



Grosvenor Road Primary School



Year 6 Curriculum

Be the best you can be

Introduction

At Grosvenor Road Primary School we deliver a **broad and balanced curriculum** that enables all children to 'be the best they can be.' The English and mathematics curriculum follows 'mastery principles': ensuring children have opportunities to embed learning before moving onto the next topic. The curriculum is inclusive and imaginative: stimulating young minds as well as preparing them for the modern world.

English

Literature lies at the heart of the school's English curriculum: the children read both contemporary and classical British authors as well as literature from around the world. In writing, each unit of work is split into three outcomes. Outcome 1 is scaffolded and modelled by the teacher. Outcome 2 allows the children to work independently on a similar genre and Outcome 3 gives the children the opportunity to apply their learning in a different curriculum area.

Mathematics

There is a termly plan for each year group from Year 1 to Year 6. Each term is split into twelve weeks. As part of each overview, a significant amount of time is devoted to developing key number concepts each year. This ensures students build their fluency as number sense will affect their success in other areas of mathematics. Students who are successful with number are much more confident mathematicians.

The wider curriculum

The National Curriculum subjects are taught discretely, this ensures children become skilled in Science, Computing and the foundation subjects. The school is committed to developing an appreciation of visual and performance art alongside inspiring the next generation of historians and geographers. Throughout the curriculum British values of: Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance for those with different faiths and beliefs are interwoven.

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English

Term	<u>Autumn 1</u>	<u>Autumn 2</u>
Text Types	Write to Entertain: Write to Inform:	Write to Entertain: Write to Inform:
Grammar and Vocabulary	<ul style="list-style-type: none"> Use relative pronouns, who which where when that, at the end and embedded and where the pronoun is omitted Create and punctuate complex sentences using ed and ing opening clauses in fiction and non-fiction writing. Create and punctuate simile starters. E.g. Like a bat out of hell, I'll be gone when the morning comes. Use expanded noun phrases to convey complicated information concisely. E.G. I am the one and only. Past and present tense 	<ul style="list-style-type: none"> Use devices to build cohesion between paragraphs in narrative – adverbials such as in the mean time, meanwhile, in due course, until then, several days earlier, years past, many hundred years ago, back in the summer of 69. Use devices to build cohesion between paragraphs in non-narrative texts – this causes, due to this, as a result, subsequently. Identify subject and object of a sentence. Steven Gerrard (subject) has always excelled at sports. (object) Passive and active – the window was broken by David (passive) David broke the window (active) Past perfect and present perfect – (past perfect - had with past tense form of verb) (present perfect – have or has with past tense form of verb) Co-ordinating and subordinating conjunctions (FANBOYS – co-ordinating) Use preposition phrases – position – next to, beside, around, underneath. Use modal verbs to qualify certainty – might, may, could, should.
Punctuation	<ul style="list-style-type: none"> Punctuate complex sentences correctly using punctuation to mark boundary between clauses (The animals watched the man who had been chopping down a tree. The man, who had been chopping down a tree, stopped to rest. Inquisitively, the animals watched the man whilst he chopped down a tree.) To use commas for clarity and avoid ambiguity (Let's eat Grandma. vs Let's eat, Grandma.) Use punctuation for parentheses – emphasising the variance of degree. (The house, lonely and abandoned, teetered on the edge of the cliff.) Speech punctuation (He said, "You've got to hold on to what you've got.") Apostrophes for omission and contraction (I'll be there for you. We're living on a prayer. I'm halfway there.) Punctuation of bullet points to list information. 	<ul style="list-style-type: none"> Use semi-colons to mark the boundary between independent clauses –The day had finally arrived; it was destined to be one to remember. Colons to introduce a list – Things I have lost: my pens, pencils, rulers and marbles. Punctuate complex sentences marking the boundary between clauses. When I was just a little girl, I asked my mother what shall I be? Punctuation for parenthesis – Steven Gerrard, the greatest footballer in history, captained Liverpool for many years. Speech punctuation – Nicky said, "There will be no reverse gear." Apostrophes for omission and contraction (I'll be there for you. We're living on a prayer. I'm halfway there.)

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Composition	<ul style="list-style-type: none"> To build cohesion within a paragraph using firstly, presently, then, this subsequently Build cohesion across paragraph using adverbials of time, place and number e.g later, nearby secondly Identify the audience and purpose of a piece of writing and consider when selecting language and structure. Create own plan for writing – using further organisational and presentational devices to structure text and guide the reader. Examine how character and setting are presented e.g. study short sentences of or sections of a text which introduces a character. Blend action, dialogue and description within and across paragraphs Independently edit and improve own writing using a success criteria and proof read for consistent use of tense subject-verb agreement and punctuation. Make choices about which letters to join, legible, fluent with increasing speed. 	<ul style="list-style-type: none"> Compare, collect and use vocabulary typical of formal and informal speech/writing Develop character and setting through vocabulary and sentence structure choices (show not tell) Blend action and description within sentences and paragraphs to convey character and advance the action – He looked at me. His eyes were watering a bit and he wiped them with a dark blue hanky he always had in his top pocket. Revise the different sentence structures and identify the effect created by their use. (Simple for impact/clarity, compound to link ideas, complex with a range of openers.) Evaluate the effectiveness of their own and others writing – suggesting and making sensible changes, editing and improving.
	Term	<u>Spring 1</u>
Text Types	Write to Entertain: Write to Inform:	Write to Entertain: Write to Inform:
Grammar and Vocabulary	<ul style="list-style-type: none"> Identify preposition phrases and subordinate clauses; explain how to distinguish the two. To identify the subjunctive form in formal speech. (if I were to predict the future of these creature... The law requires that zoos be inspected frequently.) Past and present progressive (I was running – past progressive. Vs Dave is running - present progressive.) Use preposition phrases relating to position and time and cause. Future perfect – I will have Use hyphens to avoid ambiguity – Tracy is the best-known cyclist in the competition. Vs Tracy is the best known cyclist in the competition – and explain how the use of the hyphen changes the meaning. Identify Exclamation, command and question sentences (How What for exclamation) Select verb forms for meaning and effect. 	

