	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	7 weeks	7 weeks	6 weeks	6 weeks	6 weeks	7 weeks
Skills for Success	Resilience	Self Belief	Responsibility	Understanding Yourself	Co-operation	Risk taking
Visits and Visitors					Transition to Secondary	Residential Porthpean
Garden Days	Sculpture in the environment – team activities	Signalling and communicating	Instruments – whittling and carving	Weaving	Scavenger hunt – linked to currency and maths	First Aid scenarios
English	Jabberwocky - Mysteries of Harris Burdick Fiction To use a range of devices to vary the structure of our narrative writing adding relevant detail to engage our reader. Autobiographies	Drove of Bullocks To write short, non-fiction passages that relate to a collective noun for an animal; that engage the reader through the use of expanded nouns and formal voice. The Voyage of the Beagle To write a range of diary entries	Poetry – Cloudbusting To tell a story through poetry, making choices about poetic devices The Lost Thing - Shaun Tan To plan and draft an effective story showing an understanding of how choices made will impact on the reader; to edit and re draft	The Princess' Blankets – Carol Ann Duffy To write our own traditional tale using a variety of strategies to create an atmosphere and to develop character, plot and setting. Personification Poetry	Tommie and John – discussion To write a discursive text taking into account different viewpoints and using organisational features to add clarity for the reader. Scientific explanation text	Eye of the storm

		achieving clarity through precise word choice and a wide range of punctuation.	our narrative to improve the desired effect on the reader Extended narrative integrating dialogue effectively			
Mathematics	<ol> <li>Number sense</li> <li>(3 weeks)</li> <li>Additive reasoning (3 weeks)</li> <li>Multiplicative reasoning (1 week)</li> </ol>	<ul> <li>3 Multiplicative reasoning (2 week)</li> <li>4 Geometric reasoning (2 weeks)</li> <li>5 Number Sense (2 weeks)</li> </ul>	<ul> <li>6 Additive reasoning (3 week)</li> <li>7 Number Sense (3 weeks)</li> </ul>	<ul> <li>8 Multiplicative reasoning (3 week)</li> <li>9 Geometric reasoning (3 weeks)</li> </ul>	<ul> <li>10 Number Sense</li> <li>(2 weeks)</li> <li>11 Additive</li> <li>reasoning (3</li> <li>weeks)</li> <li>12 Number Sense</li> <li>(1 week)</li> </ul>	<ul> <li>12 Number Sense</li> <li>(1 week)</li> <li>13 Multiplicative</li> <li>reasoning (3</li> <li>weeks)</li> <li>14 Geometric</li> <li>reasoning (2</li> <li>weeks)</li> </ul>
Science	<ul> <li>Animals and</li> <li>humans</li> <li>Circulatory</li> <li>system</li> <li>Identify and name</li> <li>the main parts of</li> <li>the human</li> <li>circulatory</li> <li>system, and</li> <li>describe the</li> <li>functions of the</li> <li>heart, blood</li> <li>vessels and</li> </ul>	<b>Evolution and</b> <b>inheritance</b> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of	Light 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	<b>Electricity</b> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for	Living things Habitats – classification Describe how living things are classified into broad groups according to common observable characteristics and based on	RSE

	blood.			variations in how	differences,	
		Recognise that	Explain that we see	components	including micro-	
	Recognise the	living things	things because light	function,	organisms, plants	
	impact of diet,	produce offspring	travels from light	including the	and animals.	
	exercise, drugs	of the same kind,	sources to our eyes	brightness of		
	and lifestyle on	but normally	or form light	bulbs, the	Give reasons for	
	the way their	offspring vary and	sources to objects	loudness of	classifying plants	
	bodies function .	are not identical	and then to our	buzzers and the	and animals	
		to their parents.	eyes.	on/off position of	based on specific	
	Describe the			switches.	characteristics	
	ways in which	Identify how	Use the idea that			
	nutrients and	animals and	light travels in	Use recognised		
	water are	plants are	straight lines to	symbols when		
	transported	adapted to suit	explain why	representing a		
	within animals,	their	shadow have the	simple circuit in a		
	including humans.	environment in	same shape as the	diagram.		
		different ways	objects that cast			
		and that	them.			
		adaptation may				
		lead to evolution.				
Computing and	Digital Literacy -	Digital Literacy –	Computer Science –	Information	Digital Literacy –	Personal Projects -
Online Safety	Create a	Cross reference	Understand what	Technology	Take videos and	Online challenges
	presentation	information to	algorithms are; how	Use skills learned	photos, edit a	acquire mass
	using the skills	determine	they are	in Excel to	video using a trim	followings and
	learned on	validity	implemented as	calculate the cost	tool in	encourage others
	PowerPoint	Knowing how to	programs on digital	of an event.	moviemaker	to take part in
		identify when	devices; and that			what they suggest.
	Some online	online behaviours	programs execute	Knowing about	Fraud can take	
	behaviours are	stop being fun	by following precise	the different	place online and	
	abusive. They are	and begin to	and unambiguous	types of	can have serious	

