Year 6 Curriculum Topic Map

Academic Year 2025-2026

THE FOREST VIEW ACADEMY

LABOR OMNIA VINCIT

Our Ambition: To be the highest performing MAT in the country
Our Mission: To improve the communities we serve for the better

Vision:

Challenging educational orthodoxies so that every child makes good progress in core subjects;
all teachers are committed to personal improvement and fulfil their responsibilities;
all children receive a broad and balanced curriculum;
all academies strive to be outstanding.

	Autumn 1							Autumn 2						
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Curriculum Drivers/ Enrichment	**External visitor to visit school to talk to the children about Fairtrade** **Aspiration:** Fairtrade visitor into school. Discussion around what motivated the visitor to want to work in the sector. Explore the rewards and challenges. **Cultural diversity:** Discuss the range of countries from which we get Fairtrade products and exploring how we are dependent on other countries for food. Explore the UN convention on Human Rights and how fair trade supports communities to have the right to a standard of living adequate for health.							**Visit to Newstead Abbey linked to Victorian Christmas** **Cultural diversity:** Consider how developments in transport (Rail and Steam ships) were opening up the world. With products from around the world available more widely for the first time. Consider how transport opened up the country so that people could travel and experience new places (seaside visits became popular for the first time). Discuss the impact of immigration in the field of industry (ICI) and music and explore significant cultural milestones such as the opening of Britain's first Mosque in Liverpool in 1889. **Aspiration:** Examine the qualities of a significant Victorian inventors such as Isambard Kingdom Brunel, John Macadam, Alexander Graham Bell or Kirkpatrick Macmillan. Explore why they were successful, passion positivity, curiosity, resilience and work ethic.						
PE	**Get Set 4 PE** **Volleyball** LESSON 1 To use the fast catch volley to create space and place the ball. LESSON 2 To develop the set shot and understand when to use it. LESSON 3 To develop the dig and understand when to use it. LESSON 4 To select and apply skills to keep a continuous rally going. LESSON 5 To develop the underarm serve and learn the rules of serving. LESSON 6 To apply rules, skills and principles to play in a tournament. **Fitness** LESSON 1 To develop an awareness of what your body is able to do. LESSON 2 To develop speed and stamina. LESSON 3 To develop strength using my own body weight. LESSON 4 To develop co-ordination. LESSON 5 To develop agility. LESSON 6 To develop balancing with control.							**Get Set 4 PE** Gymnastics **LESSON 1** To develop the straddle, forward and backward roll. **LESSON 2** To develop rolling into sequence work and on apparatus. **LESSON 3** To develop counter balance and counter tension. **LESSON 4** To develop counter balance and counter tension into sequence work with apparatus. **LESSON 5** To develop jumps and explore the effect of height. **LESSON 6** To explore jump sequence work with consideration of performance tools. **LESSON 7** To develop inverted movements with control. **LESSON 8** To develop inverted movements with control. **LESSON 9** To use flight from hands to travel over apparatus. **LESSON 10** To use flight from hands to travel over apparatus. **LESSON 11** To create a group sequence using formations and apparatus. **LESSON 12** To create a contrasting group sequence using formations and apparatus. Basketball **LESSON 1** To demonstrate attacking skills with control under pressure. **LESSON 2** To move into and create space to support a teammate. **LESSON 3** To choose when to pass and when to dribble. **LESSON 4** To use the appropriate defensive technique for the situation. **LESSON 5** To develop shooting technique and make decisions about when to pass, dribble or shoot. **LESSON 6** To apply principles, rules and tactics to a tournament.						

