**Frodsham CE Primary School Long Term Plan 2024/2025 Year 6**

**Love each other as God loves us.**

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|  | **Autumn** | | **Spring** | | **Summer** | |
| **Christian Values** | Love | Respect | Kindness | Community | Faith | Resilience |
| **Spiritual Development** | **Me: I can be creative, I can be curious, I can be honest, I can be still, I can be thankful, I know I am unique, I can love myself,**  **I know it is okay to make mistakes, I can be courageous, I can be resilient, I can persevere, I can reflect**  **Others: I can celebrate others achievements, I can be fair, I can be kind, I can forgive others, I can be generous, I can show respect,**  **I can work as part of a team, I know how to make things right when I have hurt others, I am thankful for what others do for me,**  **I can consider the views of others, I can empathise, I can be inspired by amazing people, I can be inspired by positive role models,**  **I can be open minded**  **World: I can be thankful for the gift of creation, I can find wonder in all things, I can see beauty in the world, I understand what is unfair,**  **I can be a good steward, I can demonstrate stewardship, I can talk about the rights of the child, I can be a courageous advocate for change**  **God: I know I am loved by God for who I am, I know I am one of God’s children, I can celebrate with God, I can talk to God in prayer**  **I can ask God for forgiveness, I can ask God for support, I can ask big questions that may not always have an answer, I can be open to the idea of God, I can be reflective, I can be wowed by life’s mysteries** | | | | | |
| **RE**  A visit will be made to a Sikh Gurdwara | **Christianity: Creative for Climate Justice**  How can we create change and stand for climate justice?  I can understand the differences between climate change and climate justice.  I can understand ways in which more resilient and sustainable systems can support us.  I can take positive action to improve the local environment.  I can understand globalisation and how our choices have a worldwide impact.  **Creation**  Does Science disprove Genesis?  I can talk about some of the differing ideas Christians have about the origins of the world.  I can discuss the differences between religious perspectives and humanism.  I can explain why Christians may have differing ideas about how the origins of the world.  I can reflect on my own beliefs and consider whether Science and religi0on can exist alongside each other.  **Worldviews**  How does having faith affect people’s lives?  What are some of the differences and similarities within Christianity locally and globally?  What can we learn from Christian religious buildings and music?  I can explain how Christians seek to live to advance the Kingdom of God on Earth through the lives they lead.  I can evaluate diverse Christian expressions of worship.  I can describe how references to Jesus’ death and resurrection found in the Church (artefacts, rituals, or text) reinforce the Christian idea of forgiveness.  I can describe and make connections between different features of the religions and worldviews we have studied.  I can explore religious celebrations, worship, pilgrimages and rituals.  I can develop insight and start to analyse the impact of diversity within a community. | | **Sikhism**  How do Sikhs worship?  I can explain what the Gurdwara is and how it is important to the community  I can explain what the Khanda is.  I can explain how Sikhs worship in the Gurdwara.  I can explain why Sikhs have a Langar.  I can explain how gurdwaras look different or similar around the world.  I can explain that the Golden Temple is like.  I can explain how Sikhs celebrate with their local communities.  .  **Christianity**  Is death an end or a beginning?  I can understand the different beliefs about death and the afterlife in Christianity, Hinduism, Islam, and Humanism.  I can explain how these beliefs offer comfort and hope to individuals.  I can reflect on my own thoughts and feelings about death and the afterlife.  I can respect and appreciate the diversity of beliefs regarding death and the afterlife. | | **Worldviews**  What does it mean to be anti-racist?  What does it mean to live in a religiously diverse world?  I can understand the meaning of anti-racism and ways to practise it in our daily lives.  I can appreciate the value of living in a religiously diverse world and the importance of mutual respect.  I can recognise the impact of discrimination and prejudice on individuals and societies.  I can demonstrate empathy and tolerance towards people from different backgrounds.  I can engage in discussions around worldviews, equality, and the promotion of interfaith dialogue.  **Worldviews**  What do religious and non-religious world views believe about equality, justice and fairness?  I can explain the meaning of equality, justice, and fairness.  I can discuss the importance of justice and fairness in society.  I can understand how major religions and non-religious worldviews approach equality.  I can explore how differing worldviews influence ideas of equality, justice, and fairness.  I can critically analyse and compare perspectives on equality from different worldviews.  **Free Enquiry Unit**  What do different religions have to say about world poverty and charity?  I can talk about world poverty and charity and how this is viewed by different religions.  I can explore ways in which different religions expect their followers to behave in respect of poverty and charity.  I can discuss how there would be no poverty and therefore no need for charity if the world’s resources were shared fairly. | |
