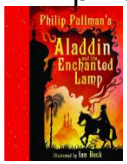
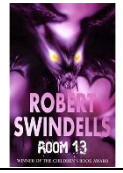
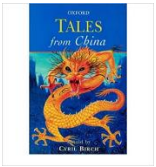
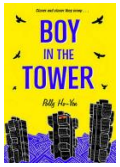
CRABTREE FARM PRIMARY SCHOOL	CURRICULUM OVERVIEW 2022-23	YEAR: 6 Staff: Mrs Wilson, Mr Horne, Mr Shaw, Miss Wilson, Miss Bloomfield

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Early Islamic Civilisation (Baghdad)	Trade	WW1	The Amazing Americas	Shang Dynasty	Our Changing World
Enrichment Experience	Nottingham Forest Football Club PE	Visit to Tesco – Exploring the origins of food. Nottingham Forest Football Club PE	British Legion Nottingham Forest Football Club PE	Science linked visit Wollaton Hall Nottingham Forest Football Club PE	Nottingham Contemporary Arts centre Nottingham Forest Football Club PE	NTU – the adventure into further education Residential DAaRT
Author of the half term / Class Book	Aladdin and the Enchanted Lamp – Phillip Pullman 	Cogheart- Peter Bunzl 	Private Peaceful – Michael Morpurgo 	Room 13 – R Swindell 	Tales from China Cyril Birch 	Boy in the Tower – Polly Ho Hen 
English	Unit 1 – writing to entertain – character descriptions Unit 2 – writing to inform (brochure)	Unit 3 – writing to inform – healthy living Unit 4- writing to entertain poetry	Unit 5 – writing to discuss (SATs) Unit 6 – writing to persuade (linked to Private Peaceful)	Unit 7 - Writing to entertain (a short story for Foundation unit – recreating a classic narrative)	SATs revision Unit 8 – writing to inform (Design and Technology link)	Unit 9 – writing to entertain Narrative / action scene based on 'Boy in the Tower'
Handwriting	Introducing sloped handwriting writing. Unit 1-6	Practising sloped writing. Unit 7-12	Writing for different styles and purposes. Unit 13-18	Writing for different styles and purposes. Unit 19-24	Practicing sloped writing for speed. Unit 24-30	Revision & Find your own style

	Practicing diagonal joins to ascenders, no ascenders and anticlockwise letter formation. Practicing horizontal lines to ascenders	Practicing horizontal joins to no ascenders, horizontal joins to an anticlockwise letter Practising joining from r and joining from s	Practicing joining proportion, joining from f to an ascender and no ascender, Writing a paragraph, writing at speed and legibility size, proportion.	Practicing sloped writing and proportion. Joining to p and b to ascenders. Joining p and b from no ascenders. Parallel down strokes and double letters	Practicing slopped writing all double letters Slopped writing for speed Sloped writing fro fluency Beginning personal style writing for different purposes Printing the alphabet and Capital Letters	Practicing style for speed: Crossbar joining looping from g. Looping from j and y and f. Joins from s and loping from b. Joining from v,w x and y
Maths	**Place Value** **Four Operations + - x** Read, write and order and compare numbers up to 10,000,000 and determine the value of each digit Round any whole number to a required degree Use negative numbers in context and calculate intervals across zero Solve number and practical problems in those listed above	**Four operations / And Fractions** Divide numbers up to four digits by a 2 digit whole number using the formal method of long division and interpret remainders as a whole number Use short method for the above and interpret remainders according to the context Use knowledge of order of operations to carry out calculations involving the four operations	**Converting Measures** Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places	**Decimals** Multiply 1 digit numbers by up to two decimal places by a whole number Fractions, decimals and percentages Use equivalences between simple fractions, decimals and percentages including in different contexts Calculate percentages of quantities when given the total Calculate the total when given the percentage	**Revision** Geometry – shape, position and direction Draw 2D shapes using the given dimensions and angles Recognise, describe and build simple 3D shapers, including making nets Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons	**Themed projects, consolidation and problem solving**

