

***Guildford Grove Curriculum – Quality of Education – INTENT – IMPLEMENTATION – IMPACT**
 ‘Knowledge is power. Information is liberating.’ Kofi Annan

TOPIC: Conflict and resolution					Year Group: 5/ 6		
	1 6.09.2021	2 13.09.2021	3 20.09.2021	4 27.09.2021	5 4.10.2021	6 11.10.2021	7 18.10.2021
Reading	<u>Victorian non-fiction books</u>	<u>Horrible Histories: Vile Victorians</u>	<u>Oliver Twist</u>	<u>Oliver Twist</u>	<u>Rose Blanche</u>	<u>Diary of Anne Frank</u>	<u>Diary of Anne Frank</u>
English	<u>Oliver Twist</u> Setting description	<u>Oliver Twist</u> Dialogue for a character	<u>Oliver Twist</u> Diary entry	<u>Oliver Twist</u> Non-chronological report	<u>World War 2: non-fiction (Women in the war).</u> Persuasive writing	<u>World War 2: recounts (diversity)</u> Gurkha’s	Recount of trip
Maths: Year 5	Place Value Rounding	Addition and subtraction Angles	Addition and subtraction Angles	Multiplication and division Perimeter	Division Area	Word problems Missing lengths	Fractions Polygons
Maths: Year 6	Addition and subtraction 2D shape	Addition and subtraction 2D shape	Addition and subtraction word problems Angles	Factors, multiples and prime numbers Angles	Multiplication Perimeter Area	Multiplication Area Parts of a circle	Division Word problems Parts of a circle
Science <u>Classification</u>	<u>Living things and their habitats- classification</u> <u>Knowledge</u> 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 <u>Skills</u> Recording data and results of increasing	<u>Living things and their habitats- classification</u> <u>Knowledge</u> 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 <u>Skills</u> Recording data and results of increasing	<u>Living things and their habitats- classification</u> <u>Knowledge</u> 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 <u>Skills</u> Recording data and results of increasing	<u>Living things and their habitats- micro-organisms</u> <u>Knowledge</u> To study the work of a famous scientist e.g. Edward Jenner/ Sarah Gilbert <u>Skills</u> Reporting and presenting findings	<u>Living things and their habitats- micro-organisms</u> <u>Knowledge</u> to investigate the conditions in which micro-organisms grow best. <u>Skills</u> Reporting and presenting findings	<u>Living things and their habitats- micro-organisms</u> <u>Knowledge</u> to investigate the conditions in which micro-organisms grow best. <u>Skills</u> Reporting and presenting findings	<u>Living things and their habitats - Micro-organisms</u> <u>Knowledge</u> to investigate the conditions in which micro-organisms grow best. <u>Skills</u> Reporting and presenting findings

