

## George Fentham Endowed School Year 6 Curriculum Overview

	Autumn Term	Spring term	Summer Term
<b>Maths</b>	<p><b>Units</b> - Place Value, Addition, Subtraction, Multiplication and Division, Fractions, Decimals and Percentages, Ratio and Proportion, Measurement (conversion, perimeter, area, volume), Geometry (3D shape), Algebra</p>	<p><b>Units</b> - Place Value, Addition, Subtraction, Multiplication and Division, Fractions, Decimals and Percentages, Ratio and Proportion, Measurement (conversion), Geometry (2D shape, angles, coordinates), Statistics, Algebra</p>	<p><b>Units</b> - Place Value, Addition, Subtraction, Multiplication and Division, Fractions, Decimals and Percentages, Ratio and Proportion, Measurement (volume), Geometry (2D shape, angles), Statistics, Algebra</p>
	<p><b><u>Number - Place Value</u></b></p> <ul style="list-style-type: none"> <li>Read, write, order and compare numbers up to 1,000,000 and determine the value of each digit.</li> <li>Use negative numbers in context, and calculate intervals across zero</li> </ul> <p><b><u>Addition/Subtraction/Multiplication/Division</u></b></p> <ul style="list-style-type: none"> <li>Use knowledge of the order of operations to carry out calculations involving the four operations.</li> <li>Multiply multi-digit numbers up to 4 digits by numbers between 10 and 40 using the formal written method of long multiplication.</li> <li>Use knowledge of the order of operations to carry out calculations involving the four operations.</li> <li>Divide numbers up to 4 digits by numbers up to 12 using the formal written method of short division, where appropriate interpret remainders according to the context and use reasoning to find a solution.</li> </ul> <p><b><u>Fractions (including decimals and percentages)</u></b></p> <ul style="list-style-type: none"> <li>Begin to identify the value of each digit in numbers with up to 3 decimal places and</li> </ul>	<p><b><u>Number - Place Value</u></b></p> <ul style="list-style-type: none"> <li>Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.</li> <li>Round any whole number to a required degree of accuracy.</li> <li>Begin to solve number and practical problems involving place value, comparison and rounding of integers.</li> </ul> <p><b><u>Addition/Subtraction/Multiplication/Division</u></b></p> <ul style="list-style-type: none"> <li>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</li> <li>Begin to solve problems involving addition, subtraction, multiplication and division.</li> <li>Begin to perform mental calculations, including with mixed operations and large numbers.</li> <li>Multiply multi-digit numbers up to 4 digits by a 1- or 2-digit whole number using the formal written method of long multiplication.</li> <li>Use estimation to check answers to calculations and determine, in the context</li> </ul>	<p><b><u>Number - Place Value</u></b></p> <ul style="list-style-type: none"> <li>Solve number and practical problems involving;</li> <li>Use of negative numbers in context, and calculating intervals across zero. Rounding any whole number to a required degree of accuracy. Reading, writing, ordering and comparing numbers up to 10,000,000 and determining the value of each digit.</li> </ul> <p><b><u>Addition/Subtraction/Multiplication/Division</u></b></p> <ul style="list-style-type: none"> <li>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li> <li>Solve problems involving addition, subtraction, multiplication and division.</li> <li>Use knowledge of the order of operations, including using brackets, to carry out calculations involving the four operations.</li> <li>Perform mental calculations, including with mixed operations and large numbers.</li> <li>Multiply multi-digit numbers up to 4 digits by a 2-digit whole number using the formal written method of long multiplication and solve problems involving multiplication of money and measures.</li> <li>Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long</li> </ul>