negative in	create anxiety,	instructions	grooming and	consequences for
nature,	including that		motivations for it,	individuals and
potentially	there needs to be	Design, write and	for example	organisations.
harmful and in	a balance	debug programs	radicalisation,	
some cases can	between time	that accomplish	Child Sexual	
be illegal.	spent on and	specific goals,	Abuse and	
	offline.	including controlling	Exploitation	
		or simulating	(CSAE) and gangs	
		physical systems;	(county lines).	
		solve problems by	Live streaming	
		decomposing them	(showing a video	
		into smaller parts	of yourself in	
		use sequence,	real-time online	
		selection, and	either privately or	
		repetition in	to a public	
		programs; work	audience) can be	
		with variables and	popular with	
		various forms of	children but it	
		input and output	carries risk when	
			carrying it out	
		Use logical	and watching it.	
		reasoning to explain		
		how some simple		
		algorithms work		
		and to detect and		
		correct errors in		
		algorithms and		
		programs		
		Many		
		devices/apps/games		

French KS2	How to ask someone how they are How to respond Using the question et toi? Months Talking and writing about the date and when your	My address Spoken and written sentences about the classroom, using variety of nouns and adjectives la Fête de Saint Nicolas	are designed to keep users online for longer than they might have planned or desired. Much of the information seen online is a result of some form of targeting. Events/timings of school day Talking and writing about my school day	Numbers 40- 60 Introducing family members Talking and writing about pets	Talking and writing about the weather la Fête du Muguet, and how it is celebrated	Numbers 60- 70 Asking where someone is France's national day, la Fête nationale
History	birthday is				A non-European	
,	- World War 1 and 2 1934 - 1945 - The battle of the wars - John McCrae		- 18 <sup>th</sup> and 19 <sup>th</sup> Century - The Industrial Revolution - Inventors or		society that provides contrasts with British history - 19 <sup>th</sup> Century	

## Long Term Curriculum Plan 2021/22 – Year 6

	and Wilfred Owen (WW1) Alan Turing, Bletchley Park (WW2)		entrepreneurs		<ul> <li>1968 Black</li> <li>Power Salute at the Olympics</li> <li>Martin Luther</li> <li>King JR,Nelson</li> <li>Mandela,</li> <li>Tommie Smith</li> <li>and John Carlos</li> </ul>	
Geography		Use atlases to locate the 7 continents and the major countries within each continent. Research the main physical and human features within each continent.		Compare Devon to a region in South America. Focus on differences and similarities including the reasons for these.		Human Geography – a focus on learning about trade between the UK and Europe, and Europe with the rest of the world.
Music	Rock – 'Don't Stop Believin'' MoTM – each month a different artist to listen to and apparaise.	Christmas songs UKELELE	Classroom Jazz	Easter Assembly songs Hiphop	Carol King and Geoffrey Goffin Ballads	End Of Year show
Art	Collage – Gustav Klimt Inspiration from the greats.		Printing – Child Labour pictures <u>Printing</u> 1. Create an			Drawing and Painting – Banksy Graffiti and Portrait

1. Replicate some	accurate pattern,	Drawing
of the techniques	showing fine detail.	1. To experiment
used by notable	2. Use a range of	with ways of
artists, artisans	visual elements to	creating
and designers.	reflect the purpose	appropriate tone
2. Create original	of the work.	and texture. To
pieces that are		use them to enrich
influenced by		drawings.
studies of others.		2. To observe the
<u>Collage</u>		human figure in a
1. Combine visual		variety of
and tactile		situations.
qualities.		3. To develop an
3. To extend use		understanding of
of collage		perspective - focal
materials		point, distance,
revisiting texture		horizon.
pattern and		4. Use a choice of
shape.		techniques to
		depict movement,
<u>Sculpture</u>		perspective,
Design, make and		shadows and
evaluate 3D		reflection.
monster head		Painting
inspired by the		1. Experiment with
Jabberwocky in		creating mood
clay.		with colour.
		2. Use brush
		techniques and
		the qualities of

