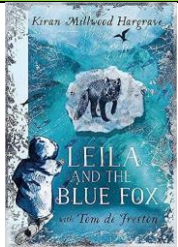
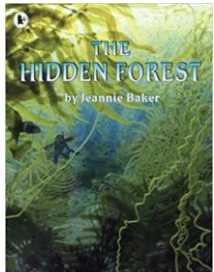


# Year 6 - Palm Class - Long term Plan - 2023-2024

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Wild, wondrous world!</b>	<b>Epic Poetry</b>	<b>Space Heroes</b>	<b>Enterprise and Activism</b>	<b>Migration and Movement</b>	<b>Crossing borders</b>
<b>Literacy</b>		<b>Literacy</b>		<b>Literacy</b>	
<b>WRITING FOCUS TEXTS</b>					



**Extended blog post**  
Poetry, informal message, formal letter, short information text, diary entry, narrative and action scenes, tweet



**Balanced discussion**  
Artwork description, thought bubble, diary entry, research notes, non-chronological report (in letter form)

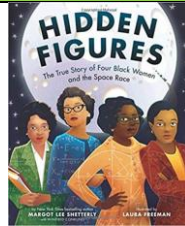


**Own version legends/missing chapters**

Letters of advice, diaries, dialogue, character and setting descriptions, action scenes, obituaries

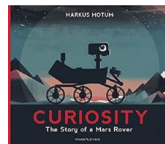


**Poem with similar structure**  
Summaries, analysis and performances



**Memoirs**

Reports, formal and informal letters, diaries, character descriptions, journalistic writing



**Expanded explanations**

NASA Proposals, information labels, short explanations, NASA logs, news reports



**Own version adventure narrative**

Character analysis, opposing diary entries, informal letter, own chapter



**Biography**

Diary entry, journalistic writing, flashback narrative, speech, discussion, letter, film critique



**Newspaper articles**

Letters, short descriptions, extended diary entries, obituaries, opinion pieces



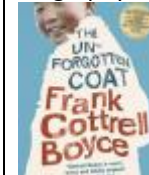
**Extended own version narratives**

Letters, lists of rules, character descriptions, diaries, short playscripts, short reports, guides



**Poetry**

Letters, diaries, information leaflets, instructions  
The Suitcase Project  
Transition project to represent children: maps, recipes, poems, photos and biography



**Own version narratives**

Diaries, explanations (sci experiment), dialogue, non-chronological report

## Writing Composition

### Plan their writing by:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

## Year 6 - Palm Class - Long term Plan - 2023-2024

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Wild, wondrous world!</b>	<b>Epic Poetry</b>	<b>Space Heroes</b>	<b>Enterprise and Activism</b>	<b>Migration and Movement</b>	<b>Crossing borders</b>

- Noting and developing initial ideas, drawing on reading and research where necessary.
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

**Draft and write by:**

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Précising longer passages.
- Using a wide range of devices to build cohesion within and across paragraphs
- Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].

**Evaluate and edit by:**

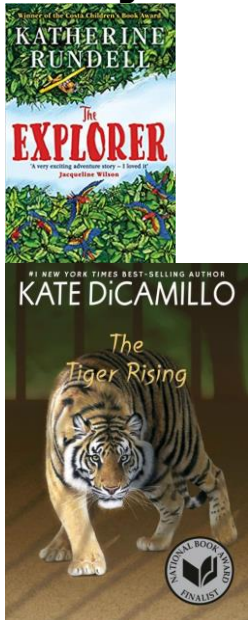
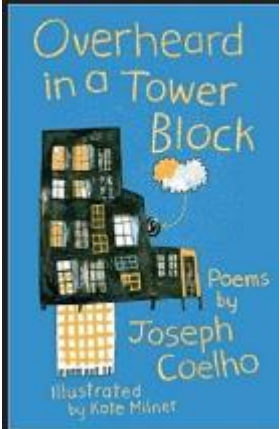



- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensuring the consistent and correct use of tense throughout a piece of writing.
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

Proof-read for spelling and punctuation errors

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

<p><b>Vocabulary, Grammar &amp; Punctuation</b> Taught across the year</p>	<p><b>Word</b> Use further prefixes and suffixes and understand the guidance for adding them. Spell some words with 'silent' letters [for example, knight, psalm, solemn]. Continue to distinguish between homophones and other words which are often confused. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 Use dictionaries to check the spelling and meaning of words.</p>	<p><b>Sentence</b> Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)] The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p>	<p><b>Text</b> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis. Layout devices [for example, headings, sub-</p>	<p><b>Punctuation</b> Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]. Use of the colon to introduce a list and use of semi-colons within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover].</p>	<p><b>Terminology</b> modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>
--	--	--	---	---	---