	Solve addition and subtraction multi-step problems in contexts, deciding which operation to use and why Use estimation to check calculations and determine the appropriate degree of accuracy Multiply multi-digit numbers up to four digits by a 2 digit whole number using the formal method of long multiplication Solve problems in relation to the above	Solve problems in relation to the above Use factors to simplify fractions using common multiples to express fractions with common denominators Compare and order fractions greater than 1 Add and subtract fractions with unlike denominators and mixed numbers using equivalent fractions Multiply simple pairs of proper fractions and write the answer in its simplest form Divide proper fractions by whole numbers and simplify Multiply I digit numbers with up to two decimal places by whole numbers	Ratio and proportion Solve problems involving the relative sizes of two quantities where missing values can be found using integer multiplication and division facts Solve problems involving the calculation of percentages Solve problems involving similar shapes where the scale factor is known or can be found Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples Algebra Generate and describe linear number sequences Express missing number problems algebraically	Area, perimeter and volume Recognise that shapes with the same areas can have different perimeters and vice-versa Calculate the area of parallelograms and triangles Calculate the volume of shapes when given the dimensions Statistics Interpret and construct pie charts and line graphs and use these to solve problems Calculate and interpret the mean as an average	Illustrate and name parts of circles including radius, diameter and circumference and know that the diameter is twice the radius Recognise angles where they meet at a point, are on a straight line, or are vertically opposite and find missing angles Describe positions on the full coordinate grid (all four quadrants) Draw and translate simple shapes on the coordinate plane and reflect them in the axes.	

		Use equivalences between simple fractions, decimals and percentages, including in different contexts	Find pairs of numbers that satisfy an equation with two unknowns			
Science	**Animals including humans taught in two parts Autumn 1 and 2** **Heart and Health** **Blood and transportation** Understand the function of the heart and its role in the circulatory system Identify and compare blood vessels in their role in the circulatory system Describe the ways in which nutrients and water are transported within animals, including humans Recognise the impact of exercise on your heart rate Understand that drugs and poor diet can impact your health		**Light** Explore that light appears to travel in straight lines and explain that objects are seen because they give out or reflect light into the eye Know that when light is blocked it will cast shadows which are the same shape as the object that casts them Explore reflection and explain how it can be used to help us see	**Electricity** Describe the parts of a circuit and their use/function Use symbols in place of circuit part names in a scientific diagram Know that the brightness of a bulb or volume of a buzzer is affected by the voltage in a circuit and test this idea Give reasons why components work differently in a circuit including its voltage, age, location and levels insulation	**Living things and their habitat** Classify things according to characteristics that are observable including micro-organisms Give the five kingdoms of life and explain their classifications identify different classes of vertebrates describe different types of fungi giving reasons for its classification	**Evolution and inheritance** Explain how adaptations help animals and plants survive Describe the process of natural selection Explain why animals can look different to their parents Explain that fossils can tell us what an animal looked like and how it functioned Describe the importance of the work of Mary Anning in relation to palaeontology
Science skills	**Working scientifically – revisited across all topics throughout the year** • Use their science experiences to explore ideas and raise different kinds of questions • Talk about how scientific ideas have developed over time					

	• Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions • Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why • Use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment • Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact • Choose the most appropriate equipment to make measurements with increasing precision and explain how to use it accurately • Take repeat measurements where appropriate • Make their own decisions about what observations to make, what measurements to use and how long to make them for • Decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Look for different causal relationships in their data and identify evidence that refutes or supports their ideas • Identify scientific evidence that has been used to support or refute ideas or arguments • Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas Use oral and written forms such as displays and other presentations to report conclusions, causal relationships and explanations of degree of trust in results • Use their results to make predictions and identify when further observations, comparative and fair tests might be needed					
Computing	**iProgram** Unit 1 (6 lessons) To understand the difference between games and simulations To identify the various inputs that computer games can use To program a computer game by sequencing conditional statements To understand that the behaviour of a	**iNetwork** (6 lessons) To understand that a computer network is a group of computers that are connected To know that computer networks allow users to communicate and share To understand that the internet is many networks that are connected to each other To know that a router	**iData** (5-6 lessons) To identify some parts of a spreadsheet To identify cell references To understand that spreadsheets can be used to store numerical data and to make calculations To understand that recalculations with different values can be done quickly To enter a formula to calculate totals	**iModel** (6 weeks) To become familiar with basic Sketchup tools To build a house to scale using Sketchup To use features of graphical modelling software to develop a 3D model To evaluate and improve 3D models To add images to 3D models	**iSafe** (9 lessons) Recognise the importance of protecting passwords Know how to create passwords that are hard to guess Customise privacy settings for the online services Make decisions about information sharing Put into practice what the children	Additional project – **iApp** (6 lessons) To understand the value of mobile technology and its future development To explore event-driven programming using a text-based programming language To understand the importance of decomposition (breaking a problem into smaller parts and