	Autumn 1	Autumn 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Science	**<u>Animals including Humans</u>** **<u>Key Knowledge</u>** Lesson 1: What is the circulatory system and how does it work? Lesson 2: How does our heart work and how does it pump blood? Lesson 3 (Investigation): How does exercise affect my heart rate? Lesson 4: Blood consists of different parts that each have a purpose. What are they, and how do they help the circulatory system keep us alive and healthy? Lesson 5: How can I live a healthy lifestyle? Lesson 6: What can damage our cardiovascular systems and health?							**<u>Evolution and Inheritance</u>** **<u>Key knowledge</u>** Lesson 1: How have animals adapted to their environment over time? Lesson 2: How did Darwin's observations of the finches provide evidence for his theory of Evolution? Lesson 3: Which adaptations helped birds outlive dinosaurs? Lesson 4: (Investigation) How have bird's beaks have changed to suit their environment? Lesson 5: How do fossils help scientists learn about animals and plants that lived millions of years ago? Lesson 6: Why do offspring, like kittens or ducklings, look similar to their parents but not exactly the same?					
Science (Sustainability Module)	**<u>Climate Change</u>** What is Climate Change? If we know that human activities cause climate change, why do people keep doing them? What can we do to help stop climate change?													
Art & Design					**<u>Da Vinci to Lowry</u>** (Representing people in art) Recreate a Da Vinci artwork. Create a cubism style image. Create a version of Van Gogh's Sunflowers Create a sketched landscape in the style of L.S. Lowry.			**<u>William Morris (Victorian Art)</u>** Create a fact file on William Morris Use a viewfinder to recreate a piece of William Morris wallpaper design. Replicate a repeated pattern in the style of William Morris and colouring in using similar colour palettes. Create a block printed repeated pattern						

	<u>Autumn 1</u>							<u>Autumn 2</u>						
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
DT	**<u>Fairtrade Products</u>** (Suggested activities: children design, make and evaluate a Fairtrade product including packaging) **learning Journey** To identify a range of Fairtrade items and discuss the importance of a balanced and varied diet. To design a product aimed at a specific market using Fairtrade ingredients. To make a product using Fairtrade ingredients, aimed at a specific market. To critically evaluate the product and consider ways to improve.											**<u>Bridges</u>** (suggested activities: Iron Bridge in Shropshire designed by Brunel, strength of semi-circle/triangulation, Bailey Bridge – local context) **Learning Journey** To understand the importance of Isambard Kingdom Brunel and his contribution to engineering history To explore how a beam bridge responds to loads. To experiment with loads on a beam bridge to understand what makes it strong and what makes it fail**.**		

	<u>Autumn 1</u>							**<u>Autumn 2</u>**						
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
History								**<u>The Victorians</u>** **<u>Learning Journey</u>** Lesson 1 - Who were the Victorians? Lesson 2 - Who was Queen Victoria? Lesson 3 - What were Victorian classrooms like? Lesson 4 - How did the Industrial Revolution change where people lived?						

		Lesson 5 - What was life like for children in Victorian Britain? Lesson 6 - How did Victorian inventions change everyday life?
RE	**<u>Teachings, wisdom and authority</u>** **<u>Learning Journey</u>** Aims: • To understand the characteristics of love in the Christian community • To understand and interpret the message in the Jewish Shema • To understand how moral guidelines affect behaviour • To understand the universal Golden Rule	**<u>Christianity – Christmas</u>** **<u>Learning Journey</u>** **Stage 1- To explore the different ways in which Christmas is celebrated.** **Stage 2- To investigate how Christmas is celebrated.** **Stage 3- To reflect on the investigation on how Christmas is celebrated.**
PSHCE	**<u>Relationships</u>** **<u>(Life skills Primary Education – DAaRT)</u>** How to deal with stressful situation What is peer pressure? How to balance risks and consequences How to celebrate differences The importance of effective and confident communication The risks and consequences of carrying a knife How to develop effective communication How to become a good citizen **<u>PoS Refs: H1, H3, H4, H38, H47, H48, H49, H50</u>**	
Personal Development	**<u>Remembrance Day</u>** Discuss meaning of the day and the symbolism of the poppy. Analyse the 'Flanders Field' poem. **<u>Anti-Bullying</u>** Define bullying. Discuss the different roles within bullying.	
Geography	**<u>Fairtrade</u>** **<u>Learning Journey</u>** 1. To know the human and physical features of the United Kingdom. 2. To locate countries in major continents on a world map and discuss the human and physical features. 3. To understand world trade links. 4. To know about Fairtrade and why it is needed. 5. To know how food products are distributed. 6. To compare the United Kingdom and one of the largest producers of bananas, Colombia.	