## Year 6 - Palm Class - Long term Plan - 2023-2024

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Wild, wondrous world!</b>	<b>Epic Poetry</b>	<b>Space Heroes</b>	<b>Enterprise and Activism</b>	<b>Migration and Movement</b>	<b>Crossing borders</b>
	<p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus. How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p>		<p>headings, columns, bullets, or tables, to structure text]</p>		
<p><b>Whole Class Reading</b></p> 	<p><b>Whole Class Reading</b></p> 	<p><b>Whole Class Reading</b></p> 	<p><b>Whole Class Reading</b></p> 	<p><b>Whole Class Reading</b></p> 	<p><b>Whole Class Reading</b></p> 

**Reading taught across the year**

**Word Reading:**

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

**Comprehension:**

## Year 6 - Palm Class - Long term Plan - 2023-2024

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Wild, wondrous world!</b>	<b>Epic Poetry</b>	<b>Space Heroes</b>	<b>Enterprise and Activism</b>	<b>Migration and Movement</b>	<b>Crossing borders</b>

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Reading books that are structured in different ways and reading for a range of purposes
- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning

**Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.**

**Distinguish between statements of fact and opinion.**

**Retrieve, record and present information from non-fiction.**

**Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.**

**Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.**

**Provide reasoned justifications for their views.**

### **Spelling across the year:**

- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell some words with 'silent' letters [for example, knight, psalm, solemn].
- Continue to distinguish between homophones and other words which are often confused.
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- Use dictionaries to check the spelling and meaning of words.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

### **Handwriting**

Pupils should be taught to write legibly, fluently and with increasing speed by:

## Year 6 - Palm Class - Long term Plan - 2023-2024

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Wild, wondrous world!</b>	<b>Epic Poetry</b>	<b>Space Heroes</b>	<b>Enterprise and Activism</b>	<b>Migration and Movement</b>	<b>Crossing borders</b>
<ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task</li> </ul>					
<b>Maths</b>		<b>Maths</b>		<b>Maths</b>	
<b>WRM Blocks</b> Place value Addition and subtraction Multiplication and division	<b>WRM Blocks</b> Fractions Measurement - converting units	<b>WRM Blocks</b> Ratio Algebra Decimals	<b>WRM Block</b> Fractions, decimals, percentages Area, perimeter, volume Statistics	<b>WRM Block</b> Shape Position and direction	<b>WRM Block</b> Themed projects, consolidation and problem solving
<b>Science</b>		<b>Science</b>		<b>Science</b>	
<b>Working scientifically ongoing:</b> <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>					
<b>LIVING THINGS</b> Describe the life process of reproduction in some plants and animals Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals	<b>LOOKING AFTER THEIR ENVIRONMENT</b> Scientific enquiry unit	<b>EARTH &amp; SPACE</b> <b>Describe the Sun,</b> Earth and Moon as approximately spherical bodies Describe the movement of the Earth and other planets relative to the Sun in the solar system Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the skyDescribe the	<b>ELECTRICITY</b> Use recognised symbols when representing a simple circuit in a diagram Associate the brightness of a bulb or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of	<b>LIGHT</b> Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light	<b>ANIMALS INC. HUMANS</b> Describe the changes as humans develop to old age