| **English**  (Pathways to Write) | **A picture containing text, clock, sign  Description automatically generated**  **Star of Fear, Star of Hope**  Fiction: flashback story  Information text  **Spoken language:**  Build vocabulary  Articulate and justify answers  Maintain attention and participate actively in collaborative conversations  Use spoken language: speculating, hypothesising, imagining and exploring ideas  Participate in discussions, presentations, performances, role play, improvisations  and debates  Consider and evaluate different viewpoints  Reading comprehension:  Identify and discuss themes and conventions  Ask questions to improve understanding  Draw inferences (characters’ feelings, thoughts and motives); justify with evidence  Predict from details stated and implied  Summarise main ideas, identifying key details  Identify how language, structure and presentation contribute to meaning  Provide reasoned justifications for views  Writing Composition:  Identify the audience for and purpose of writing  Note and develop initial ideas, drawing on reading and research  Enhance meaning through selecting appropriate grammar and vocabulary  Describe settings, characters and atmosphere  Propose changes to vocabulary, grammar and punctuation to enhance effects and  clarify meanings  Use consistent and correct tense  Proof-read for spelling and punctuation errors  **Writing outcome:**  To write a story with a flashback from another character’s point of view  **Greater depth writing outcome:**  To write a story with a flashback from another character’s point of view including a section in recount genre e.g. diary, letter, eye-witness account  **Gateway keys:**  Use devices to build cohesion within a paragraph  Link ideas across paragraphs using adverbials of time, place and number  Use of inverted commas and other punctuation to punctuate direct speech  Use Y5 standard punctuation  Use consistent and correct tense  **Mastery keys:**  Use expanded noun phrases to convey complicated information concisely (recap from Y5)  Use passive verbs  Link ideas across paragraphs  using a wider range of  cohesive devices  Integrate dialogue to convey  character and advance the action  **Feature keys:**  Use small details for characters to amuse, entertain or create drama  Engage reader through selecting effective grammar and vocabulary e.g. manipulating sentence length, figurative language  Manipulate tense and verb forms  Manipulate structure using a flashback  Use paragraphs to vary pace and emphasis | **A close up of an owl  Description automatically generated with medium confidence**  **Can we save the tiger?**  Information/ explanation/ persuasion: hybrid text (leaflet)  **Spoken language:**  Ask relevant questions  Build vocabulary  Give well-structured descriptions, explanations and narratives  Maintain attention and participate actively in collaborative conversations  Speak audibly and fluently  Participate in discussions, presentations, performances, role play, improvisations  and debates  Consider and evaluate different viewpoints  Reading comprehension:  Prepare poems and plays for performance  Check sense, discuss understanding and explore meaning of words in context  Summarise main ideas, identifying key details  Retrieve, record and present information  Identify how language, structure and presentation contribute to meaning  Retrieve, record and present information from non-fiction  Explain and discuss understanding of reading  Writing Composition:  Identify the audience for and purpose of writing  Note and develop initial ideas, drawing on reading and research  Enhance meaning through selecting appropriate grammar and vocabulary  Précis longer passages  Use organisational and presentational devices to structure text  Propose changes to vocabulary, grammar and punctuation to enhance effects and  clarify meanings  Proof-read for spelling and punctuation errors  **Writing outcome:**  To write an independent version of a booklet based on an amazing animal (hybrid text type including information, explanation and persuasion)  **Greater depth writing outcome:**  To write and present a ‘Newsround’ style TV news story about the tiger crisis  **Gateway keys:**  Use expanded noun phrases to convey complicated information concisely  Apply persuasive language  Use passive verbs  Link ideas across paragraphs  using a wider range of  cohesive devices  Use clear organisational  Features  Mastery keys:  Enhance meaning through selecting appropriate grammar and vocabulary  Use modal verbs and adverbs to indicate degrees of possibility  Use brackets, dashes or commas to indicate parenthesis  **Feature keys:**  Use concise word choices  Select language to appeal to  the reader  Clarify technical vocabulary  Adapt formality to suit  purpose and audience  Provide well-developed  factual information for the  reader  Manipulate style for specific  purpose and audience  (hybrid text)  Include a summarising  statement | **A sign with a building in the background  Description automatically generated with low confidenceSelfish Giant**  Fiction: classic narrative  Explanation  **Spoken language:**  Build vocabulary  Articulate and justify answers  Use spoken language: speculating, hypothesising, imagining and exploring ideas  Speak audibly and fluently  Use Standard English  Participate in discussions, presentations, performances, role play, improvisations  and debates  Select and use appropriate registers for effective communication  Reading comprehension:  Identify and discuss themes and conventions  