	<p>multiply and divide numbers by 10, 100 and 1000 giving answers to up to 3 decimal places</p> <ul style="list-style-type: none"> <li>Compare and order fractions, including fractions &gt; 1.</li> </ul> <p><b><u>Ratio and Proportion</u></b></p> <ul style="list-style-type: none"> <li>Begin to solve problems involving the calculation of percentages and the use of percentages for comparison.</li> <li>Begin to divide proper fractions by whole numbers.</li> </ul> <p><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>Begin to solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate.</li> <li>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.</li> <li>Begin to convert between miles and kilometres.</li> <li>Recognise that shapes with the same areas can have different perimeters and vice versa</li> <li>Recognise when it is possible to use formulae for area and volume of shapes.</li> <li>Calculate the area of parallelograms and triangles.</li> <li>Begin to calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units (for example, mm<sup>3</sup> and km<sup>3</sup>).</li> </ul>	<p>of a problem, an appropriate degree of accuracy.</p> <ul style="list-style-type: none"> <li>Begin to solve problems involving addition, subtraction, multiplication and division.</li> <li>Begin to identify common factors, common multiples and prime numbers.</li> <li>Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, making an estimate using multiples of 10 or 100 of the divisor, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.</li> </ul> <p><b><u>Fractions (including decimals and percentages)</u></b></p> <ul style="list-style-type: none"> <li>Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction.</li> <li>Multiply 1-digit numbers with up to 2 decimal places by whole numbers.</li> <li>Use written division methods in cases where the answer has up to 2 decimal places.</li> <li>Solve problems which require answers to be rounded to specified degrees of accuracy.</li> </ul> <p><b><u>Ratio and Proportion</u></b></p> <ul style="list-style-type: none"> <li>Solve problems involving simple ratios, i.e. unequal sharing and grouping using knowledge of fractions and multiples.</li> </ul> <p><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>Solve problems involving the calculation and conversion of units of measure.</li> <li>Convert between miles and kilometres.</li> </ul> <p><b><u>Geometry – Properties of Shape</u></b></p> <ul style="list-style-type: none"> <li>Draw 2D shapes using given dimensions and angles.</li> </ul>	<p>division, making approximations, and interpret remainders as whole number remainders, fractions (simplifying where possible or writing the fractional part of the answer as a decimal where the equivalent is known) or by rounding as appropriate for the context.</p> <ul style="list-style-type: none"> <li>identify common factors, common multiples and prime numbers.</li> </ul> <p><b><u>Fractions (including decimals and percentages)</u></b></p> <ul style="list-style-type: none"> <li>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</li> <li>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</li> <li>Add and subtract fractions, with different denominators and mixed numbers, using the concept of equivalent fractions.</li> <li>Divide proper fractions by whole numbers.</li> <li>Multiply simple pairs of proper fractions writing the answer in its simplest form</li> <li>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</li> </ul> <p><b><u>Ratio and Proportion</u></b></p> <ul style="list-style-type: none"> <li>Solve problems involving the calculation of percentages and the use of percentages for comparison.</li> <li>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</li> <li>Solve problems involving similar shapes where the scale factor is known or can be found.</li> </ul>