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Punctuation	<ul style="list-style-type: none"> Use semi-colons to mark the boundary between independent clauses AND to separate lists. - --The day had finally arrived; it was destined to be one to remember. Vs For his trip to the beach, Steven required: a bucket and spade; factor 75 sun cream; some jelly sandals and £15 spending money. Use colon to replace subordinating conjunction for cause. - He ran for higher ground because the tide was coming. Vs He ran for higher ground: the tide was coming. Use dashes brackets commas for parenthesis - Steven Gerrard, the greatest footballer in history, captained Liverpool for many years. Vs Steven Gerrard (the greatest footballer in history) captained Liverpool for many years. Vs Steven Gerrard - the greatest footballer in history - captained Liverpool for many years. Speech punctuation Nicky said, "There will be no reverse gear." 	
Composition	<ul style="list-style-type: none"> Identify audience and purpose Plan layout/vocabulary/structures appropriate to text type Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action. "They're perfect!" Sophie turned the books over. She sniffed the insides. The paper smelt of brambles and tin kettles. Select and discuss appropriate register for formal and informal purposes. When writing and editing, consciously control the use of different sentence structures and effect. Assess the effectiveness of own and others' writing in relation to audience and purpose, suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures. 	
Term	<u>Summer 1</u>	<u>Summer 2</u>
Text Types	Write to Entertain: Write to Inform:	Write to Entertain: Write to Inform:
Grammar and Vocabulary	<p><u>With increasing accuracy</u></p> <ul style="list-style-type: none"> Identify preposition phrases and subordinate clauses, explain how to distinguish the two. To identify the subjunctive form in formal speech. (if I were to predict the future of these creature... The law requires that zoos be inspected frequently.) Past and present progressive (I was running – past progressive. Vs Dave is running - present progressive.) Use preposition phrases relating to position and time and cause. Future perfect – I will have Use hyphens to avoid ambiguity – Tracy is the best-known cyclist in the competition. Vs Tracy is the best known cyclist in the competition. Identify Exclamation, command and question sentences (How What for exclamation) Select verb forms for meaning and effect. <p style="text-align: center;"><i>Application of skills through a cross curricular project</i></p>	

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Punctuation	<p>With increasing accuracy</p> <ul style="list-style-type: none"> Use semi-colons to mark the boundary between independent clauses AND to separate lists. - The day had finally arrived; it was destined to be one to remember. Vs For his trip to the beach, Steven required: a bucket and spade; factor 75 sun cream; some jelly sandals and £15 spending money. Use colon to replace subordinating conjunction for cause. - He ran for higher ground because the tide was coming. Vs He ran for higher ground: the tide was coming. Use dashes brackets commas for parenthesis - Steven Gerrard, the greatest footballer in history, captained Liverpool for many years. Vs Steven Gerrard (the greatest footballer in history) captained Liverpool for many years. Vs Steven Gerrard - the greatest footballer in history - captained Liverpool for many years. Speech punctuation Nicky said, "There will be no reverse gear." <p style="text-align: center;"><i>Application of skills through a cross curricular project</i></p>
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Composition	<p>With increasing accuracy</p> <ul style="list-style-type: none"> Identify audience and purpose Plan layout/vocabulary/structures appropriate to text type Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action. "They're perfect!" Sophie turned the books over. She sniffed the insides. The paper smelt of brambles and tin kettles. Select and discuss appropriate register for formal and informal purposes. When writing and editing, consciously control the use of different sentence structures and effect. Assess the effectiveness of own and others' writing in relation to audience and purpose, suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures <p style="text-align: center;"><i>Application of skills through a cross curricular project</i></p>
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TEXTS

Autumn	Spring	Summer
		

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Reading

For more information on reading please see our Whole School Reading Journey

	Key Learning
Word Reading	<ul style="list-style-type: none"> ○ Work out unfamiliar words focusing on all the letters in the word ○ Use knowledge of prefixes and suffixes to investigate how the meaning of words change – <i>un+happy+ness</i> ○ <i>Use suffixes to understand the meaning of words – cious –tious –tial</i> ○ Read and understand words from the Year 5/6 word list ○ Use etymology to help pronunciation and understanding of new words
Reading Behaviour	<ul style="list-style-type: none"> ○ Recommend texts to peers with reasons for choice e.g. novels, newspaper articles, non-fiction ○ Express preferences about a wider range of texts including modern/historical fiction, traditional stories and legends ○ Learn a wide range of poems by heart ○ Prepare poems and play scripts to read aloud and perform using correct intonation, tone to make the meaning clear to the reader.
Understanding Texts	<ul style="list-style-type: none"> ○ Explain the meaning new vocabulary within the context of the text ○ Use punctuation to determine intonation and expression when reading aloud ○ Check that text makes sense and demonstrate an understanding of what has been read ○ Demonstrate the use of taught reading strategies ○ Use a combination of skimming, scanning and close reading to locate specific details ○ Infer characters feelings, thoughts and motives from their actions and justify inferences with evidence (PE) ○ Predict what might happen from information stated or implied ○ Re-read and read ahead to locate clues to support understanding ○ Recognise themes within and across texts (link to writing : overcoming the monster: Journey: Quest etc) ○ Make comparisons within a text: Compare characters within and across text: Compare texts within different time periods ○ Understand and identify the information which is Fact and information that is Opinion ○ Be able to summarise the main ideas from one or more paragraphs ○ Justify opinions with reference to the text ○ Understand, in a variety of different texts, how the structure and presentation contributes to the meaning
Evaluating author's use of language	<ul style="list-style-type: none"> ○ Explore, recognise and use the terms <i>simile, metaphor and imagery</i> and be able to find examples of these within texts ○ Explain what effect the authors choice of language has on the reader
Participating in discussion and debate	<ul style="list-style-type: none"> ○ Participate in discussion about books that they read or have been read to them, be able to challenge others views ○ Discuss texts as a group or class – <i>This reminds me of..... I think that I wonder</i>