Make comparisons within and across books  Ask questions to improve understanding  Draw inferences (characters feelings, thoughts and motives); justify with evidence  Predict from details stated and implied  Summarise main ideas, identifying key details  Evaluate authors’ language choice  Distinguish between fact and opinion (Greater depth only)  Participate in discussion about books  Explain and discuss understanding of reading  Provide reasoned justifications for views  Writing Composition:  Identify the audience for and purpose of writing  Note and develop initial ideas, drawing on reading and research  Enhance meaning through selecting appropriate grammar and vocabulary  Describe settings, characters and atmosphere  Integrate dialogue to convey character and advance the action  Propose changes to vocabulary, grammar and punctuation to enhance effects and  clarify meanings  Choose the appropriate register  Proof-read for spelling and punctuation errors  **Writing outcome:**  To write a version of the Selfish Giant narrative - choosing either a retelling in 1st or 3rd person or from a character’s point of view  Greater depth writing outcome:  To write a version from the special tree’s perspective  **Gateway keys:**  Use expanded noun phrases to convey complicated information concisely  Integrate dialogue to convey character and advance the action  Select appropriate grammar and vocabulary  Use brackets, dashes or commas to indicate parenthesis (Y5)  Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)  **Mastery keys:**  Distinguish between the language of speech and writing  Recognise vocabulary and structures for formal speech and writing, including subjunctive forms  Use passive verbs  Use semi-colons to mark  boundaries between independent clauses  **Feature keys:**  Use language carefully to influence the reader’s opinion of a character, place or situation  Use archaic language  Use paragraphs to vary pace  and emphasis  Use dialogue to explain the  plot, reveal new information, show character or relationships or to convey mood  Give clues to the reader about when the story takes place - what characters are wearing, buildings, horse drawn carriage rather than cars etc. | **Jemmy Button & Island**  Recount: journalistic report (hybrid text)  Discussion  **Spoken language:**  Listen and respond  Build vocabulary  Maintain attention and participate actively in collaborative conversations  Speak audibly and fluently  Participate in discussions, presentations, performances, role play, improvisations  and debates  Gain, maintain and monitor the interest of the listener(s)  Consider and evaluate different viewpoints  Select and use appropriate registers for effective communication  Reading comprehension:  Make comparisons within and across texts  Check sense, discuss understanding and explore meaning of words in context  Ask questions to improve understanding  Draw inferences (characters, feelings, thoughts, motives); justify with evidence  Predict from details stated and implied  Summarise main ideas, identifying key details  Identify how language, structure and presentation contribute to meaning  Evaluate authors’ language choices  Retrieve, record and present information from non-fiction  Writing Composition:  Identify the audience for and purpose of writing  Note and develop initial ideas, drawing on reading  Enhance meaning through selecting appropriate grammar and vocabulary  Precis longer passages  Propose changes to vocabulary, grammar and punctuation to enhance effects and  clarify meaning  Use consistent and correct tense  Choose the appropriate register  Proof-read for spelling and punctuation errors  **Writing outcome:**  To write a journalistic report (hybrid) about Charles Darwin’s discoveries  **Greater depth writing outcome:**  To write a journalistic report about Charles Darwin’s discoveries which includes extracts from another genre e.g. diary, interview, information  **Gateway keys:**  Select appropriate grammar and vocabulary  Distinguish between the language of speech and writing  Use a wide range of devices to build cohesion  Use Y5 standard punctuation correctly  Use semi-colons to mark boundaries between independent clauses (GD)  **Mastery keys:**  Use passive verbs  Variety of verb forms used  correctly and consistently including the progressive and the present perfect forms  Use a wide range of devices to build cohesion  Use organisational and presentational devices to structure text  Use colons to mark boundaries between independent clauses  **Feature keys:**  Journalistic report hybrid:  Add details of the 5Ws  throughout piece – who, what, where, when, why and how  Direct address to the reader through questions as subheadings  Use quotes from people to provide opinions and information  Use passive voice for ambiguity  Use appropriate formality for intended audience  Use layout features of a journalistic report, including headline, photographs and captions and ending with a summary, comment or question | **A picture containing arrow  Description automatically generated**  **Manfish**  Recount: biography  Fiction  **Spoken language:**  Ask relevant questions  Build vocabulary  Give well-structured descriptions, explanations and narratives  Use spoken language: speculating, hypothesising, imagining and exploring ideas  Participate in discussions, presentations, performances, role play, improvisations  and debates  Reading comprehension:  Identify and discuss themes and conventions  Check sense, discuss understanding and explore meaning of words in context  Ask questions to improve understanding  Predict from details stated