## Year 6 - Palm Class - Long term Plan - 2023-2024

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Wild, wondrous world!</b>	<b>Epic Poetry</b>	<b>Space Heroes</b>	<b>Enterprise and Activism</b>	<b>Migration and Movement</b>	<b>Crossing borders</b>
		movement of the Moon relative to the Earth	buzzers and the on/off position of switches	sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	
<b>Humanities- History/Geography</b>		<b>Humanities- History/Geography</b>		<b>Humanities- History/Geography</b>	
<p><b>Geography</b> <b>Mountains</b> Describe what a mountain is and locate the world's 'Seven Summits' on a map. Describe the key features of mountains and how they are formed. Describe the climate of the mountains and explore mountain life Explore and locate the UK's highest mountains. Recognise the importance of the Himalayas for people living in the region. Share your knowledge about a world-famous mountain or mountainous region.</p>	<p><b>History</b> <b>Was the Anglo-Saxon period really a dark age?</b> Develop a chronologically secure knowledge and understanding of British and world history Develop the appropriate use of historical terms Understand how our knowledge of the past is constructed from a range of sources Construct informed responses that involve thoughtful selection and organisation of relevant historical information Note connections, contrasts and trends over time Regularly address and devise historically valid questions about significance.</p>	<p><b>Geography</b> <b>South America - the Amazon basin</b> Locate South America on a world map and identify a range of its physical and human features. Locate the countries and capital cities of South America. Compare key facts about Brazil with our country. Find out if the River Amazon is the longest in the world and identify the key characteristics of the Amazon Basin. Explain the importance of the Amazon Rainforest. Share my knowledge and understanding of the Amazon Basin.</p>	<p><b>History</b> <b>Would the Vikings do anything for money?</b> Develop a chronologically secure knowledge and understanding of British history Understand how our knowledge of the past is constructed from a range of sources Establish clear narratives within and across the periods Develop the appropriate use of historical terms Address historically valid questions about cause and significance Construct informed responses that involve the thoughtful selection and organisation of relevant historical information Note contrasts and connections over time.</p>	<p><b>History</b> <b>What makes people go on a journey?</b> Develop a chronologically secure knowledge and understanding of British and world history Establish clear narratives Address and devise historically valid questions about significance and cause and change Understand how our knowledge of the past is constructed from a range of sources Note connections, contrasts and trends over time</p>	<p><b>Geography</b> <b>European study - Greece</b> Locate Europe on a world map and identify some of its characteristics Locate some of Europe's countries and capitals, and find out more about them. Explore different European cuisine. Use key facts and persuasive techniques to persuade someone to holiday in the Mediterranean. Compare and contrast news stories about the Mediterranean. Compare life in Athens with my life and my local area.</p>

## Year 6 - Palm Class - Long term Plan - 2023-2024

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Wild, wondrous world!</b>	<b>Epic Poetry</b>	<b>Space Heroes</b>	<b>Enterprise and Activism</b>	<b>Migration and Movement</b>	<b>Crossing borders</b>

Art & Design	Art & Design	Art & Design
<p>Painting and mixed media - Portraits</p> <p>Outline a portrait drawing with words, varying the size, shape and placement of words to create interest.</p> <p>Try a variety of materials and compositions for the backgrounds of their drawings.</p> <p>Communicate to their partner what kind of photo portrait they want.</p> <p>Show that they are making decisions about the position of a drawing on their background, trying multiple ideas.</p> <p>Create a successful print.</p> <p>Use some Art vocabulary to talk about and compare portraits.</p> <p>Identify key facts using a website as a reference.</p> <p>Explain their opinion of an artwork.</p> <p>Experiment with materials and techniques when</p>	<p>Drawing - I need space</p> <p>Understand and explain what retrofuturism is.</p> <p>Participate in discussions and offer ideas.</p> <p>Evaluate images using simple responses, sometimes using formal elements to extend ideas.</p> <p>Provide plausible suggestions for how a piece was created.</p> <p>Comfortably use different stimuli to draw from.</p> <p>Use past knowledge and experience to explore a range of drawing processes.</p> <p>Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing.</p> <p>Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks.</p> <p>Generate a clear composition idea for a final piece that shows how it will be drawn.</p>	<p>Sculpture and 3D - making memories</p> <p>Discuss the work of artists that appreciate different artistic styles.</p> <p>Create a sculpture to express themselves in a literal or symbolic way.</p> <p>Reflect verbally or in writing about creative decisions.</p> <p>Suggest ways to represent memories through imagery, shapes and colours.</p> <p>Draw a composition of shapes developed from initial ideas to form a plan for a sculpture.</p> <p>Competently use scissors to cut shapes accurately.</p> <p>Talk about artists' work and explain what they might use in their own work.</p> <p>Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their</p>

