isolation and in combination.</p> <p>-Play competitive games and apply basic principles suitable for attacking and defending.</p> <p>Dance</p> <p>-Perform dances using a range of movement patterns.</p> <p>-Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>-Compose creative and imaginative dance sequences.</p> <p>-Perform expressively and hold a precise and strong body posture.</p> <p>-Perform and create complex sequences.</p> <p>-Express an idea in original and imaginative ways.</p>	<p>Cricket</p> <p>-Play competitive games and apply basic principles suitable for attacking and defending</p> <p>Gymnastics</p> <p>-Develop flexibility, strength, technique, control and balance.</p> <p>-Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>-Create complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching, twisting, gestures, linking skills.</p> <p>-Hold shapes that are strong, fluent and expressive.</p> <p>-Include in a sequences set pieces,</p>	<p>Rounders</p> <p>-Play competitive games and apply basic principles suitable for attacking and defending.</p> <p>Athletics</p> <p>-Develop flexibility, strength, technique, control and balance.</p> <p>-Use running, jumping, throwing and catching in isolation and in combination.</p> <p>-Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>-Combine sprinting with low hurdles over 60m.</p> <p>-Choose the best place for running over a variety of distances.</p> <p>-Throw accurately and refine performance by analysing technique and body shape.</p> <p>-Show control in take</p>	<p>Tennis</p> <p>-Play competitive games and apply basic principles suitable for attacking and defending.</p> <p>Outdoor and Adventurous Activities</p> <p>-Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>-Select appropriate equipment for outdoor and adventurous activity.</p> <p>-Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</p> <p>-Embrace both leadership and team roles and gain the commitment and respect of a team.</p> <p>-Empathise with others and offer support without being asked. Seek support from the team and the experts</p>
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	<p>piece.</p> <ul style="list-style-type: none"> -Perform complex moves that combine strength and stamina gained through gymnastics activities such as cartwheels and handstands. 	<p>springing, flight, vaults, inversions, rotations, bending, stretching, twisting, gestures, linking skills.</p> <ul style="list-style-type: none"> -Hold shapes that are strong, fluent and expressive. -Include in a sequences set pieces, choosing the most appropriate linking elements. -Vary speed, direction, level and body rotation during floor performances. -Practise and refine the gymnastic techniques used in performances. -Demonstrate good kinaesthetic awareness. -Use equipment to vault and to swing using hands. 	<ul style="list-style-type: none"> -Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. -Perform complex moves that combine strength and stamina gained through gymnastics activities such as cartwheels and handstands. 	<p>choosing the most appropriate linking elements.</p> <ul style="list-style-type: none"> -Vary speed, direction, level and body rotation during floor performances. -Practise and refine the gymnastic techniques used in performances. -Demonstrate good kinaesthetic awareness. -Use equipment to vault and to swing using hands. 	<p>off and landings when jumping.</p> <ul style="list-style-type: none"> -Compete with others and keep track of personal best performances, setting targets for improvement. 	<p>if in any doubt.</p> <ul style="list-style-type: none"> -Remain positive even in the most challenging circumstances, rallying others if need be. -Use a range of devices in order to orientate themselves. Quickly assess changing conditions and adapt plans to ensure safety comes first.
<p>RE Visit to be made to Hindu temple</p>	<p>Creation + Bible Explorer</p> <p>Does Science disprove Genesis?</p>	<p>Incarnation</p> <p>How do different artists show what is important about the</p>	<p>God</p> <p>(Year 5+6)</p> <p>How do Christians believe God speaks</p>	<p>Forgiveness</p> <p>What is the difference between forgiveness and justice?</p> <p>Salvation</p> <p>Where in a church building are there</p>	<p>Holy Spirit</p> <p>(Year 5+6)</p> <p>What part do Christians believe the</p>	<p>Discipleship</p> <p>How does the 'Sermon on the Mount' help Christians to follow</p>

		<p>Incarnation?</p> <p>How do different global communities show what is important about the Incarnation?</p>	<p>to people through the Bible? (Y5)</p> <p>Why is it important for Christians to describe God as 'three in one'? (Y5)</p> <p>How do different Christians describe God? (Y6)</p>	<p>signs of salvation?</p> <p>Resurrection</p> <p>How are the resurrection and ascension of Jesus good news for Christians?</p> <p>What hope does the resurrection give Christians?</p>	<p>Holy Spirit plays in confirmation? (Y5)</p> <p>What part do Christians believe the Holy Spirit played in helping the disciples in the early church? (Y5)</p> <p>How do Christians believe the Holy Spirit is at work in their lives today? (Y6)</p>	<p>Jesus?</p>
PSHE	The Apprentice - How can we work together as a team to achieve something amazing?	<p>Staying safe</p> <p>SRE</p>	Discrimination	Rights and differences	Journeys	Independence
French	<p><u>Free-time/Hobbies</u> – vocabulary, opinions and reasons, present tense of some regular/high frequency irregular verbs, subject pronouns focus on numbers to 31 general conversation days, months, date, birthdays weather phrases telling the time – on the hour</p>		<p><u>Where I live</u> – vocabulary, descriptions, opinions, directions focus on numbers to 60 telling the time – digital near future tense (aller + infinitive)</p>		<p><u>At the Café</u> – vocabulary, likes/dislikes, hungry/thirsty, role plays telling the time – analogue clock introduction to past tense – present tense of avoir + past participle focus on numbers to 100</p>	
Educational visits/celebration	<p>Victory Day party Stockport Air raid shelter trip</p>		<p>Take part in whole class role-play, dressing up and feasting.</p>		<p>A walk with the journey man along the sandstone trail with jungle picnic to celebrate the end of SATS. Residential</p>	