## Long Term Curriculum Plan 2021/22 – Year 6

paint to create texture. 3. Develop a personal style of painting, drawing upon ideas from other artists. 4. To show evidence of independence in selecting techniques and materials for use in a painting.
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Design	Textiles –	Electrical systems Frame and	Food- Celebrating
Technology	combining	Structures and	l culture and
	different fabric	More complex Pulleys and gea	ars seasonality
	shapes	switches and	
		circuits Design, make a	Ind Design, make and
	Design, make and	evaluate a	evaluate a cup
	evaluate a	Design, make and functional	cake recipe/design
	Christmas	evaluate a quiz Borrowers' Ho	use recognising
	decoration for a	board for peers for display.	cultural and
	specific person	to use for	seasonal aspects
	for display.	entertainment.	for recipe book to
			be sold at Summer
			Fair

Personal Social	Mental well	Being Safe	Healthy Eating	Family and	Respectful	First Aid
Health Education	being	How to recognise	Drugs, alcohol and	People who care	relationships	
	Know how to judge	and report feelings	tobacco		Physical health	What to do in an
	what they are	of being unsafe or	Health and	Caring	and fitness	emergency 999
	feeling and how	feeling bad about	Prevention	Friendships	Physical Health	
	they are.	any adult			and Fitness	Understand concepts of basic
	Extend their vocabulary to explain both the range and intensity of their feelings	concerns or abuse and the vocabulary and confidence to	characteristics of a poor diet and risks associated with unhealthy eating (including, for	Understand how to recognise if family relationships are making them feel	Know about taking care of their body, understanding that they have the right to protect	first-aid, for example – BASIC LIFE SUPPORT Know how to do the
	Recognise they may experience conflicting emotions and when they might need to listen to, or overcome these SFS : Resilience	Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	(including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) Understand which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety. How to make informed choices (including recognising that choices can have positive, neutral and	unhappy or unsafe, and how to seek help or advice from others if needed. Develop strategies to resolve disputes and conflicts through negotiation and compromise	their body from inappropriate and unwanted contact; understanding that some actions constitute abuse and can be a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers Understand how and when to seek support including which adults to	Primary Survey Carry out the procedure of the recovery position SFS: Understanding Yourself

			negative consequences)		speak to in school if they are worried	
		SFS :Risk Taking	Concept of 'balanced lifestyle'		about their health	
					SFS: Self Belief	
			SFS: Responsibility			
Religious Education	U2.2 Creation and science: conflicting or complementary?	U2.11 Why do some people believe in God and some people not? <u>Overview:</u> Connecting the faith of Christians and non believers. Peace project <u>Overview:</u> Exploring faith and moral issues in the wider world context.	U2.7 Why do Hindus want to be good?	U2.5 What do Christians believe Jesus did to 'save' people <u>Overview:</u> Connecting the faith of Christians and Hindus.	U2.6 For Christians, what kind of king is Jesus?	U2.12 How does faith help people when life gets hard? <u>Overview:</u> Connecting the faith of Christians, Muslims, Jews and Hindus
Physical Education	Personal	Social	Cognitive	Creative	Physical	Health and Fitness
	Hockey:	Basketball	<b>Tennis</b> Use Agility, balance	<b>Tennis</b> Vary power and	Striking and Fielding	Striking and Fielding