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Mathematics

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value		Number Addition, subtraction, multiplication and division				Number Fractions A		Number Fractions B		Measurement Converting units	
Spring	Ratio		Algebra		Number Decimals		Number Fractions, decimals and percentages		Measurement Area, perimeter and volume		Statistics	
Summer	Geometry Shape			Geometry Position and direction	Themed projects, consolidation and problem solving							

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Science





Year	Key Skills			Key Topic Knowledge		
6	Using Investigative Approaches	Communicating and Collaborating	Working Critically with Evidence and Thinking Scientifically	Autumn 	Spring 	Summer 
	<p>Fair testing, incorporating an understanding for the need of reliable evidence.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</p> <p>Know when it's appropriate to take repeat readings.</p> <p>Check if findings are reasonable by comparing with the findings of other</p>	<p>Records/presents in a variety of more complex ways, considering degree of trust.</p> <p>Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Record observations systematically and logically and present them as a line graph if necessary.</p>	<p>Independently explains what they see using key scientific ideas.</p> <p>Can independently use key scientific ideas and concepts to offer explanations for what they have found out, to make predictions, and to hypothesise about why something may be the way it is.</p>	<p>Aut 1</p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> • <i>To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</i> • <i>To classify plants based on specific characteristics and explain their reasoning.</i> • <i>To classify animals based on specific characteristics and explain their reasoning.</i> • <i>To define a living thing (To know they must MRS GREN)</i> • <i>To be able to use a dichotomous key.</i> • <i>To understand the significance of the work of</i> 	<p>Spr 1</p> <p>Electricity</p> <ul style="list-style-type: none"> • <i>To understand that electricity is the flow of electrons.</i> • <i>To understand the terms volt and amp and the people associated with them.</i> • <i>To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</i> • <i>To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</i> • <i>To use and recognise symbols when representing a simple circuit in a diagram.</i> 	<p>Sum</p> <p>Animals including humans</p> <p>(Sum 1: Circulatory system and exercise)</p> <p>(Sum 2: Keeping healthy, diet and lifestyle)</p> <ul style="list-style-type: none"> • <i>To identify and name the main parts of the human circulatory system.</i> • <i>To describe the functions of the heart, blood vessels</i> • <i>Describe the function of the blood and where it is created..</i> • <i>To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</i> • <i>To describe the ways in which nutrients and water are</i>

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	<p>groups.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p>	<p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms (e.g. displays, or other presentations).</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Select most appropriate form of recording results, using previous knowledge and experience.</p>		<p>Carl Linnaeus.</p> <p>Aut 2</p> <p>Light</p> <ul style="list-style-type: none"> • <i>To recognise that light appears to travel in straight lines</i> • <i>To explain that objects are seen because they give out or reflect light into the eye</i> • <i>To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</i> • To understand how we see different colours. • <i>To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</i> • To understand the structure of the eye. 	<ul style="list-style-type: none"> • To evaluate the effectiveness of circuits. • To design and create a circuit for a given purpose. <p>Spr 2</p> <p>Evolution and inheritance</p> <ul style="list-style-type: none"> • <i>To recognise that living things have changed over time</i> • <i>To recognise that fossils provide information about living things that inhabited the Earth millions of years ago.</i> • To investigate the different types of fossilisation. • <u><i>To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</i></u> • <i>To understand how adaptation can lead to evolution (peppered moths)</i> • <i>To understand the key role Charles Darwin played in the development of evolution theory.</i> 	<p><i>transported within animals, including humans.</i></p> <ul style="list-style-type: none"> • To know and understand how the digestive system works. • To use a food chain to explain the flow of energy in a habitat. • To use a food web to explain the flow of energy in a habitat. • To understand the impact on of external factors on a food chain (habitat) e.g. pesticides. • To understand the function of the skeleton. • To understand the function of the muscular system and how it works. • To understand the function of the central nervous system.
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History





Year	Key Skills				Key Topic Knowledge		
6	Knowledge Chronological Awareness	Knowledge and Understanding of significant aspects of history	Understand historical concepts	Organise, evaluate and communicate information	Autumn	Spring	Summer
	Pupils make appropriate use of dates and specialist terms.	Depth of factual knowledge and understanding of Britain and the wider world. Can identify features and make links between past societies and periods.	Pupils use historical concepts to create their own structured accounts, including written narratives and analyses	Pupils can understand the methods of historical enquiry, including how evidence is used and discern how and why contrasting arguments and interpretations of the past have been constructed.	Aut 1  Conflict  Family, Home & Settlements The Vikings <ul style="list-style-type: none"> • To know why Vikings were known as Norsemen • To know the Vikings' beliefs system - including Valhala/ Sagas • To name the countries the Vikings came from • To know the Key dates in the Viking timeline from the first Viking raid AD700 – the Viking defeat at Stanford Bridge in AD 1066 • To know the meaning of some Viking terms and their historical context – Danegeld/Danelaw • <u>To know the difference between and reasons for raiding and settling</u> • To name and describe the features of different types of Viking ships and their purpose. 	Spr 2  Family, Home & Settlements  Chronology The Industrial Revolution <ul style="list-style-type: none"> • To know key dates related to the industrial revolution including the invention of the Steam engine and the first passenger railway. • To know Key figures associated with the industrial revolution and their lasting impact on modern Britain. • To know how the lives of the rich and poor were affected by the industrial revolution. • To know the features and conditions of Workhouses – • To know the main features of the Child Labour and Education Acts. • To know key features of The Industrial Revolution in Salford 	