	<u>Autumn 1</u>	**<u>Autumn 2</u>**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Music	**Glockenspiel** • play and sing a range of pieces from memory and from simple notation • be able to play up to three notes with a good sound • sit or stand with the correct posture • listen to themselves and others, and make improvements • copy back and improvise simple phrases • have a basic understanding of, and able to apply, the building blocks of music – pulse/beat, rhythm, pitch, tempo and dynamics • create and perform their own rhythmic patterns • compose, notate and perform short melodies • recognise a range of orchestral instruments • have grown in confidence and want to celebrate their musical success with a performance													
Computing	**Touch Typing (Y3 from PM)** **6 Lessons** • To develop use of punctuation when using a keyboard. • To understand that the shift key needs to be used to access some parts of a keyboard. • To develop use of punctuation when using a keyboard. • To understand that the shift key needs to be used to access some parts of a keyboard. • To use increasing knowledge of a keyboard to be able to type out words beginning with a variety of letters. • To use increasing knowledge of a keyboard to be able to type out words beginning with a variety of letters. • To use increasing knowledge of a keyboard to be able to type out words beginning with a variety of letters. To use increasing knowledge of a keyboard to be able to type out words beginning with a variety of letters.						Online Safety – Covered Offline in addition to PSHE Project Evolve See PSHE MTPs	**Word Processing**						
MFL					**La Fecha (The Date)** Recognise and recall the 7 days of the week in Spanish. Recognise and recall the 12 months of the year in Spanish Recognise and recall numbers 1-31 in Spanish Ask what the date is and say the date in Spanish Ask somebody when their birthday is and say when our own birthday is in Spanish							
British Values:	**Spring 1**							**Spring 2**						
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**		**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	
Curriculum Drivers/ Enrichment	**Local visit to sketch a War Memorial (linked to WW1)** **Cultural Diversity:** Consider the contribution of people of different nationalities in support of Britain in World War 1. Examine the contributions of women to the war effort and the changes this brought to the work place and ultimately the extension of the franchise in 1918. Discuss how people with different beliefs approached the war for example Quakers who were committed to peace but served as medics or supported communities. **Aspiration:** Consider how people have coped with severe adversity in the past and how the arts have helped people make sense of difficult experiences. In particular art, poetry and music inspired by the WW1 and produced by people affected.							**Visit to the Holocaust Centre, Laxton** **Cultural Diversity:** consider the inclusive values of modern Britain and how tolerance and understanding are essential in ensuring that all people are valued regardless background, ethnicity, religion etc. Continue with the theme of women in war and investigate the roles undertaken on the home front by women in WW2. Examine how different elements of society worked together for the war effort Consider how the blitz forced people together in air raid shelters (e.g. London Underground. Share stories that illustrate people coming together regardless of background etc.) **Aspiration:** Consider the resilience of emergency workers in the blitz consider the character shown. Examine the contribution of the women of Bletchley (e.g. Mavis Batey) discuss the skills and dispositions that contributed to their success.						
PE	**Cognitive cog (REAL PE and REAL Gymnastics)** Fundamental movement skills- Co-ordination- Ball skills Agility- Reaction/ Response Gym skills-							**Creative cog (REAL PE and REAL Dance)** Fundamental movement skills- Static balance- Seated Static balance- Floor work Dance skills-						