accurate dribbling and control whilstto use your body position towhilst playing the ball.attacking play. Plan and createmoving ball with intent toplay an attacking shot and when tovarying speed and direction, avoidingprotect the ball from defenders.Place the ball to ensure a dominant court position isattacking play. Plan and createmoving ball with intent toplay an attacking shot and when toobstacles and other children.Dribble the ball possession toCourt position is maintained.a suitable level of court position isUse overarm accuracy andcompromising innings.use spacial awareness to moving team member, whilstsend to a target intercept a passand backhand shots accuracy. Place an and when to tackle thecomponent.create accurately to accurate sponent.consideration of and range of shots.and technique to effectively and comporateopposed. Identify when to intercept a pass and when to tackle theopposition to gain possession.accurately to accurately to challenge opponent.and a range of shots.effectively and consideration of shots.consideration for posed, and batsman.						
and control whilst varying speed and direction, avoidingposition to protect the ball from defenders. avoidingposition to protect the ball from defenders. obstacles and whilst keeping other children. Send the ball to ataget and to a member, whilstposition to prosession to send the ball to a laterty when to intercept a pass and when to to tackle the possession. Use body movement to create space away from the opposition to receive the ball.position to protect the ball protect the ball protect the ball to avaring protect the ball to avaring speed and from defenders.ball. Place the ball to a suitable level of challenge. Combine forearm and backhand shots accuracy. Place an underarm serve accurately to challenge opponent.intent to variations on a game to maintain opposition to gain prosession. Use body movement to create space away from the opposition to receive the ball.position to protect the ball protect the ball to attack goalpolicition to protect the ball to accurately to challenge opponent.Plan and create variations on a suition to gain and backhand shots accurately to challenge opponent.policitic create small group to and a range of shots.intent to challenge the challenge throw with catch a ball composition to gain prosession. Use body movement to create space away from the opposition to receive the ball.policitic the protect the ball to attack goalpolicitic the protect the protect the ball to attack goalplan and create to create space take the competitive speced, accuracy and a range of shots.plan and create sub	Demonstrate	Demonstrate how	and coordination	length of shots in	Be able to strike a	Decide when to
varying speed and direction, avoidingprotect the ball from defenders. Dribble the ball obstacles and whilst keeping ather children. besssion toPlace the ball to ensure a dominant court position is maintained. Court position is a suitable level of challenge.challenge the opposition.play defensively withoutUse spacial a wareness to send the ball to a target and to a member, whilst opposed. Identify when to intercept a pass and when to tackle the opposition to gain possession. Use body movement to create space a wary from the opposition to poposition to popositio	0				•	
direction, avoidingfrom defenders. Dribble the ballensure a dominant court position is maintained.game to maintain a suitable level of Challenge.opposition.without compromising throw withobstacles and other children.possession to possession to awareness to send the ball to a target and to a moving team a pass and when to to tackle the opposition to gain possession.Combine forearm accuracy. Place an accuracy. Place an accuracy. Place an accurately to challenge opponent.opposition.without use overarm compto intercept and backhand shots accuracy. Place an accurately to challenge opponent.opposition.without use overarm compto intercept and a range of shots.without accuracy and consideration of receiver.without use overarm consideration of and technique to receiver.without use overarm consideration of and technique to receiver.direction, use overarm to tackle the opposition to gain possession. Use body movement to create space to opposition to gaway from the opposition to receive the ball.without intercept attack goalensure a dominant member, whilst opposition to game to maintained.opposition to game to maintained.opposition to game to maintained.opposition.without use overarm corrate and a range of shots.opposition.without use overarm consideration for posed, accuracy consideration for posed, accuracy consideration for receiver.opposition to game to maintained.opposition to game to maintained.opposition to game to maintained.opposition to <b< td=""><td>and control whilst</td><td>position to</td><td>ball.</td><td>Plan and create</td><td>intent to</td><td>shot and when to</td></b<>	and control whilst	position to	ball.	Plan and create	intent to	shot and when to
avoiding obstacles and other children.Dribble the ball whilst keeping possession tocourt position is maintained.a suitable level of challenge.Use overarm throw withcompromising innings.Use spacial awareness to send the ball to a target and to a member, whilst opposed. Identify when to intercept a pass and when to to tackle the opposition to gain possession. Use body movement to create space to opposition to possession. Use body movement to create space to receive the ball.Dribble the ball vhilst keeping possession. To and backhand shots with increasing and backhand shots underarm serve accurately to challenge opponent.Create games involving a games involving a small group to incorporate and a range of shots.Use overarm throw with intercept and batsman. Use comperation and communication shots.To bowl accurately distance and with varying force and technique to receiver.avareness to target and to a member, whilst opposition to gain possession. Use body movement to create space to opposition to away from the opposition to preceive the ball.Dribble the ball to tackle the create space to receive a ball to attack goalcourt position to games incorporate and a range of shots.Use overarm consideration of shots.To bowl accurately consideration of receiver.accurately to to tackle the opposition to away from the opposition to receive the ball.Dribble the ball to challenge to challengecourate space to challenge to challengecourate space to challenge to challenge to challengecourat	varying speed and	protect the ball	Place the ball to	variations on a	challenge the	play defensively
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body movement to create space away from the opposition to receive the ball.opgroup to incorporate underarm with opensition to to challenge	opposition to gain	receive a ball to			receiver.	competitive games
to create space away from the opposition to receive the ball.to create space combining to challengeincorporate accurate throwing, overarm styles, to challenge	possession. Use	attack goal			Develop accurate	involving a small
away from the opposition to receive the ball.accurate throwing, opposition to to challenge	body movement				bowling,	group to
opposition to receive the ball.overarm styles, to challengecatching and striking.	to create space				combining	incorporate
receive the ball. to challenge striking.	away from the				underarm with	accurate throwing,
	opposition to				overarm styles,	catching and
batsman.	receive the ball.				to challenge	striking.
					batsman.	