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					<ul style="list-style-type: none">• To Understand and describe Viking battle tactics including weapons• To name Key historical figures from the Viking age and describe the impact they had.		
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Geography

Year 6	Key Skills				Key Topic Knowledge		
	Locational Knowledge	Place Knowledge	Human and physical Geography	Geographical Skills & Fieldwork	Autumn	Spring	Summer
	Know more about the features of a variety of places around the world from local to global and in different parts of the world.	Understand about the links and relationships between different places and that make places dependent on each other.	Describe and explain a range of physical and human processes and recognise that these processes interact to produce distinctive characteristics of places. Describe ways in which physical and human processes operating at different scales create geographical patterns and lead to changes in places.	Explain own views Suggest own geographical enquiry. Select and use appropriate skills to conduct enquiry. Present findings both graphically and in writing to reach a conclusion and evaluate the information	Aut 2 Map Skills - York  <ul style="list-style-type: none"> To interpret a range of sources of geographical information including maps, globes and aerial photographs To understand, identify and compare aspects of both human and physical geography. To use and reference compass points. To accurately use a 6-figure grid reference. To create sketch maps when carrying out a field study. To map land-use using their own criteria. <p style="color: red;">globe, aerial, human and physical Geography, compass, grid reference, land-use</p>	Spr 1 Will we ever see the water we drink again?  <ul style="list-style-type: none"> To understand the water cycle To understand the process of water Treatment (the man-made water cycle). To understand how and why Rainfall is different for different areas. To understand why water is a precious commodity (Water Aid) Choose the best way to collect information needed and decide the most appropriate units of measure. To study the effect of flooding in an area of England. <p style="color: red;">flooding, reservoir, desert, equator, filter, commodity, spring, ocean, pollutant</p>	Sum 2 Where on Earth are we?   <ul style="list-style-type: none"> Use maps, aerial photos, plans and web resources to describe what a locality might be like. Describe how some places are similar and others are different in relation to their human/ Physical features (settlement and land use). Recognise key symbols used on ordnance survey maps. To describe and understand key aspects of biomes and vegetation belts. To identify and name the Tropics of Cancer

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							<p>and Capricorn as well as the Arctic and Antarctic circles.</p> <ul style="list-style-type: none">• To identify the position and significance of longitude and latitude. <p>Locality, settlement, land-use, ordnance survey, biome, vegetation, tropics, longitude, latitude</p>
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Religious Education

Autumn 1		
Key question U2.5: Is it better to express your religion in arts and architecture or in charity and generosity?		
Strand/Questions/Religions	Suggested content for learning <small>Teachers can select content from these examples and add more of their own</small>	Learning Outcomes <small>(intended to enable pupils to achieve end of key stage outcomes):</small>
<p>Strand: Expressing</p> <p>Questions in this thread:</p> <p>3.7 How can people express the spiritual through the arts?</p> <p>Religions and worldviews: Christians, Muslims and nonreligious, e.g. Humanists</p>	<ul style="list-style-type: none"> • Find out about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive. • Work in a small group and present to the class an example of the most impressive religious art or architecture. • Notice, list and explain similarities and differences between Christian and Muslim sacred buildings. • Discuss Muslim and Christian ideas (e.g. from scriptures) about the importance of being generous and charitable, ranking the ideas according to their importance, and applying them to issues about poverty and charity. • Consider why Christians and Muslims think giving money away is important, and what difference this makes, both to those who give and to those who receive. • Compare Christian and Muslim ideas about art (e.g. contrasting views on presenting or not presenting God or people in art; use of calligraphy/geometrical art vs representational art). • Connect ways in which art and actions can reveal what people believe about God (e.g. cathedrals and mosques might express ideas of greatness and perfection of God; actions might suggest that God is concerned with justice). • Suggest reasons why some people may be critical of religious art/architecture, and why some would defend it as important. • Weigh up which has greater impact – art or charity? Consider what the world would be like without great art or architecture. What about a world without charity or generosity? 	<p>Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Respond with ideas of their own to the title question (B2). • Find out about religious teachings, charities and ways of expressing generosity (C3). <p>Expected:</p> <ul style="list-style-type: none"> • Describe and make connections between examples of religious creativity (buildings and art) (A1). • Show understanding of the value of sacred buildings and art (B3). • Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). • Apply ideas about values from scriptures to the title question (C2). <p>Exceeding:</p> <ul style="list-style-type: none"> • Outline how and why some Humanists criticise spending on religious buildings or art (A3). • Examine the title question from different perspectives, including their own (C1).

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Autumn 2

Key question U2.8: What difference does it make to believe in ahimsa (harmlessness), grace, and ummah (community)?