	<p>complexity using scientific diagrams and labels, classification keys, tables</p> <p><u>Vocabulary</u> Classification Plants Flowering plants Mosses Conifers Ferns</p>	<p>complexity using scientific diagrams and labels, classification keys, tables</p> <p><u>Vocabulary</u> Classification Vertebrates Invertebrates Amphibians Reptiles Mammals</p>	<p>complexity using scientific diagrams and labels, classification keys, tables</p> <p><u>Vocabulary</u> Classification Vertebrates Invertebrates Micro-organisms Amphibians Reptiles Mammals</p>	<p>from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments</p> <p><u>Vocabulary</u> Micro-organisms Bacteria Virus Fungi Vaccine</p>	<p>from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments</p> <p><u>Vocabulary</u> Micro-organisms Fungi Yeast</p>	<p>from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments</p> <p><u>Vocabulary</u> Micro-organisms Fungi Yeast</p>	<p>from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments</p> <p><u>Vocabulary</u> Micro-organisms</p>
PSHE		<p><u>Respecting ourselves and others</u></p> <p><u>Knowledge & Skills</u> To identify who or what influences their opinions and beliefs</p> <p>To describe how our opinions and beliefs effect how we think and act</p> <p>To explain why values are important to us.</p>	<p><u>Respecting ourselves and others</u></p> <p><u>Knowledge & Skills</u> To learn how to discuss issues respectfully.</p> <p>To learn how to listen to and respect other points of view</p> <p>To learn how to constructively challenge points of view they disagree with</p>	<p><u>Belonging to a community</u></p> <p><u>Knowledge & Skills</u> What prejudice means How to differentiate between prejudice and discrimination</p> <p><u>Vocabulary</u> Prejudice Discrimination</p>	<p><u>Belonging to a community</u></p> <p><u>Knowledge & Skills</u> how to recognise acts of discrimination</p> <p>To learn strategies to safely respond to and challenge discrimination</p> <p><u>Vocabulary</u> Prejudice Discrimination</p>	<p><u>Belonging to a community</u></p> <p><u>Knowledge & Skills</u> How to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</p> <p>How stereotypes are perpetuated and how to challenge this</p>	<p><u>Belonging to a community</u></p> <p><u>Knowledge & Skills</u> How to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</p> <p>How stereotypes are perpetuated and how to challenge this</p>

		<p><u>Vocabulary</u> View Opinion Belief Value Influence</p>	<p>To learn ways to participate effectively in discussions online and manage conflict or disagreements</p> <p><u>Vocabulary</u> Respect Debate Discuss Conflict View Opinion Belief Value Influence Peer Pressure</p>			<p><u>Vocabulary</u> Stereotypes</p>	<p><u>Vocabulary</u> Stereotypes</p>
<p>Computing</p>	<p><u>Knowledge</u> Use technology safely, respectfully and responsibly.</p> <p><u>Skills</u> Abide by school rules for e-safety.</p> <p>Explain the importance of staying safe on the internet (verbally and through completed work).</p> <p><u>Vocabulary</u> Internet, Facebook, twitter, Snapchat, Instagram, WhatsApp, online passwords, social media</p>	<p><u>Knowledge</u> Use technology safely, respectfully and responsibly.</p> <p><u>Skills</u> Abide by school rules for e-safety.</p> <p>Explain the importance of staying safe on the internet (verbally and through completed work).</p> <p><u>Vocabulary</u> Passwords, social media, Facebook online safety, danger signs</p>	<p><u>Knowledge</u> Use technology safely, respectfully and responsibly.</p> <p><u>Skills</u> Abide by school rules for e-safety.</p> <p>Explain the importance of staying safe on the internet (verbally and through completed work).</p> <p><u>Vocabulary</u> Passwords, social media, Facebook online safety, danger signs, blocking</p>	<p><u>Knowledge</u> Use technology safely, respectfully and responsibly.</p> <p><u>Skills</u> Abide by school rules for e-safety.</p> <p>Explain the importance of staying safe on the internet (verbally and through completed work).</p> <p><u>Vocabulary</u> Passwords, social media, Facebook online safety, danger signs, blocking</p>	<p><u>Knowledge</u> Use technology safely, respectfully and responsibly. Use search technologies effectively.</p> <p><u>Skills</u> Independently, and with due regard for safety, search the internet using a variety of techniques to find a range of information and resources on a specific topic.</p> <p>Use appropriate methods to validate information and check for bias and accuracy.</p>	<p><u>Knowledge</u> Use technology safely, respectfully and responsibly. Use search technologies effectively.</p> <p><u>Skills</u> Independently, and with due regard for safety, search the internet using a variety of techniques to find a range of information and resources on a specific topic.</p> <p>Use appropriate methods to validate information and check for bias and accuracy.</p>	<p><u>Knowledge</u> Use technology safely, respectfully and responsibly. Use search technologies effectively.</p> <p><u>Skills</u> Independently, and with due regard for safety, search the internet using a variety of techniques to find a range of information and resources on a specific topic.</p> <p>Use appropriate methods to validate information and check for bias and accuracy.</p>

