

# Netherton Moss Primary School Curriculum

Our School Curriculum is underpinned by these key drivers:

*Communication Community Resilience Creativity Adventure Health*

Learner Profile - Our curriculum is intended to develop learners who are:

*Inquirers Open-minded Thinkers Caring Knowledgeable Principled Balanced Communicators Reflective Risk-takers*

## Year 6 - Autumn Term

### Knowledge, Skills and Disposition (KSD) statements

What the children should know and be able to do as a result of their taught curriculum experiences

	Autumn 1	Autumn 2
English	<b>Link to Year 6 English Curriculum Continuum</b>	
	<a href="https://www.nethertonmoss.co.uk/attachments/download.asp?file=73&amp;type=docx">https://www.nethertonmoss.co.uk/attachments/download.asp?file=73&amp;type=docx</a>	
Maths	<b>Link to Year 6 Maths Curriculum Overview</b>	
	<a href="https://www.nethertonmoss.co.uk/attachments/download.asp?file=253&amp;type=pdf">https://www.nethertonmoss.co.uk/attachments/download.asp?file=253&amp;type=pdf</a>	
Science	<i>Evolution and inheritance</i>	<i>Electricity</i>
	<b>Substantive Knowledge</b>	<b>Substantive Knowledge</b>
	<ul style="list-style-type: none"> <li>✓ I can explain the process of evolution.</li> <li>✓ I can give examples of how plants and animals are suited to an environment.</li> <li>✓ I can give examples of how an animal or plant has evolved over time e.g. penguin, peppered moth.</li> <li>✓ I can give examples of living things that lived millions of years ago and the fossil evidence we have to support this.</li> <li>✓ I can give examples of fossil evidence that can be used to support the theory of evolution.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can make electric circuits and demonstrate how variation in the working of particular components, such as the brightness of bulbs can be changed by increasing or decreasing the number of cells or using cells of different voltages.</li> <li>✓ I can draw circuit diagrams of a range of simple series circuits using recognised symbols.</li> </ul>
	<b>Disciplinary Knowledge – Working Scientifically</b>	<b>Disciplinary Knowledge – Working Scientifically</b>
<ul style="list-style-type: none"> <li>✓ I can identify characteristics that will make a plant or animal suited or not suited to a particular habitat.</li> <li>✓ I can link the patterns seen in the model to the real examples.</li> <li>✓ I can explain why the dominant colour of the peppered moth changed over a very short period of time.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can incorporate a switch into a circuit to turn it on and off</li> <li>✓ I can change cells and components in a circuit to achieve a specific effect.</li> <li>✓ I can communicate structures of circuits using circuit diagrams with recognised symbols.</li> <li>✓ I can devise ways to measure brightness of bulbs, speed of motors, volume of a buzzer during a fair test.</li> <li>✓ I can predict results and answer questions by drawing on evidence gathered.</li> </ul>	
Computing	<b>Digital Literacy</b>	<b>Information Technology</b>
	Unit 6.2 <b>Online safety</b> 2 lessons	Unit 6.3 <b>Spreadsheets</b> 5 lessons 2 Calculate
Art	<b>Drawing &amp; Sketchbooks</b>	
	<b>2D Drawing to 3D Making</b>	
	<i>Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.</i>	
<ul style="list-style-type: none"> <li>✓ I have explored artists who use their drawing skills to make objects, and I can share my responses to their work, thinking about their intention and outcome.</li> <li>✓ I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use.</li> <li>✓ I can use line, mark making, tonal values, colour, shape and composition to make my work interesting.</li> <li>✓ I can use negative space and the grid method to help me see and draw.</li> <li>✓ I can explore typography and design lettering which is fit for purpose.</li> <li>✓ I can transform my drawing into a three-dimensional object.</li> <li>✓ I can share my work with others and talk about my intention and the outcome. I can listen to their response and take their feedback on board.</li> <li>✓ I can appreciate the work of my classmates. I can listen to their intentions and share my response to their work.</li> <li>✓ I can photograph my three-dimensional work, thinking about presentation, lighting, focus and composition.</li> </ul>		

## Pulleys & Gears – Toy Car Making

*Designing, making and evaluating a new toy vehicle for children in a particular age range*

### Designing

- ✓ Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources.
- ✓ Develop a simple design specification to guide their thinking.
- ✓ Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.

### Making

- ✓ Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team.
- ✓ Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.

### Evaluating

- ✓ Compare the final product to the original design specification.
- ✓ Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.
- ✓ Consider the views of others to improve their work.
- ✓ Investigate famous manufacturing and engineering companies relevant to the project.

### Technical knowledge and understanding

- ✓ Understand that mechanical and electrical systems have an input, process and an output.
- ✓ Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.
- ✓ Know and use technical vocabulary relevant to the project.