	computer program should be planned To understand that programs are developed according to a plan To program an algorithm according to a plan To develop a program according to a plan	sends/receives information as packets of data To know that computers connected to the Internet have their own address To understand that services involving web pages on the internet are known as the World Wide Web and that websites can be traced to a particular webserver To know that internet search engines maintain, and rank, a list (or index) of other websites available on the world wide web To use clear search terms when conducting internet searches in order to find things out To know that web pages are written in HTML	To enter numerical data into cells To understand that graphs and charts can be created and easily be changed from spreadsheet data To understand the SUM function can be used to create formulas that will perform addition calculations To use a spreadsheet to model a costing exercise	To import a Sketchup model into Google Earth	have learnt about privacy and security Identify situations of harassment or bullying online Learn specific ways to respond to bullying when you see it Learn there are different ways to intervene in a specific situation Choose how to respond from options that feel safe and appropriate Express feelings and opinions in positive, effective ways Respond to negativity in constructive and civil ways Make good decisions when choosing how and what to communicate Identify situations when it's better to	solve one part at a time) To understand that variables contain values To use algorithms to develop a solution to a problem To translate algorithms into code To use abstraction and functions in programs To develop an app according to a plan

		To recognise and use basic HTML syntax			wait to communicate face-to-face Recognise that seeking help for oneself or others is a sign of strength Be aware of online tools for reporting abuse	
RE		**Teachings, Wisdom and Authority** Explain the impact of beliefs about sacred writings, God and values. Explain two viewpoints about why people need wise words to follow. Consider varied answers to questions about the value of holy writings and other sources of wisdom. Explain with reasons why (e.g.) Christians and Muslims revere their holy texts. Explain thoughtfully their own ideas about	**Religion, World Views, Family and Community** Explain the impact of beliefs about communities on people from different religions. Connect at least two viewpoints about whether our communities can be more harmonious to teaching from religious sacred texts. Consider varied answers to questions about building peaceful families and communities. Explain thoughtfully their own ideas about communities – why they matter, and how they can become stronger. Apply the ideas of tolerance and respect to some tensions or problems in community relations. Explain what matters about peace, respect and harmony to themselves and in our community.		**Beliefs in Action in the World. Global Issues** Explain the impact of beliefs on how people respond to Charity. Connect two viewpoints about justice and charity: should religious people do more to help the poor, or is it everyone's task? Consider varied answers to questions about justice, fairness, human rights and environment. Explain thoughtfully their own ideas about the work of some global development charities.	**Beliefs in Action. What was the Kindertransport?** Explain the impact of beliefs on people lives. Show that they understand a story of a survivor of Nazi hatred. Write a factsheet about the ways Jewish people responded to the prejudice and hatred of the Nazis. Consider varied answers to questions about suffering and God. Explain with reasons why it is important to remember examples of hatred and prejudice, and