Strand/Questions/Religions	Suggested content for learning <small>Teachers can select content from these examples and add more of their own</small>	Learning Outcomes <small>(intended to enable pupils to achieve end of key stage outcomes):</small>
<p>Strand: Living</p> <p>Questions in this thread:</p> <p>1.8 How should we care for others and the world, and why does it matter?</p> <p>3.11 What difference does it make to believe in...?</p> <p>Religions and worldviews: Hindus, Christians, Muslims</p>	<p>Discover and think about the meanings of some key ideas in three religions, building on prior learning:</p> <ul style="list-style-type: none">• Learn that for Hindus being harmless means, for example, no violence, eating no meat and wearing no leather; find out how ahimsa links to ideas of karma and reincarnation.• Find out about how Gandhi practised ahimsa in the liberation of India; if people believed in ahimsa, what difference would it make to farming, supermarkets, your meals, community relations, international relations? Why doesn't everybody believe in being harmless?• Learn that in Christian traditions the idea of grace from God means that God loves people unconditionally and offers forgiveness to anyone for anything. Recall how this is illustrated by the story of the forgiving father/lost son (Luke 15:11–32).• Make links between the idea of grace, traditional Christian belief in Jesus' death and resurrection as an expression of God's love, and Christian forgiveness today (Luke 23:34, John 3:16, 1 John 1:7–9).• Ask some Christians about what they understand by grace from God, and find out what difference it makes to their lives. If they believe God forgives them for anything, does that mean that it doesn't matter if they do bad things?• Recall that for Muslims, the worldwide Muslim community is called the Ummah, and being part of the Ummah is expressed, e.g. in pilgrimage to Makkah and in shared welfare through zakat. Explore the impact of the practice of zakat and hajj on Muslims, locally, in the UK and globally.• Ask good questions about these three concepts and find out some answers to them.• Discuss and consider the impact of ahimsa, grace and ummah: if we all followed these ideas, how would life change? Are they only religious ideas or are there similar non-religious concepts?• Make links between the three concepts: how are they similar and how different? Which has most impact and why? Weigh up the value and impact of these key ideas for themselves.	<p>Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none">• Describe what ahimsa, grace or ummah mean to religious people (A1).• Respond sensitively to examples of religious practice with ideas of their own (B2). <p>Expected:</p> <ul style="list-style-type: none">• Make connections between beliefs and behaviour in different religions (A1).• Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).• Make connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in the three religions (A1).• Consider similarities and differences between beliefs and behaviour in different faiths (B3). <p>Exceeding:</p> <ul style="list-style-type: none">• Explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1).• Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3)

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Spring 1 and 2

Key question U2.7: What matters most to Christians and Humanists?




Strand/Questions/Religions	Suggested content for learning Teachers can select content from these examples and add more of their own	Learning Outcomes (intended to enable pupils to achieve end of key stage outcomes):
<p>Strand: Living</p> <p>Questions in this thread:</p> <p>1.8 How should we care for others and the world, and why does it matter?</p> <p>L2.9 What can we learn from religions about deciding what is right and wrong?</p> <p>3.10 Does religion help people to be good?</p> <p>Religions and worldviews: Christians and non-religious, eg Humanists</p>	<ul style="list-style-type: none"> • Talk about what kinds of behaviour and actions pupils think of as bad (examples from films, books, TV as well as real life). Rank some of these ideas – which are the worst, and which are less bad? Why? • Reflect on the question: why do people do good things and bad things? Are we all a mixture of good and bad? Explore pupils’ answers. Make a link with traditional Christian belief about humans being made in the image of God (Genesis 1:28) and also sinful (the ‘Fall’ in Genesis 3). Why do many Christians think this is a good explanation of why humans are good and bad? • Talk about how having a ‘code for living’ might help people to be good. Talk about the difference if someone believes guidance comes from a divine Being (e.g. many Christians) or that human beings must decide their own guidelines (most non-religious). • Look at a Humanist, non-religious ‘code for living’, e.g. be honest; use your mind; tell the truth; do to other people what you would like them to do to you. How would this help people to behave? What would a Humanist class, school or town look like? • Explore the meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. What do they look like in everyday life? • Christian codes for living can be summed up in Jesus’ two rules: love God and love your neighbour. Explore in detail how Jesus expects his followers to behave through the story of the good Samaritan (Luke 10:25–37) and Jesus’ attitude on the cross (Luke 23:32–35). Jesus talks about actions as fruit. What does he mean? If a person’s intentions are bad, can their actions produce good fruit? • Discuss what matters most, e.g. by ranking, sorting and ordering a list of ‘valuable things’: family / friends / Xbox / pets / God / food / being safe / being clever / being beautiful / being good / sport / music / worship / love / honesty / human beings. Get pupils to consider why they hold the values which they do, and how these values make a difference to their lives. • Consider some direct questions about values: is peace more valuable than money? Is love more important than freedom? Is thinking bad thoughts as bad as acting on them? • Notice and think about the fact that values can clash, and that doing the right thing can be difficult. How do pupils decide for themselves? 	<p>Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Identify the values found in stories and texts (A2). • Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3). <p>Expected:</p> <ul style="list-style-type: none"> • Describe what Christians mean about humans being made in the image of God and being ‘fallen’, giving examples (A2). • Describe some Christian and Humanist values simply (B3). <ul style="list-style-type: none"> • Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3). • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). <p>Exceeding:</p> <ul style="list-style-type: none"> • Give examples of similarities and differences between Christian and Humanist values (B3). • Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).

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Summer 1 and 2		
Key question U2.3: What do religions say to us when life gets hard?		
Strand/Questions/Religions	Suggested content for learning Teachers can select content from these examples and add more of their own	Learning Outcomes (intended to enable pupils to achieve end of key stage outcomes):
<p>Strand: Believing</p> <p>Questions in this thread:</p> <p>3.4 Is death the end? Does it matter?</p> <p>3.5 Why is there suffering? Are there any solutions?</p> <p>Religions and worldviews: Christians, Hindus and non religious responses (e.g Humanists)</p>	<p>Note: although this is a challenging topic, especially to do with death, it is one that needs to be considered in primary school. Be mindful of the particular context in your classroom.</p> <ul style="list-style-type: none"> • Use stimulus material to encourage pupils to ask questions about life, death, suffering, and what matters most in life. • Analyse and evaluate pupils' questions, to recognise and reflect on how some 'big questions' do not have easy answers, and how people offer different answers to some of the big questions about life, death, suffering etc. • Explore ways in which religions help people to live, even when times are tough, e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together. Ask some religious believers to explain how their faith has helped them in difficult times, and how it encourages them to enjoy life too. • Introduce the idea that most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved. Teach pupils that many non-religious people believe that death is the end of life, and that there is no afterlife. • Learn some key concepts about life after death in Christianity (such as judgement, heaven, salvation through Jesus); and Hinduism (karma, soul, samsara, reincarnation and moksha); also, one non-religious view about what happens after death, e.g. Humanism. • Look at examples of 'art of heaven' in which religious believers imagine the afterlife; explore how these art works reflect Christian, Hindu and non-religious beliefs; get pupils to respond with artwork of their own. How do ideas of life after death help people in difficult times? • Consider similarities and differences in ceremonies that mark the end of life on Earth and how these express different beliefs. • Read and respond to prayers, liturgies, meditation texts and songs/hymns used when someone has died, and think about the questions and beliefs they address. • Taking due care, ask pupils to reflect on and express their own ideas, concerns and possibly worries about death and the idea of life beyond. 	<p>Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1). • Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3). <p>Expected:</p> <ul style="list-style-type: none"> • Express ideas about how and why religion can help believers when times are hard, giving examples (B2). • Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). • Explain some similarities and differences between beliefs about life after death (B2). • Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). <p>Exceeding:</p> <ul style="list-style-type: none"> • Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1). • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3).