DT

### Listen, Participate & Practice – Essential Knowledge, Skills & Opportunities

### Develop the characteristics of a Musician – Dispositions

- ✓ Learn to play the clarinet – ongoing throughout the year
- ✓ Listen to music from different periods of history
- ✓ Perform in a massed choir or school concert
- ✓ Listen to and explore aspects of a live performance e.g. Liverpool Philharmonic
- ✓ Compose a piece of music using changes in tempo (fast/slow)
- ✓ Play or sing a piece of music following musical notation
- ✓ Use digital technology to create and alter sounds e.g. GarageBand, Audacity
- ✓ Perform a song or play an instrument musically, and with expression
- ✓ Play or sing a piece of music with two parts
- ✓ Discuss different styles of music using musical vocabulary

- ✓ Has a real love for music and enjoys all aspects of practising and performing
- ✓ Never gives up and strives for perfection
- ✓ Keeps an open mind to allow creativity
- ✓ Has a talent to entertain and provide enjoyment for others
- ✓ Is prepared to work hard and practice in order to perform their best

Music

## Ancient Greece

- ✓ I can explain how and why empires grow.
- ✓ I can explain the chronology of a timeline.
- ✓ I can explain how the political system worked in Ancient Greece.
- ✓ I can compare this system with other political systems.
- ✓ I can compare different city-states and recall facts about the Battle of Marathon.
- ✓ I can find out about Ancient Greek gods and goddesses and am able to use this knowledge to plan my own Greek myth.
- ✓ I can use a range of sources to find out about the past and then present my findings.

History

#### Ongoing Locational knowledge

- ✓ I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics.
- ✓ I can name and locate the countries of South and Central America.

### Global Trade – Why is Fairtrade fair?

#### Locational knowledge

- ✓ Consider the location of global companies such as Starbucks and IKEA and recognise they trade in countries located all over the world.
- ✓ Use maps and atlases to locate the source of a range of food products as well as less developed and more developed countries.
- ✓ Pupils are introduced to case studies of fairtrade industry in a range of locations globally.
- ✓ Locating continents and countries using a digital world map to determine what each country's highest-value export is.

#### Place knowledge

- ✓ To compare the resources of different places and understand that different places import and export different goods.
- ✓ Comparing the characteristics of different places a cotton garment passes through during its manufacture: the human and physical geographical features of Peru, Turkey, China, India, Europe and North America.
- ✓ A closer look at the geography of the UK, to consider why we export the types of goods we do.
- ✓ Learning about conditions of places and populations practicing fairtrade.

#### Human and Physical Geography

- ✓ Describe and understand key aspects of physical geography, including how in the past distance and bodies of water prevented trade from happening at an international scale.
- ✓ Describe and understand key aspects of physical geography, including how natural resources and climate determine where our food comes from. Physical geography: Describe and understand key aspects of physical geography including location, natural resources, and climate.
- ✓ Describe and understand aspects of physical geography of the UK that determines what we export. Key aspects of human geography, including the types of goods we export and trade links.
- ✓ Describe and understand key aspects of human geography, including trade links, and how and why trade has become increasingly 'global' and how trade connects different countries and their populations.
- ✓ Describe and understand key aspects of human geography, including fairtrade, and how global trade affects the lives of workers in less economically developed countries.

#### Mapping

- ✓ Use atlases, globes (and digital/computer mapping) to locate countries and calculate the distance travelled by products using map scale.

#### Enquiry and Investigation

- ✓ Use research and enquiry skills to discover more about trade through time, picking out key points and recording.

#### Communication

- ✓ Presenting data related to global trade in table and graph form, and draw conclusions on which country the UK exports the most to and on the data on fairtrade and non-fairtrade products.

#### Use of technology

- ✓ Online research and map work relating to global trade and highest-value exports.