<p>adapting their photo portraits. Create a self-portrait that aims to represent something about them. Show they have considered the effect created by their choice of materials and composition in their final piece.</p>		<p>Apply confident skills to make an effective collagraph print. Independently select tools and drawing techniques, with some guidance. Demonstrate growing independence, discussing ways to improve work.</p>			<p>methods and materials needed. Successfully translate plans to a 3D sculpture. Work mostly independently, experimenting and trying new things. Identify and make improvements to their work. Produce a completed sculpture demonstrating experimentation, originality and technical competence. Competently reflect on successes and personal development.</p>
<b>DT</b>		<b>DT</b>		<b>DT</b>	
	<p><b>Pop up books</b> Produce a suitable plan for each page of their book. Produce the structure of the book. Assemble the components necessary for all their structures/mechanisms. Hide the mechanical elements with more layers using spacers where needed. Use a range of mechanisms and structures to illustrate their story and make it interactive for the users. Use appropriate materials and captions to illustrate the story.</p>		<p><b>Electrical doodlers</b> Identify simple circuit components (battery, bulb and switch) with a basic explanation of their function. Explain that a series circuit is assembled in a loop to allow the electricity to flow along one path. Describe a motor as a circuit component that changes electrical energy into movement. Provide examples of motorised products that use movement to rotate or spin different parts. Remove and replace different parts of a</p>	<p><b>Cooking &amp; Nutrition</b> Understand how beef gets from the farm to our plates. Present a subject as a poster with clear information in an easy to read format. Contribute ideas as to what a 'healthy meal' means. Notice the nutritional differences between different products and recipes. Recognise nutritional differences between two similar recipes and give some justification as to why this is.</p>	



			<p>Doodler, as part of a team.</p> <p>Suggest ways to switch the configuration to amend the form or function of the Doodler.</p> <p>Explain, in an investigation report, each of the changes they made and the effect this had on the Doodler's ability to draw scribbles (function) and appearance (form).</p> <p>Develop design criteria with consideration for the target user, the purpose of their Doodler, a key function and the Doodler's form and final appearance (e.g. fun, bright, soft).</p> <p>Explain simply why their Doodler has a certain configuration based on the findings of their investigation (e.g. I used four pens because the Doodler would fall over with two).</p> <p>Create a functional Doodler that creates scribbles on paper with or without a switch.</p> <p>Identify and list each of the required materials, tools and circuit components required to build a Doodler.</p> <p>Explain simply the steps to assemble a Doodler as part of a set of instructions (or storyboard).</p>	<p>Work as a team to amend a bolognese recipe with healthy adaptations.</p> <p>Follow a recipe to produce a healthy bolognese sauce.</p> <p>Design packaging that promotes the ingredients of the bolognese.</p>	
--	--	--	--	--	--

			Write instructions to build a functional circuit, explaining how to identify if it is functional or not. Provide suggestions to improve a peer's set of instructions after testing how effective they are at guiding someone.		
<b>Music</b>		<b>Music</b>		<b>Music</b>	
<p><b>Songs of WW2</b> Use musical and comparative language in discussion. Follow the melody line. Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing. Sing the correct words at the correct time. Recall the counter-melody line.</p>	<p><b>Film music</b> Identify how different styles of music contribute to the feel of a film. Participate in discussions, sharing their views and justifying their answers. Use the terms 'major' and 'minor'. Identify different instruments to describe how music evokes different emotions. Identify pitch, tempo and dynamics, and use these to explain and justify their answers. Give reasonable and thought-out suggestions for what different graphic scores represent. Use their body, voice and instruments to create sounds to represent a given theme. Create a musical score to represent a composition. Interpret their graphic score and performing their composition</p>	<p><b>Theme and variations</b> Perform rhythms confidently either on their own or in a group. Identify the sounds of different instruments and discuss what they sound like. Make reasonable suggestions for which instruments can be matched to which pieces of art. Recall the names of several instruments according to their orchestra sections. Keep the pulse with the body percussion section and sing with control and confidence. Name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse. Draw the rhythms accurately and show a difference between each of their variations. Showcase creativity in the finished product.</p>	<p><b>Baroque</b> Define some key features of Baroque music, including recitative, canon, ground bass and fugue. Take part in a vocal improvisation task based on Baroque recitative. Play several parts of a canon using staff notation, with or without letter names. Compose a ground bass melodic ostinato. Notate a ground bass pattern using staff notation. Name some well-known Baroque composers and describe what musical features they were known for. Learn a fugue part by reading staff notation, with or without note names. Perform a fugue.</p>	<p><b>Dynamics, pitch and tempo</b> Engage in discussion about the sounds of an orchestral piece. Have a selection of varied vocabulary in response to what they hear. Change dynamics and pitch, differentiating between the two. Take the role of conductor or follow a conductor. Change texture within their group improvisation and talk about its effect. Create a graphic score to represent sounds. Follow the conductor to show changes in pitch, dynamics and texture.</p>	<p><b>End of year production</b></p>