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Modern Foreign Language (French)

Year 6	Key Skills 2022/23				Key Topic Knowledge 2022/23		
	Reading	Writing	Speaking	Listening	Autumn 	Spring 	Summer 
	<p>Can read aloud unfamiliar written words with accurate pronunciation.</p> <p>Can understand the main points from a written text containing unfamiliar language.</p> <p>Can recognise the meaning of “mon”, “ma” and “mes”, and that adjectives change to match the noun.</p> <p>Can understand that some nouns have irregular plurals.</p>	<p>Can write complex sentences containing opinions.</p> <p>Can write sentences from memory to describe a person, place or thing; or what others do or like doing.</p> <p>Can write the correct form of some common present-tense third person singular verbs.</p> <p>Can adapt sentences by changing words, and write some simple sentence structures that differ from English.</p>	<p>Can hold a continuous conversation, giving simple opinions.</p> <p>Can adapt familiar sentences by changing a few words.</p> <p>Can prepare and present a short talk in French about a place, person or thing.</p> <p>Can describe what others do or like doing, using the third person singular form of the present tense.</p> <p>Can ask questions using the second person singular.</p>	<p>Can understand the main points of a short speech, story or poem that contains unfamiliar language.</p> <p>Can recognise and understand the difference between masculine and feminine definite and indefinite articles.</p> <p>Can recognise and understand the difference between “mon”, “ma” and “mes”.</p>	<p><u>Autumn</u></p> <p>SALUT Unit N & O – Seasons</p> <ul style="list-style-type: none"> To know the seasons To know calendar dates Unit O – To describe the weather Revision 	<p><u>Spring</u></p> <p>SALUT Unit J & L – Leisure</p> <ul style="list-style-type: none"> Unit J – To talk about places to go on holiday Unit L – To know popular hobbies and give opinions Unit L – To know the names of instruments Revision 	<p><u>Summer</u></p> <p>SALUT Unit R – My Family</p> <ul style="list-style-type: none"> To use vocabulary about my family To use vocabulary to describe my extended family To describe a weekend spent with family Revision

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Art & Design


Yr	Key Skills						
6	Generating Ideas	Making	Evaluating	Knowledge	Autumn	Spring	Summer
	Skills of Designing & Developing Ideas	Skills of making Art, Craft & Design	Skills of Judgement & Evaluation	Knowledge about art processes and context	Drawing		
					<p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Work in a sustained and independent way to create detailed drawing.</p>	<p><u>Lines, marks, tones, form and textures</u></p> <p>Use dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p>Experiment with wet media to make different marks, lines, patterns, textures and shapes.</p> <p>Explore colour mixing and blending techniques with coloured pencils.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p>	<p><u>Perspective and composition</u></p> <p>Begin to use simple perspective in their work using a focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p>Show an awareness of how paintings are created i.e. composition.</p>
<p>1. Independently develop a range of ideas which show curiosity, imagination and originality</p> <p>2. Systematically</p>	<p>3. Independently take action to refine their technical and craft skills in order to improve their mastery of materials and</p>	<p>5. Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points,</p>	<p>6. Know how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople,</p>	<p>Matisse Michelle Mischkulnig (textile/multi-media) Barbara Shapiro (weaving including 3D structures) <u>Textiles</u></p>	<p>Anthony Gormley (clay figures) Andrada Anghel (relief painting) Rodrigo McCoubrey https://www.rodigosrecycle.dart.com/</p>	<p>Dolan Geiman Hong Hoe Nancy Standlee collage Tulips <u>Collage</u></p>	

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	<p>investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. <i>(for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</i></p>	<p>techniques</p> <p>4. Independently select and effectively use relevant processes in order to create successful and finished work</p>	<p>intentions and context behind the work</p>	<p>designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</p> <p>7. Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes</p>	<p>Use fabrics to create 3D structures</p> <p>Use different grades of threads and needles</p> <p>Experiment with batik techniques</p> <p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p>	<p>3-D</p> <p>Shape, form, model and construct from observation or imagination</p> <p>Use recycled, natural and manmade materials to create sculptures</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Develop skills in using clay including slabs, coils, slips, etc</p> <p>Produce intricate patterns and textures in a malleable media</p>	<p>Add collage to a painted, printed or drawn background</p> <p>Use a range of media to create collage</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work</p> <p>Use collage as a means of extending work from initial ideas</p>
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Computing



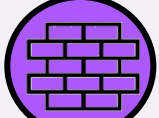
		Autumn	Spring	Spring/Summer	Summer
	Online safety	Digital Literacy/Non-negotiables	Computer Science/coding	Outcome 4	Information Technology
Y6 	Unit 6.2 Online safety Quality Texts: Troll stinks	<ul style="list-style-type: none"> • <u>Use equipment to write, create and record a podcast (Outcome 4)</u> • Create own website using free software (Google Sites) • Be able to create a specific document for a variety of purposes independently – spreadsheets for data/Docs for leaflet etc • Video editing using chosen software to create a documentary (Magisto) 	Unit 6.1 Coding 2Code	Podcast Narrative/History/ Science/Geography	Unit 6.6 Networks