					<p>Repurpose and make appropriate us of selected resources for a given audience, acknowledging material used where appropriate.</p> <p><u>Vocabulary</u> Websites, internet Reliability, checklist, bias/biased, accuracy, search engine, verification</p>	<p>Repurpose and make appropriate us of selected resources for a given audience, acknowledging material used where appropriate.</p> <p><u>Vocabulary</u> Websites, internet Reliability, checklist, bias/biased, accuracy, search engine, verification</p>	<p>Repurpose and make appropriate us of selected resources for a given audience, acknowledging material used where appropriate.</p> <p><u>Vocabulary</u> Websites, internet Reliability, checklist, bias/biased, accuracy, search engine, verification</p>
History	<p><i>The outbreak of war</i></p> <p><u>Knowledge</u> Describe a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><u>Skills</u> Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied by learning about the events that lead to the outbreak of World War II.</p>	<p><i>Evacuation</i></p> <p><u>Knowledge</u> Describe a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><u>Skills</u> Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about when, where and why children were evacuated in World War II.</p>	<p><i>Rationing</i></p> <p><u>Knowledge</u> Describe a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><u>Skills</u> Address, and sometimes devise, historically valid questions about change, cause, similarity and difference and significance by learning about rationing during World War II and how people adapted to deal with reduced product availability.</p>	<p><i>The role of women</i></p> <p><u>Knowledge</u> Describe a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><u>Skills</u> Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the importance and significance of the role of women during World War II.</p>	<p><i>The Blitz</i></p> <p><u>Knowledge</u> Describe a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><u>Skills</u> Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about The Blitz; why it happened and the impact it had on our country.</p>	<p><i>VE day</i></p> <p><u>Knowledge</u> Describe a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><u>Skills</u> Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied by learning about the significance of VE day and what it stood for.</p>	

	<p>Vocabulary World War II, Britain, Germany, Nazi, France, Neville Chamberlain, Winston Churchill, Adolf Hitler, invade, occupy, surrender, Munich Agreement, Allies, Axis Powers</p>	<p>Vocabulary Evacuation, billeting officer, city, country, homesick, gas mask, identity card, ration book.</p>	<p>Vocabulary Rationing, ration book, Dig for Victory, Lord Woolton.</p>	<p>Vocabulary Women, factory, munitions, Women's Land Army, Women's Voluntary Service (WVS), Women's Auxiliary Air Force (WAAF), Women's Royal Navy Service (WRNS), Auxiliary Territorial Service (ATS)</p>	<p>Vocabulary The Blitz, target, air raid, evacuate, German Air Force, blackout, cities, ports, attack, bomb, London, siren, shelter</p>	<p>Vocabulary Second World War, celebrate, war, surrender, Germany, liberation, victory, Europe</p>	
<p>Modern Foreign Languages</p>	<p><u>Days and months revision</u></p> <p><u>Knowledge</u> Understand and say days and months of the year. Read and write key vocabulary in simple sentences</p> <p><u>Skills</u> Listen to and show understanding of more complex familiar phrases and sentences. Follow the text and identify the meaning of key words. Ask and answer more complex familiar questions with a scaffold of responses. Read and pronounce familiar words accurately using knowledge of letter string sounds, observing silent letter rules</p> <p><u>Vocabulary</u> Lundi, mardi, mercredi, jeudi, vendredi, Samedi, dimanche</p> <ul style="list-style-type: none"> • janvier - January • février - February • mars - March • avril - April • mai - May • juin - June • juillet - July • août - August • septembre - September • octobre - October • novembre - November • décembre - December 	<p><u>The high street</u></p> <p><u>Knowledge</u> Know and understand high street and directional vocabulary</p> <p><u>Skills</u> Appreciate similarities and differences between French and English high streets</p> <p><u>Vocabulary</u> Il y a... un marché une poste une banque un café une mairie un magasin de vêtements une boulangerie</p>	<p><u>Directions/Asking where places are</u></p> <p><u>Knowledge</u> Know how to add expression and authenticity to a short dialogue</p> <p><u>Skills</u> Take part in a simple conversation asking for and giving directions</p> <p><u>Vocabulary</u> A gauche, a droite, toute droite, il y a? Ou est...? Suivre la route, au coin.</p>				