	Partner work- Acrobatic sequences Large apparatus- Climbing sequences Learning focus- Exceeding I can develop methods to outwit opponents. I can recognise and suggest patterns of play which will increase chances of success. Expected I can use my awareness of space and others to make good decisions. I can understand ways (criteria) to judge performance. Emerging I have begun to identify areas for improvement. Learning nutrition- (4 star) Control Coach and support others	Solo- Shapes and circles Artistry- Abstraction and Musicality Partner- Lifts and making Learning focus- Exceeding I can adapt and adjust my skills, movements or tactics so they are different to others. I can respond imaginatively to different situations. Expected I can change tactics, rules or tasks to make activities more fun or more challenging. I can develop sequences that express my own ideas. Emerging I can recognise similarities and differences in movement and expression. I can make up my own rules and versions of activities. Learning nutrition- (4 star) Control Praise for positive behaviour 1.
Science	**<u>Light</u>** **<u>Key knowledge</u>** What is a light source and how do we make different shadows? Why does it get dark at night but not completely dark?	**<u>Electricity</u>** **<u>Key Knowledge</u>** How can we affect the brightness of bulbs and the volume of buzzers? How can we use diagrams to show the circuits we make? 1.
Science (Sustainability Module	**<u>Renewable Energy</u>** What is renewable energy? Is renewable energy the answer to humans living more sustainably?	

	<u>Spring 1</u>						**<u>Spring 2</u>**					
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
DT												
Art	**<u>Art inspired by wartime poetry</u>** (moving from sketching to using chalks or another media, looking at Wilfred Owen; blackout poetry; visual art on the trenches) **<u>Learning Journey</u>** To understand and analyse a WW1 poem. To use chalk to create a background. To carefully select words that represent the poem. To select colours and imagery that represents my poem.											

	<u>Spring 1</u>						**<u>Spring 2</u>**					
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
History	**<u>World War One</u>** **<u>Learning Journey</u>** 1. To understand why World War 1 began. 2. To understand what life was like in the trenches. 3. To understand what happened at the Battle of the Somme. 4. To understand the role of women in WW1. 5. To participate in a debate about the Treaty of Versailles. 6. To write a balanced argument.						**<u>World War Two</u>** **<u>Learning Journey</u>** 1. To understand how and why WW2 started. 2. To understand what it was like to be an evacuee. 3. To know how people protected themselves during the blitz. 4. To understand why rationing was important. 5. To understand what life was like for a jew in WW2. **6.** To recap everything I have learnt so far.					

Geography		
RE	**Unit 6.3 Beliefs In Actions in the World. How do religions and beliefs respond to global issues and the importance of the environment.** Stage 1- What can we learn from theology about how to care for the world. Stage 2 – What can we learn from Christianity about how to care for the world. Stage 3- What can we learn from Islam about how to care for the world. Stage 4- What can we learn from Sikhism about how to care for the world.	
PSHCE	**<u>Media literacy and Digital resilience</u>** Discuss different uses of technology and how it affects wellbeing (positive and negative). Explore different ways of dealing with online situations. Identify what activities benefit both physical and mental health. To understand how screens can impact wellbeing and how we can balance our screen time for positive impact. To recognise how words, including jokes, can hurt others and why that hurt might be hard to see. **PoS Refs: H37, L11, L13, L15, L16**	**<u>Growing and changing</u>** The changes that happen during puberty (recap from year 4-5) About managing change and becoming more independent About positive, healthy relationships About how a baby is made **PoS Refs: H24, H33, H35, H36**
Personal Development	**Children's mental health week** **Safer Internet Day** **World Book Day** **Multi-faith events – Shrove Tuesday, Events of Lent, Lunar News Year, Ramadan**	

	<u>Spring 1</u>						**<u>Spring 2</u>**					
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Computing	**Micro-bit 3.10** **4 lessons** • Understand the micro:bit is a tiny computer which needs instructions in code to make it work. • Use Free Code micro:bit to create instructions in code that the micro:bit can understand and then transfer them to the micro:bit. • Know the micro:bit has an LED display output which it can use to show words (as well as numbers and pictures). • Understand that sequence and timing is important when making an animation. Understand that animations create an illusion of movement by showing a sequence of still images. • Code the micro:bit to show simple animations on its LED display output. • Code the micro:bit to make different outputs happen depending on different inputs.				**Blogging 6.4** **4 Lessons** • To identify the purpose of writing a blog. • To identify the features of successful blog writing. • To plan the theme and content for a blog. • To understand how to write a blog and a blog post. • To consider the effect upon the audience of changing the visual properties of the blog. • To understand how to contribute to an existing blog. • To understand the importance of commenting on blogs. • To peer-assess blogs against the agreed success criteria. To understand how and why blog posts and comments are approved by the teacher.				**Spreadsheets – Twinkl Yr6** **6 Lessons** • Be able to enter formulae into cells. • Edit data and discuss the effect on results. • Use further functions including AVERAGE, MIN and MAX. • Create graphs. • Design their own spreadsheet for a specific purpose.		

