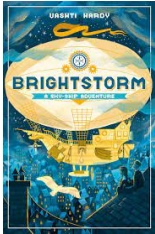
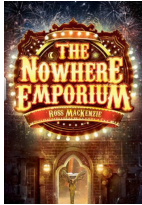
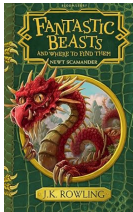
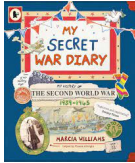
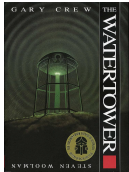
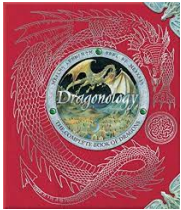
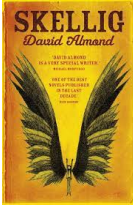
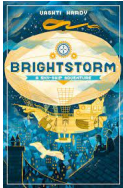
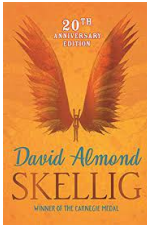


China - Year 6 Curriculum Map

2026-2027

Subject	Autumn	Spring	Summer
English writing	Brightstorm: Vashti Hardy Writing outcomes: Diary/ship's log Formal letter from the Geographical Society Informal letter from Dad. 	The Nowhere Emporium Persuasive: advertising leaflet 	Fantastic Beasts: Writing outcomes: Explanation. 
	Pandora (Literacy Shed) Writing outcomes: Non-chronological report 	My Secret War Diary by Flossie Albright Writing outcomes: Letters between characters (Range of formality and voice) Diary/recount 	The Watertower: Gary Crew Writing outcomes: Narrative/dialogue 
	Film: The Eye of the Storm Writing outcomes: Narrative 	Malamander: Thomas Taylor Writing outcomes: Tourist leaflet, reviews 	Dragonology Writing outcomes: Persuasive 
	Harry Potter: JK Rowling Writing outcomes: Narrative/dialogue 	Short writing tasks: Letters of complaint Residential: tourist leaflet/persuasive	Skellig by David Almond Writing outcomes: Narrative/ Internal monologues Diary entries, formal piece of nonfiction 

Reading	Weekly 1) Contemporary fiction: Battle on the Dunes by Dan Smith 2) Classic Fiction: Hansel and Gretel by Brothers Grimm 3) Contemporary poem: Refugees by Brian Bilston 4 and 5) Contemporary fiction: A Sharpened Shadow by Andy Loneragan and Jonathon Pearce 6) Non-fiction: Crime and Punishment: Capital Punishment 7) Classic Fiction: A Little Princess by Frances Hodgson Burnett 8) Non-fiction: John Cage's 4'33 by The Literacy Shed 9) Contemporary poem: The Watchers by Joseph Coelho 10) Classic chant: The Witches' Spell by William Shakespeare 11) Classic poems: There Will Come Soft Rains and Winter Stars by Sara Teasdale 12) Classic fiction: A Christmas Carol Extended reading: Brightstorm by Vashti Hardy Extended reading: The Giant's Necklace by Michael Morpurgo  		Weekly 1) Contemporary fiction Adrift by The Literacy Shed 2) Non-fiction Thinking Critically by The Literacy Shed 3) Classic poem Invictus by William Ernest Henley 4) Contemporary fiction Down and Through by Andy Loneragan and Jonathon Pearce 5) Contemporary poem: Play by Julie Hare 6) Contemporary fiction The Apple by Matt Beighton 7) Speech The Declaration of War by Neville Chamberlain 8) Contemporary fiction The Hunt by Stephen Davies 9) 21 Non-fiction How to be Happy by The Literacy Shed 10) Contemporary poem The Dreadful Menace by Andy Loneragan and Jonathon Pearce 11) Speech We Shall Fight on the Beaches by Winston Churchill 12) Contemporary poem In my Dreams I Rose Up by Julie Hare Extended reading: Malamander by Thomas Taylor Extended reading: revision 		Weekly 1) Contemporary poem Ashes to Ashes by The Literacy Shed 2) Contemporary fiction Inferno by The Literacy Shed 3) Classic poem The Road Not Taken by Robert Frost 4) Non-fiction What is Evolution? by The Literacy Shed 5) Classic fiction The Wind in the Willows by Kenneth Grahame 6) Monologue Do I Think? by Eileen Gu 7) Classic poem If by Rudyard Kipling 8) Speech Malala Yousafskai: Birthday Speech 9) Classic poems Arms and the Boy by Wilfred Owen The Arrow and the Song by Henry Longfellow 10) Contemporary poem The Fern by Julie Hare 11) Sonnet 18 Shall I Compare Thee to a Summer's Day? by William Shakespeare Extended reading: Extended reading: Skellig by David Almond Extended reading: Jabberwocky by Lewis Carroll  	
Year 6 Maths WhiteRose	Number: Place Value • read, write, order and compare numbers up to 10,000,000 and determine the value of each digit • round any whole number to a required degree of accuracy	Number: Fractions • use common factors to simplify fractions; use common multiples to express fractions in the same denomination	Number: Ratio • solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts	Continue: Number: Decimals and Percentages Measurement: Perimeter, Area and Volume	Geometry: Properties of Shape • identify 3-D shapes, including cubes and other cuboids, from 2-D representations • know angles are measured in degrees: estimate and	Preparations for KS 3