Music							<p>Stave notation</p> <p><u>Knowledge</u> Use and understand staff and other musical notations (POS 4)</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (POS 1)</p> <p><u>Skills</u> Read the notes above and below the stave.</p> <p>Sing songs using staff notation.</p> <p>Sing and perform using instruments, using staff notation as support.</p> <p>Play tuned (and untuned) instruments with control and rhythmic accuracy, showing a secure awareness of how to play them including how to create dynamic contrast through the way that they are played.</p>
--------------	--	--	--	--	--	--	--

								Vocabulary Notation Structure
Physical Education	Real P.E/Indoor PE – TBC depending on Covid restrictions							
Religious Education					<p><u>What helps Hindus to worship? (2 lessons)</u></p> <p><u>Knowledge</u> To know how Hindus worship the supreme divine reality (Brahman)</p> <p><u>Skills</u> Suggest meaning for the various Hindu deities as symbolic representations of Brahman Describe, using religious vocabulary, how religious beliefs are expressed through features and practices of Hindu worship</p> <p><u>Vocabulary</u> Hinduism Brahman rituals mandir</p>	<p><u>What helps Hindus to worship? (2 lessons)</u></p> <p><u>Knowledge</u> To know the beliefs, teachings, practices and ways of life central to religion, and belief (where appropriate)</p> <p><u>Skills</u> Draw meanings about good and evil from a Hindu story and make links with stories they know Make links between objects, symbols and practices in Hindu worship and the beliefs that underlie them</p> <p><u>Vocabulary</u> Hinduism Brahman rituals mandir</p>		

***Guildford Grove Curriculum – Quality of Education – INTENT – IMPLEMENTATION – IMPACT**

‘Knowledge is power. Information is liberating.’ Kofi Annan

TOPIC: Conflict and resolution					Year Group: 5/6		
	8 1.11.2021	9 08.11.2021	10 15.11.2021	11 22.11.2021	12 29.11.2021	13 6.12.2021	14 13.12.2021
Reading	<u>World war 1 non-fiction (contributions from across the world)</u>	<u>World war 1 non-fiction (animals)</u>	<u>Goodnight Mister Tom</u>	<u>Goodnight Mister Tom</u>	<u>Goodnight Mister Tom</u>	<u>Christmas Story</u>	<u>Christmas Story</u>
English	<u>War Game</u>	<u>War Game</u>	<u>War Game</u>	<u>Christmas Carol</u>	<u>Christmas Carol</u>	<u>Christmas Carol</u>	<u>Independent writing</u>
Maths: Year 5	Fractions 3D shapes	Percentages Measure 3D shape	Percentage problems Measure Translation	Converting units of measure Reflection	Converting units of measure Translation and reflection	Converting units of measure Translation and reflection	Revision
Maths: Year 6	Division Word problems Co-ordinates	Fractions Co-ordinates	Fractions Co-ordinates	Fractions Units of measure Co-ordinates including translation	Fractions, decimals and percentages Units of measure 3D shape (nets)	Fractions word problems 3D shape	Revision
Science <u>Evolution and adaptation</u>	<u>Knowledge</u> Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents <u>Skills</u> Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and	<u>Knowledge</u> Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution <u>Skills</u> Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and	<u>Knowledge</u> Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution <u>Skills</u> Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and	<u>Knowledge</u> Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution <u>Skills</u> Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and	<u>Knowledge</u> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago <u>Skills</u> Identifying scientific evidence that has been used to support or refute ideas or arguments	<u>Knowledge</u> Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution <u>Skills</u> Identifying scientific evidence that has been used to support or refute ideas or arguments	