and implied  Identify how language, structure and presentation contribute to meaning  Evaluate authors’ language choice  Distinguish between fact and opinion  Retrieve, record and present information from non-fiction  Participate in discussion about books  Provide reasoned justifications for views  Writing composition:  Identify the audience for and purpose of writing  Note and develop initial ideas, drawing on reading and research  Enhance meaning through selecting appropriate grammar and vocabulary  Use organisational and presentational devices to structure texts  Propose changes to vocabulary, grammar and punctuation to enhance effects and  clarify meaning  Use consistent and correct tense  Choose the appropriate register  Proof-read for spelling and punctuation errors  **Writing outcome:**  To write a multi-modal biography of Jacques Cousteau in the style of the ‘Great Adventurers’ text  **Greater depth writing outcome:**  To add a section entitled ‘How Jacques Cousteau inspired me’ linked to his role in the conservation debate  **Gateway keys:**  Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  Organise paragraphs around a theme  Use fronted adverbials  Choose appropriate pronouns  or nouns within and across sentences to aid cohesion and avoid repetition  Use punctuation at Y4 standard correctly  **Mastery keys:**  Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)  Use a wider range of devices to build cohesion e.g. conjunctions, synonyms, adverbials, punctuation  Use a colon to introduce a list and use semi-colons within lists  Use hyphens to avoid ambiguity  **Feature keys:**  Select the appropriate style to engage the audience  Use direct and reported  speech to express a range of  viewpoints  Use verb tenses consistently  and correctly  Use real life facts, including  dates and place names  Use thematic language  specific to the subject  Use formal language  appropriately | **A picture containing text  Description automatically generated**  **Sky Chasers**  Fiction: adventure story  Recount: autobiography  **Spoken language:**  Listen and respond  Build vocabulary  Use spoken language: speculating, hypothesising, imagining and exploring ideas  Speak audibly and fluently  Use Standard English  Select and use appropriate registers for effective communication  Reading comprehension:  Recommend books to peers  Learn poetry by heart  Prepare poems and plays for performance  Draw inferences (characters’ feelings, thoughts and motives); justify with evidence  Summarise main ideas, identifying key details  Evaluate authors’ language choice  Participate in discussion about books  Writing Composition  Note and develop initial ideas, drawing on reading and research  Enhance meaning through selecting appropiate grammar and vocabulary  Describe settings, characters and atmosphere  Précis longer passages  Integrate dialogue to convey character and advance the action  Propose changes to vocabulary, grammar and punctuation to enhance effects and  clarify meanings  Distinguish between the language of speech and writing  Proof-read for spelling and punctuation errors  Perform own compositions using appropriate intonation, volume and movement  **Writing outcome:**  To write the next chapter of Sky Chasers in the style of the author from two different viewpoints  **Greater depth writing outcome:**  To write from three different viewpoints  **Gateway keys:**  Use expanded noun phrases to convey complicated information concisely  Select appropriate grammar and vocabulary  Integrate dialogue to convey character and advance the action  Use a wide range of devices to build cohesion  **Mastery keys:**  Recognise vocabulary and structures for formal speech and writing, including subjunctive forms  Identify the audience and purpose for writing  Choose the appropriate register  Use semi-colons, colons or dashes to mark boundaries between independent clauses  **Feature keys:**  Use language carefully to influence the reader’s opinion of a character, place or situation  Use powerful and varied verbs for action  Use paragraphs to vary pace and emphasis  Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood  • Combine action, dialogue and description |
| **Maths**  (First4Maths) | Throughout the year, the children will progress through the following blocks:   1. Number and Place Value 2. Addition and Subtraction 3. Multiplication and Division 4. Fractions 5. Decimals and Percentages 6. Ratio and Proportion 7. Algebra 8. Measure 9. Geometry: Shape, Position and Direction 10. Statistics 11. Number, Geometry and Substantial Problem Solving   *See our* [*Curriculum Progression for Maths*](https://www.frodshamce.cheshire.sch.uk/serve_file/29372731) *for more detail about the sequence of learning.* | | | | | |
| **Science** | **Does light always travel in a straight line?**  The focus of this unit is light.  The areas covered include:  Shadows  Eye  How light travels | **Could you be the next Nintendo apprentice?**  The focus of this unit is electricity.  The children will investigate:  Identify and name the basic parts of a simple electric series circuit.  Making changes to a circuit and explaining the impact  Voltage of a battery  Compare and give reasons for variations of components | **What happens to our body when we take part in sports activities?**  The focus of this unit is animals, including humans.  The children will look at some of the main systems in their body including:  Circulatory system  Respiratory system  Digestive system  They will also consider how diet, exercise, drugs, lifestyle & health affects the body | **Have we always looked like this?