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	<p><b><u>Geometry – Properties of Shape</u></b></p> <ul style="list-style-type: none"> <li>Recognise, describe and build simple 3D shapes, including making nets.</li> </ul> <p><b><u>Algebra</u></b></p> <ul style="list-style-type: none"> <li>Find pairs of numbers that satisfy an equation with two unknowns.</li> <li>Enumerate possibilities of combinations of two variables.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</li> <li>Begin to compare and classify geometric shapes based on their properties and sizes and use mathematical reasoning to find unknown angles in any triangles, quadrilaterals, and regular polygons.</li> <li>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</li> </ul> <p><b><u>Geometry – Position and Direction</u></b></p> <ul style="list-style-type: none"> <li>Describe positions on the full coordinate grid (all four quadrants).</li> <li>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</li> </ul> <p><b><u>Statistics</u></b></p> <ul style="list-style-type: none"> <li>Interpret and construct pie charts and use these to solve problems.</li> <li>Interpret and construct line graphs and use these to solve problems.</li> <li>Calculate and interpret the mean as an average.</li> </ul> <p><b><u>Algebra</u></b></p> <ul style="list-style-type: none"> <li>Use simple formulae.</li> <li>Generate and describe linear number sequences.</li> </ul>	<p><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>Calculate, estimate and compare volumes of cubes and cuboids.</li> </ul> <p><b><u>Geometry – Properties of Shapes</u></b></p> <ul style="list-style-type: none"> <li>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</li> <li>Identify, illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</li> </ul> <p><b><u>Statistics</u></b></p> <ul style="list-style-type: none"> <li>Calculate and interpret the mean as an average.</li> <li>Read, interpret and construct tables, bar charts, pictograms, pie charts and line graphs and use these to solve problems.</li> </ul> <p><b><u>Algebra</u></b></p> <ul style="list-style-type: none"> <li>Express missing number problems algebraically</li> </ul>
	<p><b><u>Number – Place Value</u></b></p> <ul style="list-style-type: none"> <li>Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.</li> </ul> <p><b><u>Problem Solving and Reasoning</u></b></p> <ul style="list-style-type: none"> <li>Use mathematical reasoning to investigate and solve problems and puzzles; justifying their reasoning</li> <li>Solve multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>Identify patterns, devise and test rules and use them to make predictions</li> </ul>		

	<ul style="list-style-type: none"> <li>Use estimation to check answers to calculations and determine, in the context of the problem, an appropriate degree of accuracy.</li> <li>Generalise relationships between numbers</li> </ul>					
<b>English</b>	<b>"War Game" by Michael Foreman</b> <b>WW1 poetry</b>  Historical fiction and poetry linked to history work on WW1.	<b>"Goodnight Mister Tom" by Michelle Magorian</b>  Historical fiction linked to history work on WW2.	<b>"Broken Glass" by Sally Grindley</b>  <b>Poetry: "Blessing" by Imtiaz Dharker</b>  Adventure story and poetry linked to geography work on India.	<b>"Millions" by Frank Cottrell Boyce</b>  Contemporary, humorous fiction.	<b>William Shakespeare: Macbeth or Romeo and Juliet</b>  Focus on speaking and listening skills and drama.	
<ul style="list-style-type: none"> <li><b>Reading skills:</b> Focusing on the key skills of word meaning, retrieve and record, inference, summarising, predicting, making comparisons and author's choice of vocabulary.</li> <li><b>Writing skills:</b> Write for a range of audiences and purpose, select the appropriate form; plan and develop their ideas through discussion and writing; develop characters, settings and plot in their story writing; develop sentences using increasingly rich vocabulary; organise their writing by using paragraphs; link their ideas in a variety of ways; use organisational devices such as headings, bullet points and underlining; edit their writing for effectiveness, vocabulary, punctuation, spelling, tense and grammar.</li> <li><b>Grammar:</b> Including formal and informal English, passive verbs, expanded noun phrases, hyphens, semi-colons, colons, dashes and bullet points. Be able to use grammatical terminology accurately.</li> <li><b>Spelling:</b> Including prefixes and suffixes, homophones, silent letters and words from the Year 5&amp;6 statutory spelling list. Using a dictionary to check spellings and a thesaurus to improve vocabulary choices.</li> <li><b>Handwriting:</b> use joined handwriting legibly and fluently with increasing speed.</li> </ul>						