- use negative numbers in context, and calculate intervals across 0 - solve number and practical problems that involve all of the above Number: Addition, Subtraction, Multiplication and Division - multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication - divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context - divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context - perform mental calculations, including with mixed operations and large numbers - identify common factors, common multiples and prime numbers - use their knowledge of the order of operations to carry out calculations involving the 4 operations - solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why - solve problems involving addition, subtraction, multiplication and division - use estimation to check answers to calculations and	- compare and order fractions, including fractions >1 - add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions - multiply simple pairs of proper fractions, writing the answer in its simplest form $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$ [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] - divide proper fractions by whole numbers [for $\frac{1}{3} \div 2 = \frac{1}{6}$] example, $\frac{1}{3} \div 2 = \frac{1}{6}$] - associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for $\frac{3}{8}$] example, $\frac{3}{8}$] Measurement: Converting Units - solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate - use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places - convert between miles and kilometres	- solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison - solve problems involving similar shapes where the scale factor is known or can be found solve problems involving unequal sharing and grouping using knowledge of fractions and multiples Algebra - use simple formulae - generate and describe linear number sequences - express missing number problems algebraically - find pairs of numbers that satisfy an equation with 2 unknowns - enumerate possibilities of combinations of 2 variables Number: Decimals and Percentages - identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places - multiply one-digit numbers with up to 2 decimal places by whole numbers - use written division methods in cases where the answer has up to 2 decimal places - solve problems which require answers to be rounded to specified degrees of accuracy - recall and use equivalences	- recognise when it is possible to use formulae for area and volume of shapes - calculate the area of parallelograms and triangles - calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³] Statistics - interpret and construct pie charts and line graphs and use these to solve problems - calculate and interpret the mean as an average	compare acute, obtuse and reflex angles - draw given angles, and measure them in degrees (°) - Identify: - angles at a point and 1 whole turn (total 360°) - angles at a point on a straight line and half a turn (total 180°) - other multiples of 90° - use the properties of rectangles to - deduce related facts and find missing lengths and angles - distinguish between regular and irregular polygons based on reasoning about equal sides and angles Geometry: Position and Direction - describe positions on the full coordinate grid (all 4 quadrants) - draw and translate simple shapes on the coordinate plane, and reflect them in the axes Consolidation of KS2 curriculum	
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	determine, in the context of a problem, an appropriate degree of accuracy		between simple fractions, decimals and percentages, including in different contexts			
Science Year 6	Light • 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 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 Working Scientifically • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line	Evolution and inheritance: variation and adaptation Fossils • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Working Scientifically • 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 • Identifying scientific evidence that has been used to support or refute ideas or arguments	Living things and their habitats • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • Give reasons for classifying plants and animals based on specific characteristics. Working Scientifically • 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 • Identifying scientific evidence that has been used to support or refute ideas or arguments	Electricity • Associate the brightness of a lamp 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 buzzers and the on/off position of switches • Use recognised symbols when representing a simple circuit in a diagram. Working Scientifically • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Using test results to make predictions to set up further comparative and fair tests • Reporting and presenting findings from enquiries, including conclusions, causal	Animals including humans: The circulatory system, diet, drugs and lifestyle. • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Describe the ways in which nutrients and water are transported within animals, including humans. Working Scientifically • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Using test results to make predictions to set up further comparative and fair tests • 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 • Identifying scientific evidence that has been used to support or refute ideas or arguments Consolidation Theme project: preparing for Y7	

	- graphs • Using test results to make predictions to set up further comparative and fair tests • 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 • 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			relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations	
	Longitudinal Study: How much do we grow over the year? Year 6 are measuring their height each term. At the end of year, they will calculate how much they have grown and compare their individual growth to the growth of the class. Year 6 will gather data from a sample of children from each year group, to compare data across the school. <i>Link to Science Curriculum: Animals including humans / Evolution and inheritance</i>				