**  The focus of this unit is evolution and inheritance.  The areas covered include:  Fossils  Changes to the human skeleton  offspring | **Could Spiderman really exist?**  The focus of this unit is living things and their habitats.  The children will be investigating:  How living things are classified into groups according to observable characteristics  Classifying plants and animals based on specific characteristics | **SRE**  We will follow the Christopher Winter scheme of work and cover:  Describe how and why the body changes during puberty in preparation for reproduction  Talk about puberty and reproduction with confidence  Explain differences between healthy and unhealthy relationships  Know that communication and permission seeking are important  Describe the decisions that have to be made before having children  Know some basic facts about conception and pregnancy  Have considered when it is appropriate to share personal/private information in a relationship  Know how and where to get support if an online relationship goes wrong |
| **PSHE**  (PSHE Association and Kapow) | **Relationships**  Families and friendships  Attraction to others; romantic relationships; civil partnership and marriage  Safe relationships  Recognising and managing pressure; consent in different situations  Respecting ourselves and others  Expressing opinions and respecting other points of view, including discussing topical issues | **Living in the Wider World**  Belonging to a community  Valuing diversity; challenging discrimination and stereotypes  Media literacy and digital resilience  Evaluating media sources; sharing things online  Money and work  Influences and attitudes to money; money and financial risks | **Health and Well-being**  Physical health and mental wellbeing  What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online  Growing and changing  Human reproduction and birth; increasing independence; managing transition  Keeping safe  Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media | **Relationships**  Families and friendships  Attraction to others; romantic relationships; civil partnership and marriage  Safe relationships  Recognising and managing pressure; consent in different situations  Respecting ourselves and others  Expressing opinions and respecting other points of view, including discussing topical issues | **Living in the Wider World**  Belonging to a community  Valuing diversity; challenging discrimination and stereotypes  Media literacy and digital resilience  Evaluating media sources; sharing things online  Money and work  Influences and attitudes to money; money and financial risks | **Health and Well-being**  Physical health and mental wellbeing  What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online  Growing and changing  Human reproduction and birth; increasing independence; managing transition  Keeping safe  Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media |
| **Art and Design**  (Kapow) | **Drawing – My voice heard**  Pupils know:  Gestural and expressive ways to make marks.  Effects different materials make.  The effects of a variety of different mark making techniques.  How to:  Use symbolism as a way to create imagery.  Explore form, using a variety of materials.  Explore the work of Henry Moore and the range of mark makings in his work.  Use graphite, watercolour and wax resist to create Henry Moore inspired art. | | **Sculpture and 3D – Making memories**  Pupils know how to:  Translate a 2D image into a  3D form.  Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).  Manipulate cardboard to create different textures.  Make a cardboard relief sculpture.  Make visual notes to generate ideas for a final piece.  Translate ideas into sculptural forms. | | **Craft and Design – photo opportunity**  Pupils know:  How different materials can be used to produce photorealistic artwork.  That macro photography is showing a subject as larger than it is in real life.  How to:  Create a photomontage.  Create artwork for a design brief.  Use a camera or tablet for photography.  Identify the parts of a camera.  Take a macro photo, choosing an interesting composition.  Manipulate a photograph using photo editing tools.  Use drama and props to recreate imagery.  Take a portrait photograph.  Use a grid method to copy a photograph into a drawing. | |
| **Computing**  (Rising Stars: Switched On) | **We are adventure**  **gamers**  Making a text-based adventure game  Learn some of the syntax of a text-based programming language. Use commands to display text on screen, accept typed user input, store and retrieve data using variables and select from a list. Plan a text-based adventure with multiple ‘rooms’ and user interaction thoroughly debug the program.  **Outcome:**  A text-based adventure game. | **We are computational**  **thinkers**  Mastering algorithms for searching, sorting and mathematics  Develop the ability to reason logically about algorithms understand how some key algorithms can be expressed as programs. Understand that some algorithms are more efficient than others for the same problem. Understand common algorithms for searching and sorting a list. Appreciate algorithmic approaches to problems in mathematics.  **Outcome:**  An understanding of random, linear and binary search; bubble sort and quicksort; algorithms for testing for primer number and finding common factors. | **We are advertisers**  Creating a short television advert  Think critically about how video is used to promote a cause storyboard an effective advert for a cause. Work collaboratively to shoot suitable original footage and source additional content.  