<b>Science</b>	<b>Seeing Light:</b> (Physics) <ul style="list-style-type: none"> <li>Investigate how shadows can be changed.</li> <li>Identify key parts of the eye and how we see.</li> <li>Investigate reflection and refraction.</li> <li>Explore white light.</li> </ul>	<b>Evolution and Inheritance:</b> (Biology) <ul style="list-style-type: none"> <li>Explore inherited traits.</li> <li>Understand the link between adaptation and evolution.</li> <li>Research historical scientific hypothesis.</li> <li>Consider factors affecting evolution.</li> <li>Human evolution.</li> </ul>	<b>Classifying organisms:</b> (Biology) <ul style="list-style-type: none"> <li>Classifying organisms.</li> <li>Find out about Carl Linnaeus and his classification system.</li> <li>Explore how micro-organisms can be classified.</li> </ul>	<b>Healthy Bodies:</b> (Biology) <ul style="list-style-type: none"> <li>Investigate blood and its properties.</li> <li>Explore the structure of the heart and lungs.</li> <li>Research the effects of exercise, alcohol and drugs on our bodies.</li> </ul>	<b>Changing Circuits:</b> (Physics) <ul style="list-style-type: none"> <li>Establish relationship between increase/decrease in batteries and bulbs.</li> <li>Recognise and use conventional symbols for circuits.</li> </ul>	<b>Scientist focus:</b> (linked to RE) <ul style="list-style-type: none"> <li>To research the life and work of a chosen modern day scientist.</li> <li>Present research to the class.</li> </ul>

<p><b>RE</b></p>	<p><b>What do we mean by the term human rights?</b></p> <ul style="list-style-type: none"> <li>• John Bunyan</li> <li>• The UN Declaration of Human Rights</li> <li>• Martin Luther King</li> <li>• Rosa Parks</li> </ul>	<p><b>What does "Christian Love" require of a person?</b></p> <ul style="list-style-type: none"> <li>• Exploring ideas about love</li> <li>• The Good Samaritan</li> <li>• The Lord's Prayer</li> </ul>	<p><b>What do Hindus believe?</b></p> <ul style="list-style-type: none"> <li>• Moksha, Dharma, Artha and Karma</li> <li>• One God: Brahman in many forms</li> <li>• Pilgrimage to the River Ganges</li> <li>• Worship and prayer</li> </ul>	<p><b>How do we remember those we have loved?</b></p> <ul style="list-style-type: none"> <li>• Different faiths' attitudes to death</li> <li>• The importance of memories</li> <li>• The Easter Story</li> </ul>	<p><b>What can the Bible teach us?</b></p> <ul style="list-style-type: none"> <li>• The structure of the Bible</li> <li>• Stories, proverbs and psalms</li> <li>• The gospels</li> </ul>	<p><b>How can one person make a difference in the world?</b></p> <ul style="list-style-type: none"> <li>• Mahatma Gandhi</li> <li>• Children's own choice of significant figures who have made a difference in the world.</li> </ul>
<p><b>Art</b></p>	<p><b>Symbols (WW1 &amp; WW2)</b></p> <ul style="list-style-type: none"> <li>• Drawing and collage</li> </ul> <p><b>Study of Artists:</b></p> <ul style="list-style-type: none"> <li>• Salvador Dali, Clive Branson, Paul Nash</li> </ul> <p>In this unit, the children will use a range of techniques to create a collage. They will draw on previous learning of collages to know the techniques to use. The children will begin by learning about symbolism and how it can be depicted in Art. They will learn about artists such as Salvador Dali, Clive Branson and in particular Paul Nash where they will focus on symbols of WW1 and WW2. They will create a symbol based on WW1 and WW2 which will then be used as a focal point in their final collage piece.