	• Understand that inputs and outputs involve the flow of data in and out of computers. Apply this knowledge using the micro:bit's button inputs and display output. • Understand how sensor inputs from the accelerometer can be used to detect movement. • Understand how to create sounds and music using the music editor. Apply this knowledge using the micro:bit's gesture inputs and sound output.		
Music	10 pieces - Ride of the Valkyries • listen and reflect on a piece of orchestral music • invent their own musical motifs and structure them into a piece • perform as an ensemble • learn musical language appropriate to the task	Bon Jovi – Livin' On A prayer . Listen and Appraise the song Livin' On A Prayer and other Classic Rock songs: ● Livin' On A Prayer by Bon Jovi ● We Will Rock You By Queen ● Smoke On The Water by Deep Purple ● Rockin' All Over The World by Status Quo ● Johnny B. Goode by Chuck Berry ● I Saw Her Standing There by The Beatles © Copyright 2017 Charanga Ltd Page 1 of 8 1. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song 2. Perform the Song - perform and share your learning as you progress through the Unit of Work	
MFL		**<u>Mi Familia (My Family)</u>** Learn the nouns and articles/determiners for several family members in Spanish. How to swap the article/determiner 'a/an' with a family member noun for the possessive adjective 'my' in Spanish. How to answer the question '¿Tienes hermanos?' (Do you have any siblings?) in Spanish Introduce family members in Spanish, learning to use 'se llama' (he/she is called). Use my knowledge of larger numbers in Spanish to be able to describe the age of family members	

	<u>Summer 1</u>				**<u>Summer 2</u>**						
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Curriculum Drivers/ Enrichment	**Visit to a local park following SAT's week** **Aspiration:** Consider how Van Gogh worked for years honing and perfecting his art and showed resilience and belief often in the face of indifference of disapproval. Consider how other successful people have needed to overcome adversity. Discuss strategies and support for developing resilience. **Cultural Diversity:** Explore what Jewish people, Humanists, Hindus and Christians teach about how we can all live together for the wellbeing of each other? Consider how the major belief systems of the world have explored this and look at similarities in a range of belief systems. Examine statements such as "there is more that unites us than divides us.				**Residential visit:** **Aspiration:** During the transition period enable pupils to explore their aspirations. Pupils to summarise their successes at Primary School and explore how the skills and dispositions they have learned will support them on the next stage of their education. Consider strategies to support well-being when things are challenging. Teach the five ways to well-being promoted by the charity Mind. **Visit to Nottingham Trent University (or other suitable University)** **Aspiration**: What courses are available? How do you qualify for and apply for University? What is life as an undergraduate like? **Cultural Diversity:** Continue to explore beliefs in action. How do the different belief systems including humanism support the development of resilience.					
PE	**<u>Physical cog (REAL PE)</u>** Fundamental movement skills- Static balance- Seated Static balance- Floor work Learning focus- Exceeding I can adapt and adjust my skills, movements or tactics so they are different to others.				**<u>Health and fitness cog (REAL PE)</u>** Fundamental movement skills Static balance- Stance Co-ordination- Footwork Learning focus- Exceeding I can self select and perform appropriate warm-up and cool down activities.						