Acknowledging intellectual property rights. Work collaboratively to edit the assembled content to make an effective advert.  **Outcome:**  A short video advert to promote a cause or concern. | **We are network**  **Technicians**  Exploring computer networks including the internet  Appreciate that computer networks transmit and receive information digitally understand the basic hardware needed for computer networks to work. Understand key features of internet communication protocols.  Develop a basic understanding of how domain names are converted to numerical IP addresses.  **Outcome:**  Pupils take part in activities to learn about computer networks and create a poster to share their knowledge with others. | **We are travel writers**  Using media and mapping to document a trip  Research a location online using a range of resources appropriately. Understand the safe use of mobile technology, including GPS. capture images, audio and video while on location.  Showcase shared media content through a mapping layer.  **Outcome:**  An online transmedia project documenting an educational visit. | **We are publishers**  Creating a year book  Manage or contribute to large collaborative projects, facilitated using online tools write and review content. Source digital media while demonstrating safe, respectful, and responsible use.  Design and produce a high-quality print document.  **Outcome:**  A collaboratively edited, desktop-published yearbook. |
| **Design Technology** (Projects on a Page) | **Cooking**  Focus - Celebrating Culture & Seasonality  Product - Recipe with WW2 rations: leek and potato soup  **Technical knowledge and understanding**  Know how to use utensils and equipment including heat sources to prepare and cook food.  Understand about seasonality in relation to food products and the source of different food products.  Know and use relevant technical and sensory vocabulary.  **Designing**  Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.  Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.  Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.  **Making**  Write a step-by-step recipe, including a list of ingredients, equipment and utensils  Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.  Make, decorate and present the food product appropriately for the intended user and purpose.  **Evaluating**  Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.  Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.  Understand how key chefs have influenced eating habits to promote varied and healthy diets. | | **Structures**  Focus – Frame structures (including computer-aided design)  Product - Design, make and evaluate a shelter.  **Technical knowledge and understanding**  Understand how to strengthen, stiffen and reinforce 3-D frameworks.  Know and use technical vocabulary relevant to the project.  **Designing**  Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources.  Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost.  Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches.  Develop ideas through the use computer-aided design to model and communicate ideas.  **Making**  Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used.  Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks.  Use finishing and decorative techniques suitable for the product they are designing and making.  **Evaluating**  Investigate and evaluate a range of existing frame structures.  Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.  Research key events and individuals relevant to frame structures. | | **Electrical systems**  Focus – More complex switches and circuits  Product - Design, make and evaluate an electrical board game for their little buddy.  **Technical knowledge and understanding**  Understand and use electrical systems in their products.  Apply their understanding of computing to program, monitor and control their products.  Know and use technical vocabulary relevant to the project.  **Designing**  Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost.  Generate and develop innovative ideas and share and clarify these through discussion.  Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams.  **Making**  Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components.  Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product.  Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment.  **Evaluating**  Continually evaluate and modify the working features of the product to match the initial design specification.  Test the system to demonstrate its effectiveness for the intended user and purpose.  Investigate famous inventors who developed ground-breaking electrical systems and components. | |
| **French**  (Primary Languages Network) | Review extended feelings from Y5  Review numbers to 60 (100)  Simple time phrases  Daily routine  Asking questions about daily routine | Rooms in a house  Describing a house  Furniture  Prepositions | Sport  Opinions  Verb ‘to play’ in present tense  Simple instructions how to play/do a sport and equipment | Review of talking/writing about yourself  Favourite things  My/your in French | Eating out – food and drink  Café role plays  Reading a menu | French alphabet  Review of using bilingual dictionaries  New language taster lesson  Review of using adjectives, verbs, etc |
| **Geography**  (FCE long term plan) |  | | **Frodsham**  Focus on map & fieldwork skills by using:  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 UK and wider world  Create ordnance 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 | |  | |