</p>		<p><b>India</b></p> <ul style="list-style-type: none"> <li>• Drawing and printing</li> </ul> <p><b>Study of Artists:</b></p> <ul style="list-style-type: none"> <li>• Indian patterns &amp; Mehndi hands</li> </ul> <p>In this unit, the children will build on their printing skills from Year 3. They will create an Indian Mehndi pattern inspired relief print. The children will study the shapes, patterns and colours of tradition Mehndi patterns and use the techniques of printing to create their own. Once their work is completed, they will evaluate how successful they have been and think about what they would do differently next time.</p>		<p><b>Portraits</b></p> <ul style="list-style-type: none"> <li>• Drawing and digital art</li> </ul> <p><b>Study of Artists:</b></p> <ul style="list-style-type: none"> <li>• David Hockney, Pablo Picasso, Rembrandt, Anna Katrina Zinkeisen and Vincent Van Gogh</li> </ul> <p>In this unit, children will build on their portrait skills from Year 2. They will explore the work of artists who have painted self - portraits such as David Hockney, Pablo Picasso, Rembrandt, Anna Katrina Zinkeisen and Vincent Van Gogh. They will observe different techniques that each artist has used, in particular the 'Impasto' technique. They will take a photograph of their face but only print one half. For their final piece, they will draw the other half using the 'Impasto' technique.</p>	
<p><b>Computing</b></p>	<p><b>Coding:</b></p> <ul style="list-style-type: none"> <li>• Designing and making games including features such as timers and scoring.</li> <li>• De-bugging when problems arise.</li> </ul>	<p><b>Online Safety:</b></p> <ul style="list-style-type: none"> <li>• Considering online risks - SMART rules</li> <li>• Online behaviour</li> <li>• Balancing screen time with other interests</li> </ul> <p><b>Spreadsheets:</b></p> <ul style="list-style-type: none"> <li>• Exploring Probability</li> </ul>	<p><b>Text Adventures:</b></p> <ul style="list-style-type: none"> <li>• Planning and making a story adventure game</li> </ul>	<p><b>Networks:</b></p> <ul style="list-style-type: none"> <li>• The World Wide Web and the Internet</li> <li>• Tim Berners-Lee</li> </ul> <p><b>Understanding Binary:</b></p> <ul style="list-style-type: none"> <li>• What is binary?</li> <li>• Counting in binary</li> <li>• Converting from decimal to binary</li> </ul>	<p><b>Quizzing:</b></p> <ul style="list-style-type: none"> <li>• Creating different quizzes/games using a variety of programs</li> </ul>	<p><b>Blogging:</b></p> <ul style="list-style-type: none"> <li>• What is a blog?</li> <li>• Planning and writing a blog</li> <li>• Sharing posts and commenting on others' blogs</li> </ul>

		<ul style="list-style-type: none"> <li>Creating a computational model</li> <li>Use a Spreadsheet to Plan Pocket Money Spending</li> </ul>		<ul style="list-style-type: none"> <li>Using 0 and 1 values in a game</li> </ul>		
<b>D&amp;T</b>	<b>Ferris Wheel:</b> <ul style="list-style-type: none"> <li>Mechanisms: Gears</li> <li>Computer Control</li> <li>Purpose: To design and make a rotating K'Nex Ferris Wheel that uses computer control.</li> </ul>		<b>Vegetable Curry:</b> <ul style="list-style-type: none"> <li>Cooking and nutrition</li> <li>To explore the different spices used in traditional Indian curries. To design and make their own simple vegetable curry.</li> </ul>		<b>Cushions:</b> <ul style="list-style-type: none"> <li>Textiles</li> <li>Purpose: To design and make a cushion cover using a variety of different techniques such as tie-dyeing, use of fabric pens/paints and sewing to join fabrics and for decoration.</li> </ul>	
<b>French</b>	<b>Let's Go Shopping</b> <ul style="list-style-type: none"> <li>Money amounts up to 500</li> <li>Multiples of 50</li> <li>Shop-keeping</li> <li>Clothes</li> <li>Shopping lists</li> </ul>	<b>Christmas in France</b> <ul style="list-style-type: none"> <li>French Christmas Traditions and Vocabulary</li> </ul>	<b>Let's visit a French Town</b> <ul style="list-style-type: none"> <li>Using a bilingual dictionary</li> <li>Ordinal numbers</li> <li>The Home</li> </ul>	<b>Easter in France</b> <ul style="list-style-type: none"> <li>French Easter traditions and Vocabulary</li> </ul>	<b>All in a Day</b> <ul style="list-style-type: none"> <li>24 Hour Clock</li> <li>Terms for am and pm</li> <li>Timetables</li> </ul>	<b>This is France!</b> <ul style="list-style-type: none"> <li>Describe position</li> <li>Compass Points</li> <li>French Cities</li> <li>Neighbouring Countries</li> <li>Paris</li> </ul>
