



	Maths <i>Herts suggested</i>	English <i>Herts suggested</i>	Science	Computing	Art	DT	Geography	History	Music	PE Premier Sport
Year 6	<p>Term 1: place value; multiply and divide by 10, 100 and 1000; choosing effective mental calculation strategies; problems solving with all 4 operations; factors, multiples, primes; fractions (simplifying, comparing, ordering, adding, subtracting, decimal equivalents); percentages; formal written method of multiplication; area; formal written method of short division; properties of shape</p>	<p>Term 1</p> <p>Narrative: Fiction Genres</p> <p>Non-Fiction: Explanation Recounts Report</p> <p>Poetry: Free verse</p>	<p>Working Scientifically - integrate into every topic</p> <p>Evolution and Inheritance - changes over time -fossils - offspring -adaptation and evolution</p> <p>Living Things and their Habitats - classification into broad groups incl. micro-organisms, plants and animals</p>	<p>Using Technology Safely - integrate into every topic</p> <p>Product Design Project - search engines - information reliability -research and data analysis (eg) design a chocolate bar based on a questionnaire</p>	<p>Cultural Understanding -integrate into every project</p> <p>Sculpture Project - create their own sculptures from a medium of their choice (eg) in response to music</p> <p>Movement Project -master drawing and painting skills through the work of an artist</p>	<p>Cultural Awareness - integrate into every project</p> <p>Product Design Project - model and communicate ideas through computer aided design (eg) use design software (Tinkercad)</p>	<p>Aspirational Figures - lead projects through the eyes of inspirational people from both the past and present</p> <p>Fieldwork - outdoor learning at every opportunity</p>	<p>Aspirational Figures -explore the influence of inspirational and significant people through every project -engage with people from the local community - be inspired by real-world historians</p>	<p>Cultural Understanding - explore the influence of culture and influential musicians through every project</p>	<p>Autumn 1 - Basketball -Dance Table tennis comp</p> <p>Autumn 2 - Basketball -Dance basketball comp</p>
	<p>Term 2: order of operations, algebra; formal written method for long division; perimeter and area relationship; recognise and find angles; reflection; translation; fractions (multiplying; dividing; problem solving); ration and proportion; volume; measures; statistics (line graphs/pie charts; algebra and sequences</p>	<p>Term 2</p> <p>Narrative: Narrative workshop (review)</p> <p>Non-Fiction: Persuasion Discussion</p> <p>Poetry: monologues</p>	<p>Animals including Humans - human circulatory system; -nutrient and water transportation -impact of lifestyle etc on body function</p>	<p>Micro:Bit Project - computer networks -real world computing -block based programming to control physical systems (eg) design and build a Mars rover</p>	<p>Local Artist Project - develop techniques through an artist, designer or architect from the local area (eg) Ben Askem, colour blind artist from Watford</p>	<p>Architect Project - design and build a quality complex structure using their choice of appropriately selected materials</p>	<p>Cartographer Project - construct and explore maps -grid references -keys; scale; compass directions Eg) walker's guide to the area/scavenger hunt/geocache treasure trail/ design an online SatNav</p>	<p>Archaeologist Project - local history study -focus on how our knowledge of the past is constructed from a range of sources (eg) recreate a dig/local trip/ visiting historian</p>	<p>DJ Project - use synthesised sounds to produce a piece of music -structure -timbre Eg) Garageband; EJay; link to Barnwell resources</p>	<p>Spring 1 -Indoor Athletics Rugby Sportshall Athletics comp</p> <p>Spring 2 -Gymnastics Cricket Tag rugby comp; Quicksticks Hockey</p>
	<p>Term 3: mean average; application of previous learning; application of known facts and calculation strategies; consolidate key learning in preparation for SATS; constructing pie charts; statistical representations; further algebra; financial maths and enterprise; maths prep for KS3</p>	<p>Term 3</p> <p>Narrative: Extended book study</p> <p>Non-Fiction: Debating skills</p> <p>Poetry: Take one poet</p>	<p>Light - light travel; reflection; how we see - shadows</p> <p>Electricity -impact of number and voltage of cells in a circuit -variations in component function -symbols</p>	<p>App Design Project - select appropriate software to create an App to solve a real world problem (eg) design a revision app using SCRATCH; create a remote control light using microbits</p>	<p>Masterpiece Project - create their own masterpiece using any medium (eg) still life challenge - all children have the same object but creatively respond to it in their own way</p>	<p>Electrical Engineer Project - explore and build circuits and motors Eg) spinning solar system/ spinning carousel</p>	<p>Europe Project - focus on environmental regions, key physical and human characteristics; countries, major cities</p> <p>Trade Project - explore economic activity, trade links -distribution of natural resources</p>	<p>Remembrance Project - significant person from WWI or WWII</p> <p>Advanced Civilisations Project - study a non European society that contrasts with British History: Baghdad c. AD900 OR Mayan civilisation c. AD900 OR Benin c. AD 900-1300</p>	<p>Composition Project - Compose - inter-related dimensions of music (eg) write a song</p> <p>Rap and Beatbox Project - use voices with increasing accuracy, fluency, control and expression</p>	<p>Summer 1 Athletics -rounders</p> <p>Summer 2 Athletics - lacrosse rounders; netball festival; Mixed Quick cricket</p>