Year	Key Skills			Key Topic Knowledge		
	6	Digital Literacy	Computer Science	Information technology	Autumn	Spring
	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical	Use search technologies effectively, appreciate how results are selected and ranked,	Unit 6.2 <ul style="list-style-type: none"> • understand the safety aspects of blogging. 	Unit 6.1 Coding <ul style="list-style-type: none"> • To design and write more complex programs those accomplish specific goals. 	Unit 6.6 Networks <ul style="list-style-type: none"> • To discover what the children know about the internet. • To find out what a LAN

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	<p>ptable behaviour; identify a range of ways to report concern about content and contact.</p>	<p>systems.</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.</p>	<p>and be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>o be able to review the aspects of online safety covered throughout school.</p> <ul style="list-style-type: none"> o use their knowledge of online safety to plan a game to teach these rules. <p>Resources:</p> <p>Quality Texts: Troll stinks</p> 	<ul style="list-style-type: none"> To introduce and understand functions. To understand the vocabulary used throughout 2Code. To be able to use buttons to launch windows: create links to other programs and websites. To be able to use 2Code to create a text based adventure. <p>Resources:</p> <p>2Code</p>	<p>and a WAN are.</p> <ul style="list-style-type: none"> To find out how we access the internet in school. To research and find out about the age of the internet. To think about what the future might hold. <p>Resources:</p>
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Design & Technology

Year 6	Key Skills			Key Topic Knowledge / Process		
	Design	Make	Evaluate	Autumn	Spring	Summer
	<ul style="list-style-type: none"> List tools needed before the start of an activity. Plan the sequence of work e.g. using a storyboard. Record ideas using annotated diagrams. Use models and drawing to help formulate design ideas. Combine modelling and drawing to refine ideas. Devise step by step plans which can be followed by someone else. Use exploded diagrams and cross-sectional diagrams to communicate ideas. Sketch and model alternative ideas. 	<ul style="list-style-type: none"> Make prototypes. Develop one idea in depth. Use researched information to inform decisions. Produce detailed lists of ingredient/components/materials and tools. Use a computer to model ideas. Select from and use a wide range of tools and materials. Cut accurately and safely to a marked line. Use appropriate finishing 	<ul style="list-style-type: none"> Research and evaluate existing products, including book and web based research. Understand how key people have influenced design. Consider user and purpose. Identify strengths and weaknesses of design ideas. Give a report using the correct technical vocabulary. Consider and explain how the finished product could be improved 	<p>Food</p> <p>Bread</p>  <p>Children use first hand and secondary sources to carry out relevant research into existing products to include personal/cultural preferences, ensuring a healthy diet, meeting dietary needs and the availability of locally sourced/seasonal/organic ingredients.</p> <ul style="list-style-type: none"> Prepare savoury dishes using their own selection of ingredients, taking into account their nutritional properties and sensory 	<p>Electrical systems</p>  <p>Security /lighting systems</p> <p>(Linked to Science)</p> <ul style="list-style-type: none"> Using research, discuss a range of relevant products that respond to changes in the environment using a computer control program such as automatic nightlights, alarm systems or security lighting. Develop technical vocabulary appropriate to the project. Formulate a step-by-step 	<p>Structures</p>  <p>Bridges</p> <ul style="list-style-type: none"> Children investigate and make annotated drawings of a range of portable and permanent frame structures, Use a construction kit consisting of plastic strips and paper fasteners to build 2-D frameworks. Compare the strength of square frameworks with triangular frameworks. Ask the children to reinforce square frameworks using

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	<ul style="list-style-type: none"> • Decide which design idea to develop. 	<p>techniques for the project.</p> <ul style="list-style-type: none"> • Refine their product- review and rework. 	<p>related to design criteria.</p> <ul style="list-style-type: none"> • Discuss how well the finished product meets the needs of the user. Test on the user. 	<p>characteristics.</p> <ul style="list-style-type: none"> • Weigh and measure using scales. • Select and prepare foods for a particular purpose. • Work safely and hygienically using appropriate utensils and equipment. • Practise techniques by following a recipe to prepare and cook a bread product. • Develop an understanding of a healthy diet and apply in their ingredient choices. • Identify ingredients that could be changed or added to a recipe such as types of flour, seeds, garlic, vegetables. Consider taste, texture, appearance and smell. • Use a range of cooking techniques. • Join and combine a widening range of ingredients e.g. cut shape 	<p>plan to guide making, listing tools, equipment, materials and components.</p> <ul style="list-style-type: none"> • Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. • Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment. • Use electrical systems such as motors. • Program, monitor and control using ICT. <p>Critically evaluate throughout and the final product, comparing it to the original design specification. Test the system to demonstrate its effectiveness for the</p>	<p>diagonals to help develop an understanding of using triangulation to add strength to a structure.</p> <ul style="list-style-type: none"> • Demonstrate how paper tubes can be made from rolling sheets of newspaper diagonally around pieces of e.g. dowel. Ask children to use these tubes and masking tape or paper straws with pipe cleaners to build 3-D frameworks such as cubes, cuboids and pyramids. How could each of the frameworks be reinforced and strengthened? • Demonstrate the accurate use of tools and equipment. Develop skills and techniques using junior hacksaws, G-clamps, bench hooks, square section wood, card triangles and hand drills to construct wooden frames, as appropriate. • Demonstrate skills and techniques for accurately
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				<p>and combine, knead, beat, rub and mix ingredients.</p> <ul style="list-style-type: none"> • Explore ways to change the shape of the dough and consider how this affects the appearance of the food product. • Know where and how ingredients are grown and processed. <p>Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.</p>	<p>intended user and purpose.</p>	<p>joining framework materials together e.g. paper straws, square sectioned wood. Ask children to practise these, mounting their joints onto card for future reference.</p> <ul style="list-style-type: none"> • Discuss the brief of designing and making a small-scale frame structure e.g. Who is the intended user and what is the purpose of the frame structure? Will it be permanent, or can it be easily dismantled? What materials will you use? How will it be joined? How will it be reinforced? How will it be finished? Children should be encouraged to generate innovative ideas, drawing on their research. Ask children to develop a simple design specification to guide their thinking. • Encourage children to model their ideas first using materials such as paper, card and paper straws e.g.
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						<p>How will you make it stable? How will it stand up? How could you make it stronger? Where are the weak points? How could you reinforce them? What tools and materials will you need? How can you improve the design?</p> <p>Encourage children to make their products with accuracy. They should regularly evaluate their work and their completed product, drawing on their design specification, and thinking about the intended purpose and user.</p>
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Music