	I can respond imaginatively to different situations. Expected I can change tactics, rules or tasks to make activities more fun or more challenging. I can develop sequences that express my own ideas. Emerging I can recognise similarities and differences in movement and expression. I can make up my own rules and versions of activities. Learning nutrition- (4 star) Control Celebration and review of progress	I can identify possible dangers when planning an activity. Expected I can record and monitor how hard I am working. I can explain how often and how long I should exercise to be healthy. I can describe the basic fitness components. Emerging I can explain why we need to warm-up and cool down. I can describe how and why my body changes during and after exercise. Learning nutrition- Control Ambition (5 star)

	Summer 1				**Summer 2**						
	Week 1 15.4.24	**Week 2** 22.4.24	**Week 3** 29.4.24	**Week 4** 7.5.24	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Science	**Living Things and Habitats** **Key Knowledge** How do we group different animal types?				**Growing Up (SRE)** **Key Knowledge** What are the changes that occur during puberty both physically and emotionally? What are the development stages of a baby from conception to birth? What are the different ways of maintaining good health and hygiene.						
Science (Sustainability Module)	**My Green City Project** How can you build a sustainable city that looks after people and the planet?										
Art & Design	**The Life of Van Gogh** Aims: • Produce creative work, exploring their ideas and recording their experiences • Become proficient in drawing, painting, sculpture and other art, craft and design techniques • Evaluate and analyse creative works using the language of art, craft and design • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Subject content: • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history.										

	Summer 1						**Summer 2**						
	Week 1 15.4.24	**Week 2** 22.4.24	**Week 3** 29.4.24	**Week 4** 7.5.24	**Week 5** 13.5.24	**Week 6** 20.5.24	**Week 1** 3.6.24	**Week 2** 10.6.24	**Week 3** 17.6.24	**Week 4** 24.6.24	**Week 5** 1.7.24	**Week 6** 8.7.24	**Week 7** 15.7.24
DT							**War Time Baking / Textiles TBC**						
History													
RE	**Beliefs in action in the world** **Learning Journey** Aims: • How did some Jewish people in Europe practice their faith before the Second World War?												

	• To investigate aspects of the persecution of Jewish people. • What examples of resistance to prejudice and discrimination can we learn from today? • Describe religious responses to the Holocaust in Judaism and link these values which are important. • Consider my own and others' views to ensure prejudice is addressed and resisted, and that respect is a central value.	
PSHCE	**<u>Mental Health and Emotional Wellbeing</u>** Learn about how emotions, thoughts, physical feelings, and behaviours can affect each other, and ways of managing challenging emotions. Exploring the transition to secondary school, identify some of the challenges that can arise and where to get support if needed. **PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24**	**<u>Money Matters</u>** Learn about the impact of money on emotional wellbeing. Learn what it means to be a critical consumer **PoS Refs: L17, L18, L22, L23, L24**
Personal Development		

	<u>Summer 1</u>				**<u>Summer 2</u>**						
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Geography					**<u>The Coastline</u>** **<u>Learning Journey</u>** 1. To identify counties and cities of the UK and some human and physical characteristics. 2. To understand how coastal features are formed. 3. To explain how water and weather have changed the coastline of the UK over time. 4. To understand how to read direction on maps using the points of a compass. 5. I can use four and six figure grid references to find places on a map. 6. I can understand and be able to use the eight points of a compass, four and six figure grid references, symbols and key (including ordinance survey maps). 7. I can locate the world's countries, using maps to focus on Europe and North and South America using an atlas.						
Computing	**Quizzing 6.7** **6 Lessons** • To create a picture-based quiz for young children. • To learn how to use the question types within 2Quiz. • To explore the grammar quizzes. • To make a quiz that requires the player to search a database. • To make a quiz to test your teachers or parents.							**Networks 6.6** **3 Lessons** • To discover what the children know about the Internet. • To find out what a LAN and WAN are. • 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.		
Music					**Performance** To sing in tune with expression To control their voice when singing To sing songs from memory with accurate pitch						

	<u>Summer 1</u>				**<u>Summer 2</u>**						
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
MFL					**<u>En la Cafeteria (In the Café)</u>** Learn 10 different foods, snacks and drinks in Spanish with the correct indefinite article/determiner						

		Learn another 10 different foods, snacks and drinks in Spanish with the correct indefinite article/determiner. Learn some key phrases to help me perform a role-play in the Spanish cafetería Learn some more key phrases to help me perform a role-play in the Spanish cafetería Learn about Spanish currency and will use my knowledge of numbers to help calculate the bill in Spanish	