		wise words, selecting examples and clearly expressing reasons for their choices. Apply the idea of 'words of wisdom' for themselves, selecting examples and explaining them. Explain similarities between holy books or writings from two different religions.			Apply the idea of justice to at least two case studies. Explain similarities and differences between two global aid charities.	why 'never again' is an important idea. Apply the ideas of respect, harmony and goodness to the lives of those who rejected Nazi ideas. Explain what matters about remembrance of those who died and those who survived and the idea of 'upstanders'.
RSE/PSHE	SCARF - Families and people who care for me To understand fairness in relationships (RE2) To know that civil partnerships and marriages are examples of lifelong legal commitments that people in stable, loving relationships may choose to make (RE4, RE5) To know that forcing anyone to marry is a crime; and understand that support is available to protect and prevent people	Nottingham Forest PLPS Rainbow laces diversity lesson 1 x RSE lesson – puberty changes SCARF – Caring friendships To understand that relationships may change over time and that new relationships and friendships can develop (RE7) – Healthy relationships To demonstrate the skills needed to	1 x RSE lesson – understanding and naming different relationships (including romantic relationships) Valuing difference To make others feel included (RE9) To know some places where people can go to get support if they are experiencing relationship difficulties (RE6, RE29, RE30, RE31, RE32)	1 x RSE lesson – the process of reproduction Being my best To plan a healthy meal using the main food groups (HE23) To understand how healthy nutrition supports my body and mind (HE22) To know a range of strategies to maintain and improve mental wellbeing (HE5, HE6) To know some early signs of	SCARF – Being safe To manage and assess risks in different situations, particularly regarding physical contact and adults I don't know (RE19, RE27, RE28, RE29, RE30, RE32) To explain some strategies for resisting pressure in different forms (RE25, RE26, RE30, RE32) To report something I am	SCARF – Online relationships To understand how information and data is shared and used online (RE24) To explain and demonstrate safe use of a mobile phone and/or tablet (HE12) To understand the need to use respectful language and the legal consequences for sending offensive online communications (HE13, RE21)

	being forced into marriage. (RE5)	make new friends and manage changing friendships (RE10, RE11) To make others feel included (RE9)	To recognise and challenge discrimination, teasing, anti-social and aggressive behaviours in an appropriate way (RE12, RE16, RE17, RE18) To identify hate crime and know how to report it To demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment	physical illness (HE26, HE27) To understand about the types of immunisation and vaccination and why they are important (HE31) To demonstrate some basic first aid for common injuries (HE33)	unsure about (RE22) To explain the risks around communicating with people online and online 'friendships' and know how to keep myself safe (RE20, RE23) To make decisions about what is ok to share online (RE24) 1 x RSE lesson – communication and behaviour in relationships	
Art	**AccessArt** **2d drawing to 3d making** Disciplines: Drawing, Sculpture, Graphic Design, Collage, Sketchbooks Key Concepts: That drawing and making have a close relationship. That drawing can be used to		**AccessArt** **Print and activism** Disciplines: Printing, Collaging, Drawing Key Concepts: That artists can use art as a way to express their opinions, using their skills to speak for sectors of society.		**AccessArt** **Shadow puppets** Disciplines: Making, Drawing, Sketchbooks Key Concepts: That there are many traditions of using intricate cutouts as shadow puppets to narrate archetypal stories. That artists and craftspeople adapt	

	transform a two dimensional surface, which can be manipulated to make a three dimensional object. That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork. That we can use methods such as the grid method and looking at negative space to help us draw. That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic.		That artists acting as activists often use print because it allows them to duplicate and distribute their message. That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language. That through art as activism we can come together.		the traditions they inherit to make them their own, and to reflect the culture they live in. That we can take inspiration from other artists and cultures and make the processes and techniques our own by using materials, tools and narratives which are important to us. That we can work in collaboration with others to make a shared experience.	
DT		**Super Seasonal Cooking** Understand seasonality in the context of when fruit and vegetables			**Felt Phone Cases** To use research and develop design criteria to inform the design of innovative,	**Marbulous structure** To investigate and analyse a range of existing products in

		are in season in Britain. Understand seasonality and know where and how a variety of ingredients are reared caught and processed in the context of where food is reared, caught and processed in the United Kingdom. To understand seasonality in the context of tasting food that is in season Understand and apply the principles of a healthy and varied diet in the context of the importance of protein in the diet. Select from a wider range of ingredients, according to their functional properties and aesthetic qualities in the context			functional, appealing products that are fit for purpose, aimed at particular individuals or groups in the context of creating a design criteria for a mobile phone case. To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams in the context of making a paper template for a mobile phone case. To generate, develop and communicate their ideas through discussion, prototypes and pattern pieces in the context of making a paper template for a mobile phone case.	the context of looking at existing free-standing structures. To apply their understanding of how to strengthen, stiffen and reinforce more complex structures in the context of strengthening, reinforcing and stabilising a cardboard tube. To select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately in the context of joining cardboard tubes accurately together. To select from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping,