	appropriately with their group. Create sounds that relate to the scene of a film.				
<b>RE</b>		<b>RE</b>		<b>RE</b>	
<b>Understanding Christianity - Creation or science: conflicting or complementary? Digging Deeper (Creation 2B.2)</b>	<b>Understanding Christianity – Incarnation Unit</b>  <b>Was Jesus the Messiah? 2B.4</b>  <b>Digging Deeper</b>	<b>Why do humanists say happiness is the goal of life?</b>	<b>Understanding Christianity – Salvation Unit What difference does the resurrection make to Christians? 2B.7</b>	<b>What spiritual pathways to moksha are written about in Hindu scriptures?</b>	<b>Understanding Christianity – Gospel Unit 2B.5</b>  <b>What would Jesus do? Digging Deeper</b>
<b>PSHE</b>		<b>PSHE</b>		<b>PSHE</b>	
<b>Introduction</b> A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons <b>Well-being</b> Discuss current and future goals and explain strategies that could help reach them. Explain how a person can contribute positively to their community. Identify acts of kindness that can help or support others.	<b>Families and relationships</b> Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief	<b>Health and well-being</b> Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals.	<b>Safety and the changing body</b> Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.	<b>Citizenship</b> Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy.	<b>Economic well-being</b> Exploring: attitudes to money, how to keep money safe, career paths and the variety of different jobs available <b>Identity</b> Personal identity and body image <b>Transition</b> Helping pupils prepare for the transition to secondary school, including exploring any worries or anxieties they may have

Define what makes an authentic apology and reflect on how their actions can impact other people's feelings. Identify activities for self-care. Recognise the benefits of self-care.					
---	--	--	--	--	--

**Computing Online safety lessons taught throughout the year**

<b>Big Data 1</b> To identify how barcodes and QR codes work. To know how infrared waves transmit data. To recognise how RFID is used. To input and analyse real-world data. To analyse and evaluate data.	<b>Mars Rover 1</b> To identify how and why data is collected from space. To read and calculate numbers using binary code. To identify the computer architecture of the Mars Rovers. To use simple operations to calculate bit patterns. To represent binary as text.	<b>Mars Rover 2</b> To recognise how bit patterns represent images as pixels. To explain how the data for digital images can be compressed. To identify and explain the fetch, decode, execute cycle. To create a safe online profile and tinker with 3D design software To modify the design of a 3D object using CAD software	<b>Skills showcase - inventing a product</b> Designing a new electronic product and using CAD software to design appropriate housing for it. Developing skills in website design, video editing, and persuasive language to promote their product. Evaluating and adapting existing code, debugging programs, and searching for accurate information online.	<b>Big Data 2</b> Understanding data usage through the use of mobile data vs WiFi, the Internet of Things, and big data. Identifying high/low data activities and preparing presentations on using Big Data/IoT to improve school efficiency while respecting privacy.	<b>Creating media - history of computers</b> Writing, recording and editing radio plays set during WWII, looking back in time at how computers have evolved and designing a computer of the future.
---	--	--	--	--	--

<b>PE</b>		<b>PE</b>		<b>PE</b>	
-----------	--	-----------	--	-----------	--

Tag rugby Basketball	Badminton Gymnastics	Football Tennis	Cricket OAA	Athletics Swimming	Rounders Maypole
-------------------------	-------------------------	--------------------	----------------	-----------------------	---------------------

<b>FRENCH</b>		<b>FRENCH</b>		<b>FRENCH</b>	
---------------	--	---------------	--	---------------	--

Getting to know you	All About Ourselves	That's Tasty	Family and Friends	School Life	Time Travelling
---------------------	---------------------	--------------	--------------------	-------------	-----------------

<b>Enrichment</b>		<b>Enrichment</b>		<b>Enrichment</b>	
-------------------	--	-------------------	--	-------------------	--

Harvest Festival Health & Fitness Day Don Rae Dance Day	Pantomime Trip Christmas Jumper Day Carol Concert KS2	Don Rae Dance First Aid UKS2 Kidz Fit	Science Week World Book Day Easter Service	Local walks UKS2 Don Rae Dance Maypole Dancing	Sports Day Year 6 Leavers Service Performance
---	---	---	--	--	---

	Yellow Mellow Day	World Religion Day Child Mental Health Week Internet Safety Day	STEM trip Silverstone	Kidz Fit	
--	-------------------	---	-----------------------	----------	--