	written forms such as displays and other presentations <u>Vocabulary</u> Adaptation Evolution Characteristics Reproduction Genetics	written forms such as displays and other presentations <u>Vocabulary</u> Adaptation Evolution Characteristics Reproduction Genetics	written forms such as displays and other presentations <u>Vocabulary</u> Adaptation Evolution Characteristics Reproduction Genetics	written forms such as displays and other presentations <u>Vocabulary</u> Adaptation Evolution Characteristics Reproduction Genetics	<u>Vocabulary</u> Adaptation Evolution Characteristics Reproduction Genetics	<u>Vocabulary</u> Adaptation Evolution Characteristics Reproduction Genetics	
PSHE	<u>Safe relationships and keeping safe</u> <u>Knowledge & Skills</u> To compare the features of a healthy and unhealthy friendship To learn about the qualities of relationships that help individuals flourish <u>Vocabulary</u> Healthy, unhealthy, friendship, positive, negative, emotions	<u>Safe relationships and keeping safe</u> <u>Knowledge & Skills</u> To learn about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong To learn how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable, including online <u>Vocabulary</u> Peer pressure, cyber bullying, by stander, to conform, influence	<u>Media literacy and digital resilience</u> <u>Knowledge & Skills</u> To learn about about the age ratings system for films and other media <u>Vocabulary</u> Age rating system, law, rules, media, content, trailer, child, adult, compliance, guidelines, classification	<u>Media literacy and digital resilience</u> <u>Knowledge & Skills</u> We are learning how to choose appropriate films for ourselves and others and how to resist pressure to watch something we are unsure about <u>Vocabulary</u> Film, content, child, adult, age rating, feelings, trailer, classification, rules, advice	<u>Money and work</u> <u>Knowledge & Skills</u> To learn about the role that money plays in people’s lives, attitudes towards it and what influences decisions about money To learn about value for money and how to judge if something is value for money <u>Vocabulary</u> Morals Value	<u>Money and work</u> <u>Knowledge & Skills</u> To learn about how companies encourage customers to buy things and why it is important to be a critical consumer To learn how having or not having money can impact on a person’s emotions, health and wellbeing <u>Vocabulary</u> Critical customer Impact Health wellbeing	
Art and Design				<u>Banksy</u> <u>Knowledge</u> Develop their techniques, including	<u>Banksy</u> <u>Knowledge</u> Develop their techniques, including	<u>Banksy</u> <u>Knowledge</u> Develop their techniques, including	<u>Banksy</u> <u>Knowledge</u> Develop their techniques, including

				<p>their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</p> <p>Learn about great artists, architects and designers in history.</p> <p><u>Skills</u> Select ideas based on first-hand observations, experience or imagination and develop these through open ended research</p> <p>Refine their use of learnt techniques</p>	<p>their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</p> <p>Learn about great artists, architects and designers in history.</p> <p><u>Skills</u> Select ideas based on first-hand observations, experience or imagination and develop these through open ended research</p> <p>Refine their use of learnt techniques</p>	<p>their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</p> <p>Learn about great artists, architects and designers in history.</p> <p><u>Skills</u> Select ideas based on first-hand observations, experience or imagination and develop these through open ended research</p> <p>Refine their use of learnt techniques</p>	<p>their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</p> <p>Learn about great artists, architects and designers in history.</p> <p><u>Skills</u> Select ideas based on first-hand observations, experience or imagination and develop these through open ended research</p> <p>Refine their use of learnt techniques</p>
--	--	--	--	--	--	--	--