		of selecting ingredients for a seasonal meal. Consider the views of others to improve their work in the context of improving their design for a seasonal meal. Generate, develop, model and communicate their ideas through discussion and annotated sketches in the context of designing a healthy seasonal meal. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques in the context of preparing and cooking a healthy seasonal meal. Evaluate their products against their own design criteria in the			To generate, develop, model and communicate their ideas through prototypes in the context of practising different stitches to inform the final design. To generate, develop, model and communicate their ideas through discussion and annotated sketches in the context of creating a step by step plan to communicate the making process. To select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities in the context of selecting decorative techniques and fastenings for felt phone cases.	joining and finishing), accurately in the context of developing practical skills to help make bends in marble runs. To investigate and analyse a range of existing products in the context of investigating commercially bought marble runs. To select from and use a wider range of materials and components according to their functional properties and aesthetic qualities in the context of selecting and using materials and components to make a marble run. To evaluate their ideas against their own design criteria and consider the views of others to improve their work

		context of evaluating their seasonal meal. Toolbox talks Inventor research			To evaluate their ideas and products against their own design criteria in the context of evaluating a felt phone case against a design criteria created.	in the context of evaluating their marble run against the design criteria set in lesson 5.
Food for Life	Preparing for the winter ahead Pruning and selecting herbs/spices from the planters	What foods can we grow in the classroom or indoors? Short term planting goals for sale and use in school.	Potatoes – recipes for rationing. From Farm to Fork Seeds and seedlings preparing for the outdoor planters	Transferring seeds and seedlings to the outdoors. Tidying and conditioning the soil	Maintain planters feeding, watering and weeding.	Harvest, consume and sale of herbs and produce from planters and beds.
Geography		**Trade** To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. To locate the world's countries, using maps to focus on Europe (including the		**Amazing America (North America**) To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. To describe and understand key aspects of physical geography, including: climate		**Our Changing World** To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. To use the eight points of a compass, four and six-figure grid

		location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristic and major cities in the context of UK imports and exports. To use maps, atlases, globes and digital computer mapping to locate countries and describe features studied in the contest of UK trade links. To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.		zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. locate the world's countries To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the		references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

				Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)		
History	**Early Islamic Civilisation (Baghdad)** To study non-European society that provides contrasts with British history – early Islamic civilization - a study of Baghdad c. AD 900. To develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. To note connections, contrasts and trends over time (between Europe circa 900AD and Baghdad C900AD) and develop the		**World War 1** Explore the impact of WW1 on the technological development of England. Explore the impact on women's roles during the war and the changes in law subsequently Give causes of WW1 and provide the reasons why the war came to an end. Examine the idea of equality with particular reference to ethnic minority groups during the Great War – Walter Tull study. Define, use and identify examples		**Shang Dynasty** Study the achievements of an early civilisation in comparison to a European example –How have their contributions shaped the world today? Children will be able to find Shang on a map and identify its place on a time line and make comparisons about its position and duration compared with other civilisations. Raise questions about the validity surrounding sources of information – can we really rely on what we have found? Artefacts.	

	appropriate use of historical terms. To understand how our knowledge of the past is constructed from a range of sources – and learn to evaluate their usefulness and reliability To address and devise historically valid questions about change, cause, similarity and difference, and significance – noting the importance of significant discoveries, inventions and roles within the time period being studied To construct informed responses that involve thoughtful selection and organisation of relevant historical information – justifying our opinion with		of propaganda to support ideology.			