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Happy (Pop/Motown)	Classroom Jazz 2 (Jazz, Latin, Blues)	Benjamin Britten-A New Year Carol (Western Classical music, Gospel, Bhangra)	You've Got A Friend (The Music of Carole King)	Music and Me	Reflect/Rewind/Replay (Western Classical Music and your choice from Year 6)

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
 - Use and understand staff and other musical notations.
- Investigate Pitch, duration, dynamics, tempo and timbre, texture and structure
 - Develop and understanding of the history of music
 - Create and compose music on their own and with others

**Transition to new Music Curriculum scheme – Summer 2023
(Kapow Music)**

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P.S.H.E.

(Personal, Social, Health and Economic Education)

YEAR 6

(inc. Statutory Relationships Education & Health Education)

Me and My Relationships

Autumn 1

- Let's negotiate
- Assertiveness skills (formerly Behave yourself - 2)
- Working together

Valuing Difference

Autumn 2

- OK to be different
- Tolerance and respect for others
- Advertising friendships!

Keeping Myself Safe

Spring 1

- Think before you click! (e-safety/computing)
- Joe's story (part 1)
- Joe's story (part 2)

Rights and Responsibilities

Spring 2

- Two sides to every story
- Jobs and taxes
- Democracy in Britain 1 - Elections

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Being my Best

Summer 1

- This will be your life!
- What's the risk? (1)
- [Five Ways To Wellbeing Project](#)
- Basic first aid

Growing and Changing

Summer 2

- I look great!
- Is this normal? / Y5 [Growing & Changing](#) (Coram Life Ed. RSE Workshop)
- Dear Ash

Linked NC Science Objectives (Health Education):

Year 6 – Autumn 2 / Spring 1: Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (*Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.*)

Our School Values



At Grosvenor Road Primary, we have adopted twelve School Values, which we promote throughout all our activities in school. They are: Respect, Compassion, Trust, Helpfulness, Friendship, Fairness, Forgiveness, Courage, Thankfulness, Perseverance, Generosity and Truthfulness.

Throughout each half term, we focus on two of our values in assemblies and circle time sessions, so that our children understand what they mean and how they can show them - enabling all pupils to 'be the best they can be'!

Through continued teaching and reinforcement of these values in school, our children are becoming increasingly confident in talking about each one and we continue to encourage them to 'show their values' by awarding Values Stickers in class and in the playground.

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Physical Education

Year 6	Gymnastics/ Creativity	Invasion Games	Net and Wall	Striking and Fielding	Athletics	Outdoor Adventurous Activities
	<ul style="list-style-type: none"> • To combine my work with that of others. • To have whole body control. • To create complex extended sequences using controlled travelling and balancing and combinations of apparatus. • To select relevant actions when linking movements. • To combine action, balance and shape. • To perform consistently to different audiences. • To work within prescribed areas, planning apparatus and layouts. • To choose own music. • To link sequences to specific timings. • To use scoring systems. • To show imagination and creativity in choreography to improve performance. 	<ul style="list-style-type: none"> • To transfer skills and movements across a range of activities and sports. • To lead others in a game situation. • To experience small sided and modified competitive versions of different games. • To work within prescribed areas. • To understand, use and explain rules. • To use scoring systems and umpire. • To make a team and communicate a plan. <p style="color: red; font-size: small;">Sports specific skills – focusing on leadership, tactics and rules through netball, lacrosse, football and hockey.</p>	<ul style="list-style-type: none"> • To transfer skills and movements across a range of activities and sports. • To lead others in a game situation. • To make a team and communicate a plan. • To experience small sided and modified competitive versions of different games. • To work within prescribed areas. • To understand, use and explain rules. • To use scoring systems and umpire. • To make a team and communicate a plan. <p style="color: red; font-size: small;">Sports specific skills – focusing on leadership, tactics and rules through volleyball.</p>	<ul style="list-style-type: none"> • To make a team and communicate a plan. • To transfer skills and movements across a range of activities and sports. • To lead others in a game situation. • To experience small sided and modified competitive versions of different games. • To work within prescribed areas. • To understand, use and explain rules. • To use scoring systems and umpire. • To make a team and communicate a plan. <p style="color: red; font-size: small;">Sports specific skills – focusing on leadership, tactics and rules through cricket, rounders and softball.</p>	<ul style="list-style-type: none"> • To demonstrate stamina. • To throw accurately. • To link together actions so that they flow in running, jumping and throwing activities. • To understand measurements of time and distance, applying them to their performances and performances of others. <p style="color: red; font-size: small;">Sports specific skills – focusing on leadership, tactics and rules through different athletic events including running, jumping and throwing.</p>	<ul style="list-style-type: none"> • Improve skills of safety outdoors. • To plan, record, navigate and evaluate outdoors. • To experience OAA in familiar/unfamiliar environments. • To develop responding to challenges in different environments. • To use appropriate equipment and understanding safety.

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