				<p>Explain and justify preferences towards different styles and artists</p> <p>Begin to develop an awareness of composition, scale and proportion in their work</p> <p>Use simple perspective in their work using a single focal point and horizon</p> <p>Use different techniques, colours and textures when designing and making pieces of work and explain their choices</p> <p>Follow a design brief to achieve an effect for a particular function</p> <p><u>Vocabulary</u> Stencil, graffiti, activist, political</p>	<p>Explain and justify preferences towards different styles and artists</p> <p>Begin to develop an awareness of composition, scale and proportion in their work</p> <p>Use simple perspective in their work using a single focal point and horizon</p> <p>Use different techniques, colours and textures when designing and making pieces of work and explain their choices</p> <p>Follow a design brief to achieve an effect for a particular function</p> <p><u>Vocabulary</u> Stencil, graffiti, activist, political</p>	<p>Explain and justify preferences towards different styles and artists</p> <p>Begin to develop an awareness of composition, scale and proportion in their work</p> <p>Use simple perspective in their work using a single focal point and horizon</p> <p>Use different techniques, colours and textures when designing and making pieces of work and explain their choices</p> <p>Follow a design brief to achieve an effect for a particular function</p> <p><u>Vocabulary</u> Stencil, graffiti, activist, political</p>	<p>Explain and justify preferences towards different styles and artists</p> <p>Begin to develop an awareness of composition, scale and proportion in their work</p> <p>Use simple perspective in their work using a single focal point and horizon</p> <p>Use different techniques, colours and textures when designing and making pieces of work and explain their choices</p> <p>Follow a design brief to achieve an effect for a particular function</p> <p><u>Vocabulary</u> Stencil, graffiti, activist, political</p>
<p>Computing</p>	<p><u>Knowledge</u> Use technology safely, respectfully and responsibly.</p> <p>Use search technologies effectively.</p>	<p><u>Knowledge & Skills</u> Using excel to analyse and present data.</p>	<p><u>Knowledge & Skills</u> Using excel to analyse and present data.</p>	<p><u>Knowledge & Skills</u> Using excel to analyse and present data.</p>	<p><u>Knowledge & Skills</u> Using excel to analyse and present data.</p>		

	<p>Skills Independently, and with due regard for safety, search the internet using a variety of techniques to find a range of information and resources on a specific topic.</p> <p>Use appropriate methods to validate information and check for bias and accuracy.</p> <p>Repurpose and make appropriate use of selected resources for a given audience, acknowledging material used where appropriate.</p> <p>Vocabulary Bias Accuracy Reliable Valid Search engines</p>	<p>Skills Repurpose and make appropriate use of selected resources for a given audiences, acknowledging material used where appropriate.</p> <p>Vocabulary Data Tables Charts Graphs Formulae Spreadsheets</p>	<p>Skills Repurpose and make appropriate use of selected resources for a given audiences, acknowledging material used where appropriate.</p> <p>Vocabulary Data Tables Charts Graphs Formulae Spreadsheets</p>	<p>Skills Repurpose and make appropriate use of selected resources for a given audiences, acknowledging material used where appropriate.</p> <p>Vocabulary Data Tables Charts Graphs Formulae Spreadsheets</p>	<p>Skills Repurpose and make appropriate use of selected resources for a given audiences, acknowledging material used where appropriate.</p> <p>Vocabulary Data Tables Charts Graphs Formulae Spreadsheets</p>		
<p>Modern Foreign Languages</p>	<p><u>Sports /hobbies Revision</u></p> <p>Knowledge Read and write key vocabulary in more complex sentences including comparisons Manipulate language by changing an element in a sentence</p> <p>Skills Use a bilingual dictionary</p>			<p><u>Food at Christmas</u></p> <p>Knowledge To know how French people celebrate Christmas (food and customs related to food)</p> <p>Skills Recite a sort text with accurate pronunciation</p>			