Geography	Why does population change? Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a		Why do oceans matter? Describe and understand key aspects of: physical geography, including: climate zones, biomes, rivers and the water cycle Describe and understand key aspects of: human geography, including: the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		Can I carry out an independent fieldwork enquiry? Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and changed over time. understand how some of these aspects have changed over time Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe	
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	European country, and a region within North or South America. Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <i>Concept- Change</i>				features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <i>Concept- Scale</i>	
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History		<u>What can the census tell us about local areas?</u> Examining how census records can help historians understand the past by making inferences about people's lives in different time periods. 1) What is the census? 2) What can we learn about Victorian children from the census? 3) What does the census suggest about the jobs available in the 1800s? 4) Why did some women refuse to fill out the census in 1911? 5) What changed in the 1921 Census? 6) Who lived in our local area in the past?		<u>British History: What was the impact of WW2 on the people of Britain ?</u> Learning about the impact of World War 2 on Britain by exploring its causes and the experiences of people during the conflict. 1) Why did Britain go to war in 1939? 2) How did the Battle of Britain affect the Royal Air Force? 3) What do sources tell us about the Blitz? 4) What was evacuation like? 5) Did World War 2 change women's roles? 6) Why did some people migrate to Britain after World War 2?		<u>Unheard histories: Who should go on the £10 banknote?</u> Considering what makes a person historically significant by investigating why historical figures appear on banknotes. 1) Who features on banknotes and why? 2) Was Alfred the Great or Elizabeth I the more significant monarch? 3) Who were Ellem Wilkinson and Betty Boothroyd historically significant? 4) Why is Mary Seacole historically significant? 5) Why are Lily Parr and Betty Snowball historically significant? 6) Who will be the face of the new £10 note?
Art/DT	<u>Drawing: Depth, emotion and movement</u> 	<u>Textiles: Bags</u>  Creating a bag for a specific user using pattern piece templates. Pupils select and sew functional and decorative features,	<u>Sculpture: Interactive installation</u>  Exploring how artists use space, scale and materials to create installation art that conveys ideas,	<u>Cooking and nutrition: Come dine with me</u>  Developing food preparation and evaluation skills by researching and	<u>Craft and Design: Architecture</u>  Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid,	<u>Digital world: Navigating the world</u>  Designing a product and programming it to function as a compass and a pedometer.

	Investigating how drawing can express emotion, movement and depth, inspired by the work of Charlie Mackesy and Elizabeth Catlett. 1) Expression Movement - To apply an understanding of expressive and gestural lines to capture movement 2) Showing emotion through line - To understand how lines and marks can communicate emotion. 3) Showing depth through mark making - To understand how artists use mark making and shading to create depth. 4) Composition for printing - To apply an understanding of composition to plan a print 5) Printing - To develop drawn ideas through printmaking.	including pockets and fastenings, to meet the needs of their design brief.	transforms spaces and shapes the viewer's experience. 1) What is installation art? To identify and compare features of art installations. 2) Space and Scale - To investigate the effect of space and scale when creating 3D art. 3) Everyday Amazing - To problem solve when constructing 3D artworks 4) Creative concepts - To plan an installation and communicates an idea 5) Viewer experience - To apply their knowledge of installations art and develop ideas into a finished piece	preparing a three-course meal. Pupils investigate the journey of a main ingredient from 'farm to fork', taste-test and score their dishes, and write a recipe for a favourite meal.	creatively presenting research on artist Hundertwasser and exploring the symbolism of monument design. 1) Observational drawing - houses 2) House monoprint - To apply composition skills to develop a drawing into print 3) Be an architect - To apply an understanding of architecture to design a building 4) Friedenreich Hundertwasser - To extend design ideas through research and sketchbook use 5) Monument - To explore and evaluate the intention of design	
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Music	<u>Four-chord pop: Playing in a band</u> Exploring the key features of pop music, including harmony, rhythm and ensemble performance, and how music can express shared feelings and experiences. Pupils develop vocal and instrumental skills before combining bass lines, chords, rhythms and harmonies to perform confidently as a pop band.	<u>Songs that speak: Lyrics and messages</u> Exploring how songs communicate messages through lyrics, musical elements and performance, using the song 'Hall of Fame' as a context for learning. Pupils analyse song lyrics, write and perform their own verses, accompany them with chords and refine their performances to communicate a clear message to an audience.	<u>Bhangra beats: Global grooves</u> Discovering the rhythms, melodies and cultural traditions of Punjabi music and dance by listening, performing and experimenting with musical ideas. Pupils develop their understanding of rhythm and melody before composing and performing their own Bhangra-inspired piece.	<u>Music technology: Film soundtracks</u> Exploring how music and film work together to create mood, atmosphere and meaning, pupils use Kapow Music Maker, a bespoke browser-based platform, to synchronise sound with video. They identify key musical features in film and enhance film clips with sound effects, loops and original musical ideas.	<u>Theme and variations: Developing melodies</u> Investigating the musical form of theme and variations through combining a range of composition techniques. Pupils experiment with changing rhythm, pitch, dynamics and texture to transform a simple theme and compose their own contrasting variations.	<u>Leavers: Our story in song</u> Composing and performing an original leavers' song in pop bands. Pupils combine bass lines, chords, melody and song structure while crafting lyrics using rhythm and rhyme to create a collaborative performance reflecting their time at school.
HPE Y6	Team Building Tag Rugby Fitness Health	Lacrosse Inclusion Sports	Gymnastics/Dance Basketball Health	Volleyball Handball	Cricket Hockey Health	Athletics OAA
	Skills to be applied throughout the year: Pupils will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils are taught to: • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best					