Year	RE	PSHCE	Languages
6	Herts Scheme Christianity Buddhism Humanist	Jigsaw Scheme	SPANISH
Autumn 1	<i>Beliefs and Practices; Symbols and Actions: celebrations and key events in life; symbolic ways of expressing meaning</i>	Being me in my own world class charter; global citizenship	-members of the family -writing the date -numbers 1- 100+
Autumn 2	<i>Identity and Belonging; Ultimate Questions: annunciation in sacred and secular Christmas; the Messiah</i>	Celebrating Difference - differences as a source of conflict or celebration	-Telling the time
Spring 1	<i>Identify and Belonging; Prayer, Worship and Reflection; communication beyond prayer and sacred spaces</i>	Dreams and Goals - working with others to make the world better	- Holidays: how to travel; where to go; make a passport -The Euro
Spring 2	<i>Sources of Wisdom; Ultimate Questions: Salvation; freedom and justice</i>	Healthy Me - alcohol	- Our World Exploring different Spanish countries
Summer 1	<i>Sources of Wisdom; Justice and Fairness; Ultimate Questions: sacred texts/what does holy and loving mean?</i>	Relationships - standing up for myself	- Giving Directions: places in the town
Summer 2	<i>Human Responsibility and Values; Justice and Fairness; Ultimate Questions: reflecting on ethics; science vs creation</i>	Changing Me - baby development from conception to birth	Songs, stories and poems

Rights Respecting School Articles		
<p>Article 1 Everyone under 18 has these rights.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 3 All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.</p> <p>Article 4 The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.</p> <p>Article 5 Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.</p> <p>Article 6 You have the right to be alive.</p> <p>Article 7 You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).</p> <p>Article 8 You have the right to an identity - an official record of who you are. No one should take this away from you.</p> <p>Article 9 You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.</p> <p>Article 10 If you live in a different country than your parents do, you have the right to be together in the same place.</p> <p>Article 11 You have the right to be protected from kidnapping.</p> <p>Article 12 You have the right to give your opinion, and for adults to listen and take it seriously.</p> <p>Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.</p> <p>Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p>	<p>Article 15 You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.</p> <p>Article 16 You have the right to privacy.</p> <p>Article 17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.</p> <p>Article 18 You have the right to be raised by your parent(s) if possible.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p> <p>Article 20 You have the right to special care and help if you cannot live with your parents.</p> <p>Article 21 You have the right to care and protection if you are adopted or in foster care.</p> <p>Article 22 You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.</p> <p>Article 23 You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.</p> <p>Article 24 You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.</p> <p>Article 25 If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.</p> <p>Article 26 You have the right to help from the government if you are poor or in need.</p> <p>Article 27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.</p> <p>Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p>	<p>Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p> <p>Article 30 You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.</p> <p>Article 31 You have the right to play and rest.</p> <p>Article 32 You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.</p> <p>Article 33 You have the right to protection from harmful drugs and from the drug trade.</p> <p>Article 34 You have the right to be free from sexual abuse. Article 35 No one is allowed to kidnap or sell you.</p> <p>Article 36 You have the right to protection from any kind of exploitation (being taken advantage of).</p> <p>Article 37 No one is allowed to punish you in a cruel or harmful way.</p> <p>Article 38 You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.</p> <p>Article 39 You have the right to help if you've been hurt, neglected or badly treated.</p> <p>Article 40 You have the right to legal help and fair treatment in the justice system that respects your rights.</p> <p>Article 41 If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.</p> <p>Article 42 You have the right to know your rights! Adults should know about these rights and help you learn about them, too.</p> <p>Articles 43 to 54 These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.</p>