	reasoned arguments supported by accurate detail					
Spanish	**Presenting Myself** Learning how to speak, read and write greetings. How to say my name is… How I am feeling , how old I am and learning to count to 20	**At School** Learning how to speak, read and write classroom objects. Know how to say what is in their pencil case and what is not in their pencil case.	**Telling the time** Learning how to speak, read and write how to tell the time in Spanish.	**Fruits** Learning how to speak, read, write, and recognise fruits, Ask if they like or dislike a particular fruit. Know how to say what fruits they themselves like and dislike	**Vegetables** Learning how to speak, read, write and recognise Vegetables. Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.	**Healthy Lifestyles** Learning how to speak, read, write and recognise ten foods and drinks that are considered good for your health. Name and recognise ten foods and drinks that are not considered good for your health. Say what activities they do to keep in shape during the week. Say in general what they do to keep a healthy lifestyle. Learn to make a healthy recipe in Spanish.
Music	Exploring straight and syncopated rhythms through song and body percussion. Developing co-ordination and rhythm skills. Performing rhythmic sequence to a piece of music.	Understanding music narrative and interpreting notation. Learning about sound effects in movies and composing sound effects to fit a movie. Identifying changes in tempo and the effect.	Recall prior learning in Garage Band. Create a two or three multi track recording focusing on beat, riff and ostinato. Arranging loops and understanding texture. Creating rhythmic and	Feeling and moving to a 3-beat pulse and revising rhythmic ostinato. Performing an ostinato. Understanding and singing in harmony and learning about chords. Performing rhythms and	Devising rhythmical actions to music. Improvising descriptive music. Playing rhythm cycles/ostinato. Combining rhythm cycles in a percussion piece. Singing call and response songs in	Singing a song with expression and sustained notes. Singing in two-part harmony. Performing complex song rhythms confidently. Identifying the structure of a piece

	Developing the concept of pitch shape and relating it to movement. Understanding pitch though movement and notation. Exploring rhythm though dance. Combining & layering rhythms. Exploring ways of combining and structuring rhythms though dance.	Creating and performing a sequence of melodic phrases with a movie. Exploring the effects of music on movies and exploring soundtracks. Create, evaluate and refine compositions.	harmonic foundation using drums and strings. Create three contrasting keyboard melodies. Create and record lyrics on a chosen theme. Record a final version of the composition.	melodies on drums and tuned percussion. Revising, rehearsing and developing music for performance. Understanding the overall process of a musical performance. Performing to an audience.	two groups. Devising rhythmic movement. Developing a descriptive composition. Planning and structuring pieces to make a finale. Combining songs with rhythmic cycles. Developing and rehearsing for a performance. Performing to an audience.	of music. Learning to play a melody with chordal accompaniment. Experiencing the effect of harmony changing. Singing in two or three part harmony. Understanding song structure/coda. Playing instrumental parts to accompany a song. Listening to and understanding modulation in a musical bridge. Preparing for a performance.
PE	**Swimming x 2 per week** By the end of Key Stage 2, children should be able to: Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	Nottingham Forest Primary Stars **Real PE - Personal** To recognise my strengths and weaknesses and set myself appropriate targets. To see all new challenges as new opportunities to develop.	Nottingham Forest Primary Stars **Real PE – Social** To negotiate and collaborate appropriately. To give and receive sensitive feedback to improve myself and others. To help and organise roles and responsibilities and	Nottingham Forest Primary Stars **Real PE – Creative** To adapt and adjust my skills, movements or tactics so they are different to others. To respond imaginatively to different situations. To change tactics, rules or tasks to	Nottingham Forest Primary Stars **Real Dance – Physical** Dance focus – artistry, partnering, circles, shapes. To create and perform a variety of skills consistently and effectively in response to different tasks.	Nottingham Forest Primary Stars **Real PE – Health and fitness** To self-select and perform appropriate warm-up and cool down activities. To identify possible dangers when planning an activity.

	Perform safe self-rescue in different water-based situations. **Mile**	To cope well and react positively when things become difficult. To persevere with a task and improve my performance through regular practice. To know where I am with my learning and begin to challenge myself. **Mile**	guide a small group through a task. To show and tell others about my ideas. To show patience and support. **Mile**	make activities more fun or more challenging. To link actions and develop sequences of movements that express my own ideas. To recognise similarities and differences in movements and expression. To make up my own rules and versions of activities. **Mile**	To perform a range of skills fluently and accurately in practice and performance situations. To connect a variety of movements and skills together accurately. **Mile**	To record and monitor how hard I am working. To explain how often and how long I should exercise to be healthy. To describe the basic fitness components. To explain why we need to warm-up and cool down. To describe how and why my body changes during and after exercise. **Mile**