Computing	Internet research (cross curricular) Ongoing Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Graphic design (2-3 hours) Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals. Computer past and present (2-3 hours) Design and create digital content to accomplish goals. Use search technologies effectively and be discerning in evaluating digital content.	Programming in Scratch (7-9 hours) Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Programming in Scratch (7-9 hours) Continued Data detectives: spreadsheets (1 hour+) 1. Use comprehension skills to find clues that match the column headings of a spreadsheet. 2. Use spreadsheet tools (filters and conditional formatting) to find the specific data to match the clues. SAFER INTERNET DAY Explore the ethical use of AI, including bias, responsibility and making informed digital choices.	Image editing (2-3 hours) 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. Web design (5-8 hours) 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 go	HTML (3-4 hours) Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. 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, presenting data and information. Machine Learning and Artificial Intelligence (1-2 hours) Understand how computers use information to learn by solving new problems and following new instructions. Understand and use examples of machine learning. Understand how artificial intelligence is used to perform tasks often only performed by humans. Discuss and show awareness of potential dangers of AI.	Binary code (1-2 hours) Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits. (Key Stage 3) Python programming language (2-3 hours) Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
E-Safety	Self image and identity I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline. I can explain the importance of asking until I get the help needed. Online relationships	Online bullying I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me. I can explain how someone would report online bullying in different contexts. Online reputation I can explain the ways in which anyone can develop a positive online reputation. I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of	Health, well-being and lifestyle I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise). Managing online information I can explain how search engines work and how results are selected and ranked. I can explain how to use search technologies effectively. I can describe how some online information can be opinion and can offer examples. I can explain how and why some	Managing online information I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important. I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. I can describe the difference between online misinformation and dis-information I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this	Privacy and security I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). I can explain what to do if a password is shared, lost or stolen. I can describe how and why people should keep their software and apps up to date, e.g. auto updates. I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). I can explain what to do if a	Privacy and security I can describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). I know that online services have terms and conditions that govern their use. Copyright and ownership I can demonstrate the use of search tools to find and access

	I can explain how sharing something online may have an impact either positively or negatively I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.	anonymity. Health, well-being and lifestyle I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).	people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news). I understand the concept of persuasive design and how it can be used to influence peoples' choices.	might happen (e.g. the sharing of misinformation or disinformation). I can identify, flag and report inappropriate content.	password is shared, lost or stolen. I can describe how and why people should keep their software and apps up to date, e.g. auto updates.	online content which can be reused by others. I can demonstrate how to make references to and acknowledge sources I have used from the internet.
RE	Jesus and his teachings Concept: Message <i>How do you get your message across?</i> Christian traditions BRITISH VALUE – MUTUAL RESPECT	Magi Concept: Warning <i>Is it important to be warned if something bad is going to happen?</i> Christian traditions BRITISH VALUE – RULE OF LAW	Umma Concept: community <i>What makes a community?</i> Islamic traditions GOLDEN THREAD: Community BRITISH VALUE – MUTUAL RESPECT / RULE OF LAW / DEMOCRACY	Eucharist Concept: Symbol <i>Why are symbols important to help us remember?</i> Christian traditions GOLDEN THREAD: Special BRITISH VALUE – MUTUAL RESPECT, TOLERANCE OF DIFFERENT CULTURES AND RELIGIONS	IOWYFC NT Bible Explorer	The journey of life:Hajj Concept: rites of passage <i>How do you mark important life events?</i> Islamic traditions GOLDEN THREAD: Belonging BRITISH VALUE – DEMOCRACY / RULE OF LAW / MUTUAL RESPECT
PSHE Y6	Me and my relationships Keeping Myself Safe		Rights and responsibilities Being My Best		Valuing differences Growing and Changing	

MFL	This is me! (Personal info recap, adjectives to describe personality and appearance, aspirations and professions)	Homes and houses (Rooms in a house, furniture, describe rooms, castles and castle story and game, elf on shelf	Sports (Sport nouns, opinions, verb to play, sports descriptions)	My best day ever (Time, activities during the day, funfair rides and opinions)	Café culture (Typical French café foods, opinions, ordering politely, menus, café conversation)	Let's Celebrate! (Read/Hear all about it! Language recall, personal information, family, favourites)