	Integrate new language into previously learned language Vocabulary Je vais – I am going Plus – more Que – than Jouer au football, danser, faire du jogging, lire, regarder la television Qu'est-ce que tu vas faire			Appreciate the differences between Christmas in France and England Vocabulary Huîtres Fruit de mer Réveillon La Dinde de Noel bûche de Noël Pain d'épices			
Music	Stave notation Knowledge Use and understand staff and other musical notations (POS 4) Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (POS 1) Skills Read the notes above and below the stave. Sing songs using staff notation. Sing and perform using instruments, using staff notation as support.	Stave notation Knowledge Use and understand staff and other musical notations (POS 4) Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (POS 1) Skills Read the notes above and below the stave. Sing songs using staff notation. Sing and perform using instruments, using staff notation as support.	Stave notation Knowledge Use and understand staff and other musical notations (POS 4) Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (POS 1) Skills Read the notes above and below the stave. Sing songs using staff notation. Sing and perform using instruments, using staff notation as support.				

	<p>Play tuned (and untuned) instruments with control and rhythmic accuracy, showing a secure awareness of how to play them including how to create dynamic contrast through the way that they are played.</p> <p><u>Vocabulary</u> Notation Structure</p>	<p>Play tuned (and untuned) instruments with control and rhythmic accuracy, showing a secure awareness of how to play them including how to create dynamic contrast through the way that they are played.</p> <p><u>Vocabulary</u> Notation Structure</p>	<p>Play tuned (and untuned) instruments with control and rhythmic accuracy, showing a secure awareness of how to play them including how to create dynamic contrast through the way that they are played.</p> <p><u>Vocabulary</u> Notation Structure</p>				
Physical Education	<p>Real P.E (Cognitive) – Throw Tennis</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • <i>I have a clear idea of how to develop my own and others' work.</i> • <i>I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.</i> • <i>I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.</i> <p><u>Skills</u></p> <ul style="list-style-type: none"> • <i>Co-ordination (Ball skills) and Agility (Reaction and Response)</i> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • <i>Forehand</i> • <i>Backhand</i> • <i>Analyse</i> • <i>Evaluation</i> 			<p>Real P.E (Cognitive) – End Ball</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • <i>I have a clear idea of how to develop my own and others' work.</i> • <i>I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.</i> • <i>I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.</i> <p><u>Skills</u></p> <ul style="list-style-type: none"> • <i>Co-ordination (Ball skills) and Agility (Reaction and Response)</i> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • <i>Forehand</i> • <i>Backhand</i> • <i>Analyse</i> • <i>Evaluation</i> 			
Religious Education				<p><i>The Trinity: How is God 3 and yet 1?</i></p> <p><u>Knowledge</u> Explore the Christian concept of the Trinity</p>	<p><i>Christmas - What do the gospels say about the birth of Jesus/why is it 'good news'?</i></p> <p><u>Knowledge</u> Research the differences in the Gospel accounts of Matthew and Luke and analyse</p>		

				<p>Investigate the different symbolism and characteristics associated with each Person of the Trinity</p> <p><u>Skills</u> Make links between Trinity symbolism, Bible texts and the Christian beliefs they represent</p> <p>Suggest meanings for different aspects of Trinity symbolism, using appropriate vocabulary</p> <p>Explain why the Trinity is an important symbol for Christians</p> <p>Be able to make suggestions how belief in God as Father, Son and Spirit might help Christians</p> <p><u>Vocabulary</u> Trinity, Father, Son, Holy Spirit</p>	<p>what this might reveal about who Christians believe Jesus is.</p> <p>Study why the birth of Jesus might be 'good news'.</p> <p>Explore the differences between Matthew's and Luke's accounts, highlighting the different audiences for whom they were written.</p> <p><u>Skills</u> Compare the events in two Gospel accounts, suggest reasons for the differences</p> <p>Explain what the 'good news' in each Gospel is using evidence from the text</p> <p><u>Vocabulary</u> Gospel, accounts, Apostle, 'Good news'</p>
--	--	--	--	---	--