<b>Geography</b>	<i>Geography linked to History - countries involved in WW1 and WW2.</i>		<b>India</b> <ul style="list-style-type: none"> <li>Use of maps and atlases.</li> <li>Equator, tropics, hemispheres and time zones</li> <li>Physical geography, including climate, biomes and the water cycle</li> <li>Human geography, including land use, trade and the distribution of natural resources</li> </ul>		<b>Geography linked to work on history - Hampton-in-Arden through the ages</b> <ul style="list-style-type: none"> <li>Location of counties and cities of UK, land use and patterns and how these have changed over time.</li> <li>Use of maps, atlases and digital mapping.</li> </ul>	
<b>History</b>	<b>Hampton-in-Arden and the surrounding area in WW1 and WW2:</b> <ul style="list-style-type: none"> <li>Thematic study in British History to extend chronological knowledge beyond 1066.</li> <li>Local History study</li> </ul>		<i>History link to Geography - India as part of the British empire and now the Commonwealth.</i>		<b>Hampton-in-Arden through the ages:</b> <ul style="list-style-type: none"> <li>Thematic study in British History to extend chronological knowledge beyond 1066.</li> <li>Local History study.</li> </ul>	
<b>Music</b>	<b>Dynamics, pitch and texture:</b> <b>Focus:</b> Appraising the work of Mendelssohn and further developing the skills of	<b>Songs of World War 2:</b> <b>Focus:</b> World War 2 Songs. <b>Composers/Artists/Music:</b> Pack Up Your Troubles in Your Old	<b>Advanced Rhythms:</b> <b>Focus Music:</b> Steve Reich's <i>Clapping Music</i> . <b>Composers/Artists/Music:</b> Kodaly, Steve Reich's <i>Clapping Music</i> .	<b>Film Music:</b> <b>Focus:</b> Exploring and identifying the characteristics of film music. <b>Composers/Artists/Music:</b> James Bond	<b>Theme and Variations:</b> <b>Pop Art:</b> <b>Focus:</b> Children explore the musical concept of theme and variations and discover how rhythms	<b>Composing and Performing a Leavers' Song:</b> <b>Focus:</b> Evaluating a song based on its lyrics, tempo, melody and arrangement.

	improvisation and composition. <b>Composers/Artists/ Music:</b> Mendelssohn's <i>Fingal's Cave</i> .	Kit Bag, We'll Meet Again, White Cliffs of Dover. Do Re Mi from <i>The Sound of Music</i> .		Theme, Wallace and Gromit 'A Close Shave', Elgar's Pomp and Circumstance.	can 'translate' onto different instruments. <b>Composers/Artists/ Music:</b> Benjamin Britten <i>The Young Person's Guide to the Orchestra</i> , Henry Purcell.	<b>Composers/Artists/ Music:</b> Take That <i>Never Forget</i> , Toy Story <i>You Got A Friend In Me</i> , The Beatles <i>With A Little Help From My Friends</i> , S Club 7 <i>Reach</i>
PE	<b>Gymnastics:</b> <b>Focus:</b> Vaulting. Large apparatus. Complex sequences within groups.		<b>Bollywood Dance:</b> <b>Focus:</b> Explore dance form different cultures. Use space, rhythm & expression. Work collaboratively to include more complex compositional ideas.		<b>Rounders:</b> <b>Focus:</b> Basic rules, Hitting for direction.	<b>Swimming:</b> (TBC) <b>Skill Focus:</b> Safe self-rescue <b>Competition:</b> Swim awards
	<b>Football:</b> <b>Focus:</b> Close control ball skills, tackling & goal side marking.	<b>Netball:</b> <b>Focus:</b> Dodging, pivoting & finding space. High 5 rules.	<b>Tag Rugby:</b> <b>Focus:</b> Develop running & accurate passing. Pop pass, Magic diamond attack, using attacking & defending tactics. <b>Competition:</b> Team games. Spirit scoring. SSP Tournament		<b>Tennis:</b> <b>Focus:</b> The lob, tennis scoring & tactics	<b>Athletics:</b> <b>Focus:</b> Relay, discus & long jump. <b>Competition:</b> Spirit scoring, PB & Sports Day
	The School Games Values of <b>honesty, determination, teamwork, self-belief, passion and respect</b> underpin our curriculum offering. Within each unit of work the children will develop their understanding of a key value and use the values to participate in positive competitive experiences against themselves or others.					