| **History**  (FCE long term plan) | **Britain in WW2**  Why did Britain go to war again just 20 years after the First World War had ended?  Why was it necessary for children to be evacuated and what was evacuation really like?  How was Britain able to stand firm against the German threat?  How did people manage to carry on normal life during the war and how do we know?  Why is it so difficult to be sure what life was really like on the Home Front?  What was VE day really like? | |  | |  | |
| **Music** (Kapow) | **Dynamics, pitch and tempo** (Music of WW2)  **Children can…**   * Engage in discussion about the sounds of music from the 1940s and understand the importance of music during WW2 for boosting morale and providing comfort. * Discuss the impact of World War 2 on music, including the development of propaganda songs and the popularity of swing music. * Explore the cultural significance of music during World War 2 and its lasting legacy in British history. * Have a selection of varied vocabulary in response to what they hear. * Understand dynamics and pitch, differentiating between the two. * Perform a song from this time, as part of the class assembly. | | **Baroque**  **Children can…**   * Define some key features of Baroque music, including recitative, canon, ground bass and fugue. * Take part in a vocal improvisation task based on Baroque recitative. * Play several parts of a canon using staff notation, with or without letter names. * Compose a ground bass melodic ostinato. * Notate a ground bass pattern using staff notation. * Name some well-known Baroque composers and describe what musical features they were known for. * Learn a fugue part by reading staff notation, with or without note names. * Perform a fugue | | **Instrumental lessons** (South America)  **Children can…**   * Play the clave rhythm accurately. * Answer the questions on the Knowledge catcher (see unit page) with appropriate support. * Add letter names to the tuned percussion part 1 and play the part. * Ability to add pitches to notated rhythms and perform them accurately. * Sing and/or play the song confidently. | |
| **PE**  (Complete PE) | **Health Related Exercise**  The focus of the learning is to understand the functions of the cardiovascular system and how aerobic fitness affects our bodies.  Pupils will perform a cardio circuit developing their own aerobic fitness.  The focus of the learning is to understand the meaning of flexibility and how flexibility affects our bodies.  Pupils will perform a flexibility circuit developing their own flexibility.  The focus of the learning is to understand the meaning of strength and how strength affects our bodies.  Pupils will perform a strength circuit developing their own strength.  **Tag Rugby**  The focus of the learning is to consolidate pupils' ability to use passing and moving to create attacking opportunities to score a try.  The focus of the learning is to consolidate defending. Pupils will refine their knowledge of tagging and defensive formations, which can be used to prevent an attack.  Pupils will develop their understanding of why it is important to reduce the space and apply pressure to the attackers to prevent scoring opportunities.  The focus of the learning is to consolidate the pupils understanding of attacking tactics, applying them into game situations.  Pupils should be able to apply their prior learning of passing and moving, to create an attack that results in a try.  The focus of the learning is to consolidate the pupils' understanding of defensive tactics, applying them into game situations. | **Netball**  The focus of the learning is to consolidate pupils ability to use passing and moving skills to keep possession and score.  The focus of the learning is to consolidate pupils understanding of the rules of the game and how they can apply this knowledge to play in mini games.  Pupils should be able to use their prior learning of passing and moving, to move the ball up the court, creating an attack that results in a shot.  The focus of the learning is to ensure pupils fully understand that we are defending as soon as we lose possession of the ball.  The focus of the learning is to consolidate pupils understanding of attacking and defending tactics applying them to Stinger netball games.  The focus of the learning is to consolidate the use of other passing styles.  Pupil will demonstrate where and why other passing styles will be effective.  **Dance - Carnival**  The focus of learning is to create group movements selecting and applying choreography into a routine.  Pupils will be able to use their bodies to perform technical movements with control and rhythm.  The focus of the learning is for pupils to experience dances from different cultural traditions.  Pupils will learn to create movements from a stimulus creating dances that use compositional principles.  The focus of the learning is to review, describe and evaluate our dance performances.  Pupils will rehearse and perform their dance sequences with technical control and a good sense of rhythm. | **Sportshall athletics**  The focus of the learning is to develop skills for indoor athletics. Pupils will learn track events for speed, distance, obstacle and relay, jumping events for distance and height and throwing events for distance.  The focus of the learning will be track events, sprint lap, sprint relay, obstacle relay and over and under relay.  Pupils will learn the skills for distance jumping, standing long jump, and standing triple jump.  Pupils will learn the skills for jumping for height and speed in vertical jump and speed bounce.  Pupils will learn the skills for throwing for distance in chest push and javelin.  **Gymnastics – Matching and mirroring**  The focus of the learning is to apply "excellent gymnastics" to everything pupils do and explore the concept of matching and mirroring to create sequences.  Pupils will explore how the apparatus can change and improve their movements.  The focus of the learning is for pupils to perform their completed sequences.  One pair at a time will perform and their partner / pair will complete an assessment. | **Leadership**  The focus of the learning is for pupils to begin to understand what makes an effective leader.   Pupils will be able to identify the different attributes that make an effective leader.  Pupils will start to lead an activity for small groups of their peers.  The focus of the learning is for pupils to begin to understand what we mean by effective communication and collaboration.  Pupils will understand why it is important to communicate clearly as a leader.  The focus of the learning is to introduce the first of the 'STEP' principles, Space with a focus now on Task and People.  Pupils will understand when and why we might need to make a decision about adapting a task, organising people and equipment.  Pupils will start to understand the different factors that will effect a decision to adapt a task.  Pupils will understand why a suitable space is needed to play an activity.  Pupils will start to understand the different factors that will determine and effect the size of the space.  Pupils will understand different ways of organising people fairly into small groups/teams, making sure that everyone is included.  Pupils will understand why making the right decision concerning the number of people to play an activity is so important.  **Basketball**  The focus of the learning is to consolidate pupils ability to use passing, dribbling and moving skills to keep possession and score.  The focus of the learning is to consolidate pupils' understanding of the rules of the game and how they can apply this knowledge to play in mini games.  Pupils should be able to use their prior learning of passing, dribbling and moving, to move the ball up the court, creating an attack that results in a successful shot.  The focus of the learning is to ensure pupils understand that they are defending as soon as they lose possession of the ball.  Pupils will refine their knowledge and understanding of defending (marking) and how this is applied during a game to prevent attacking opportunities.  Pupils will develop their understanding of the terminology relating to defending.  The focus of the learning is to consolidate the pupils understanding of attacking tactics applying them into game situations.  Pupils should be able to apply their prior learning of passing, dribbling and moving, to create effective attacking tactics that results in a successful shot. | **Cricket**  The focus of the learning is to consolidate pupils' understanding of batting.  The focus of the learning is to consolidate pupils' knowledge, understanding and ability to effectively apply a range of fielding and bowling skills and effective tactics into mini games.  During this sequence of learning, pupils will understand that "attacking," means ways of winning the game and  "defensive'" means ways of not losing the game.  **Communication and Tactics**  The focus of the learning is to look at what makes an effective team with the focus being on creating tactics as a team and team leader.  Pupils will learn why they need to work as a team to create simple tactics that lead a team effectively with the focus on collaboration and communication.  Pupils will learn why we need to communicate within our team whilst developing different ways of communicating to solve problems when attacking and defending. | **Athletics**  The focus of the learning is to bring together the previous suggested sequences of learning related to running for speed and distance, throwing, jumping to culminate this into a competition.  Pupils will be responsible for selecting which pupils compete in each event.  **Rounders**  The focus of learning is to consolidate and refine learning from year 5, ensuring that all pupils have a clear and accurate understanding of their roles and their team's roles when batting and fielding.  The focus of learning is to introduce the class to the full version of rounders.  The focus of the learning is to consolidate fielding.  Pupils will use their prior knowledge of fielding tactics and consider when, where and why they will apply these during a game.  The focus of the learning is to recap what happens if the batter misses the ball and to introduce what happens if the batter hits the ball backwards.  The focus of the learning is to consider tactics which batters can apply during the game. |
| **Outdoor activities** | Visit war memorial on Frodsham Hill  Sun shadow investigations  Trips to St Laurence church for Harvest Festival, KS1 nativity, Carol Service | | Map and fieldwork of the local area  BikeAbility  Spring games competitions  Outdoor SATs revision activities  Exercise/heartrate investigations | | Conway Centre  Play rehearsals  Pond dipping  Take little buddies to the park  Visit Hob Hey Woods with Reception | |
| **Enrichment** | BIG Maths event – Helsby High  Western Approaches war bunker – Liverpool War assembly  Theatre trip – Storyhouse  Greenacres farm trip (with reception buddies)  Cooking ration soup | | Orienteering around school  Fieldwork studies in Frodsham  Local members of the community to visit  Visit St Laurence Church | | Conway Residential  Visit to Frodsham Windfarm  HHS transition days  Visit Sikh Gurdwara | |