PSHE (Jigsaw)	<b>Being Me in My World:</b> <ul style="list-style-type: none"> <li>Identifying goals for the year</li> <li>Global citizenship</li> <li>Children's universal rights</li> <li>Feeling welcome and valued</li> <li>Choices, consequences and rewards</li> <li>Group dynamics</li> <li>Democracy, having a voice</li> </ul>	<b>Celebrating Difference:</b> <ul style="list-style-type: none"> <li>Perceptions of normality</li> <li>Understanding disability</li> <li>Power struggles</li> <li>Understanding bullying</li> <li>Inclusion/exclusion</li> <li>Differences as conflict and difference as celebration</li> <li>Empathy</li> </ul>	<b>Dreams and Goals:</b> <ul style="list-style-type: none"> <li>Personal learning goals, in and out of school</li> <li>Success criteria</li> <li>Emotions in success</li> <li>Making a difference in the world</li> <li>Motivation</li> <li>Recognising achievements</li> <li>Compliments</li> </ul>	<b>Healthy Me:</b> <ul style="list-style-type: none"> <li>Taking personal responsibility</li> <li>How substances affect the body</li> <li>Exploitation, including 'county lines' and gang culture</li> <li>Emotional and mental health</li> <li>Managing stress</li> </ul>	<b>Relationships:</b> <ul style="list-style-type: none"> <li>Mental health</li> <li>Identifying mental health worries and sources of support</li> <li>Love and loss</li> <li>Managing feelings</li> <li>Power and control</li> <li>Assertiveness</li> <li>Technology safety and responsibility with technology</li> </ul>	<b>Changes:</b> <ul style="list-style-type: none"> <li>Self-image</li> <li>Body image</li> <li>Puberty and feelings</li> <li>Conception to birth</li> <li>Reflections about change</li> <li>Physical attraction</li> <li>Respect and consent</li> <li>Boyfriends/girlfriends</li> <li>Sharing images</li> <li>Transition</li> </ul>

	<ul style="list-style-type: none"> <li>• Anti-social behaviour</li> <li>• Role-modelling</li> </ul>					
<b>Y6 Curriculum Enrichment</b> (Amended for 2021/22, due to COVID-19)	<ul style="list-style-type: none"> <li>• Visit to Coventry Cathedral (History)</li> <li>• Theatre visit</li> <li>• Playground Leadership Training (PSHE/PE)</li> </ul>	<ul style="list-style-type: none"> <li>• Church visit (RE)</li> <li>• Visit to National Memorial Arboretum (RE)</li> <li>• Bollywood Dance Workshop (PE)</li> </ul>	<ul style="list-style-type: none"> <li>• Tag Rugby Coaching (PE)</li> <li>• Hampton Tennis Club (PE)</li> <li>• Year 6 Leavers' Services: Hampton and Birmingham Diocese</li> <li>• Conover Hall (PSHE/PE)</li> <li>• Secondary Transition Programme</li> </ul>			
<b>Whole School Events</b> (Amended for 2021/22, due to COVID-19)	<ul style="list-style-type: none"> <li>• School Induction Programme</li> <li>• Anti-Bullying Week</li> <li>• Book Fair</li> <li>• Parent Consultations &amp; SEND Reviews</li> <li>• Harvest Festival</li> <li>• Remembrance Day/Poppy Appeal</li> <li>• Christmas Church Service</li> <li>• Christmas Carol Service</li> <li>• Christmas Chronicle Competition</li> <li>• School Council Elections</li> <li>• Online Safety Group Elections</li> <li>• Eco-Group Elections</li> </ul>	<ul style="list-style-type: none"> <li>• Online Safety Day</li> <li>• Health Week</li> <li>• British Science Week</li> <li>• Easter Church Service</li> <li>• Parent Consultations &amp; SEND Reviews</li> <li>• World Book Day</li> <li>• Red Nose Day</li> <li>• Speak Out, Stay Safe (NSPCC)</li> <li>• Easter Church Service</li> <li>• Marie Curie Daffodil Appeal</li> </ul>	<ul style="list-style-type: none"> <li>• Sports Day</li> <li>• Open Evening</li> <li>• Y6 Church Leavers' Service and Diocesan Leavers' Service</li> <li>• Summer Reading Challenge</li> <li>• Transition</li> </ul>			