Geography

<b>PE Skills led</b>	<b>Unit 4 Seated Balance and Floor work</b>		<b>Gymnastics</b> <b>Unit 2 Partner Work On Large Apparatus</b>		
	<p><b>In the correct position, with balance and control maintained throughout, I can:</b></p> <ul style="list-style-type: none"> <li>✓ Transfer tennis ball on and off back in a front support.</li> <li>✓ Transfer cone on and off tummy in back support.</li> <li>✓ Transfer tennis ball on and off tummy in back support.</li> </ul> <p><b>In a seated position, with feet and hands off the floor throughout, minimum wobble and balance held, I can:</b></p> <ul style="list-style-type: none"> <li>✓ Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions).</li> <li>✓ Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions).</li> <li>✓ Hold a V-shape with straight arms and legs for 10 seconds.</li> </ul>		<p><b>I can perform and hold the following balances with good control and body tension:</b></p> <ul style="list-style-type: none"> <li>✓ Supported (bunk beds)</li> <li>✓ Supported variation</li> <li>✓ Counter balance on two feet</li> <li>✓ Elevated front support</li> </ul> <p><b>I can perform the following jumps with soft balanced landings, using the apparatus:</b></p> <ul style="list-style-type: none"> <li>✓ Straight tuck jump off medium table</li> <li>✓ Cat spring on and off high table</li> <li>✓ I can create an 8 beat sequence, jumping into different positions.</li> </ul>		
<b>PE Sport Led</b>	<b>Hockey</b>		<b>Dance</b>		
	<ul style="list-style-type: none"> <li>✓ Develop control whilst performing skills at speed.</li> <li>✓ Apply the attacking and defending principles in game situations.</li> <li>✓ Use different skills to keep possession of a ball as part of a team.</li> <li>✓ Change speed and direction to get away from a defender</li> <li>✓ Choose different formations to suit the needs of the game and choose skills that meet the need of the situation.</li> <li>✓ Identify and evaluate parts of your own game and others.</li> <li>✓ Understand how physical activity can contribute to a healthy lifestyle.</li> <li>✓ Understand how muscles work.</li> <li>✓ Adapt games and activities making sure everyone has a role to play.</li> <li>✓ Create short warm up routines that follow basic principles.</li> </ul>		<ul style="list-style-type: none"> <li>✓ Move in a way that reflects the music.</li> <li>✓ Perform dances in both canon and unison, with clarity and confidence.</li> <li>✓ Explore and practice movement ideas inspired by a stimulus.</li> <li>✓ Explore, improvise, and combine movement ideas fluently and effectively.</li> <li>✓ Perform movements to an audience with rhythm and confidence.</li> <li>✓ Share ideas in small groups, working together to create a routine incorporating different elements.</li> <li>✓ Use imagination to develop dances to music and develop expressive qualities.</li> </ul>		
<b>RE</b>	<b>Living</b>				
	<ul style="list-style-type: none"> <li>✓ KQ U2.10* Green religion? How and why should religious communities do more to care for the Earth? (Christians, Hindus, Jewish and non-religious)</li> </ul>				
<b>PSHE</b>	<b>COMPUTER SAFETY</b>		<b>BEING RESPONSIBLE</b>		<b>THE WORKING WORLD</b>
	<b>Making Friends Online</b>		<b>Stealing</b>		<b>In-App Purchases</b>
	<ul style="list-style-type: none"> <li>✓ list the key applications that we may use now and, in the future.</li> <li>✓ know and understand why some applications have age restrictions.</li> <li>✓ identify ways to keep yourself and others safe in a range of situations online and offline.</li> <li>✓ recognise that people may not always be who they say they are online.</li> </ul>		<ul style="list-style-type: none"> <li>✓ explain what consent means.</li> <li>✓ recognise the importance of being honest and not stealing.</li> <li>✓ explain why it is important to have a trusting relationship between friends and family.</li> <li>✓ identify how making some choices can impact others' lives in a negative way.</li> </ul>		<ul style="list-style-type: none"> <li>✓ know and understand various money-related terms.</li> <li>✓ recognise some of the ways in which we can spend money via technology.</li> <li>✓ describe the potential impact of spending money without permission.</li> <li>✓ identify strategies to save money.</li> </ul>
<b>MFL - Spanish</b>	<b>Everyday Life &amp; Time</b>			<b>House &amp; Home</b>	
	<ul style="list-style-type: none"> <li>✓ Can recall familiar numbers.</li> <li>✓ Can recall extended familiar feelings phrases.</li> <li>✓ Ask and answer a range of questions.</li> <li>✓ Understand a range of adjectives to describe a person.</li> <li>✓ Understand and make a good attempt at "o'clock" times in Spanish.</li> <li>✓ Identify and use several verbs in 1st and 2nd person singular to ask and answer questions.</li> </ul>			<ul style="list-style-type: none"> <li>✓ Can identify masculine , feminine and plural nouns.</li> <li>✓ Can pronounce unfamiliar words accurately using key sounds knowledge.</li> <li>✓ Can use some adjectives accurately with masc/fem nouns.</li> <li>✓ Can understand a story.</li> <li>✓ Can use a model to write a simple cartoon story.</li> <li>✓ Can use prepositions of place to say where things are.</li> </ul>	

# Year 6 - Spring Term

## Knowledge, Skills and Disposition (KSD) statements

What the children should know and be able to do as a result of their taught curriculum experiences

Spring 1

Spring 2

English **Link to Year 6 English Curriculum Continuum**

<https://www.nethertonmoss.co.uk/attachments/download.asp?file=73&type=docx>

Maths **Link to Year 6 Maths Curriculum Overview**

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### Living things and their habitats

#### Substantive Knowledge

- ✓ I can give examples of animals in the five vertebrate groups and some of the invertebrate groups
- ✓ I can give the key characteristics of the five vertebrate groups and some invertebrate groups
- ✓ I can compare the characteristics of animals in different groups including unfamiliar creatures such as micro-organisms.
- ✓ I can describe the useful and harmful characteristics of micro-organisms

#### Disciplinary Knowledge – Working Scientifically

- ✓ I can use classification materials to identify unknown plants and animals (Databases)
- ✓ I can create classification keys for plants and animals (Using two or more items)
- ✓ I can give a number of characteristics that explain why an animal belongs to a particular group.
- ✓ Identify the variables in an investigation into microorganisms.
- ✓ Draw conclusions based on their results.

Computing	Computer Science	Computer Science	Information Technology
	Unit 6.5 <b>Text Adventures</b> 5 lessons	Unit 6.6 <b>Networks</b> 3 lessons	Unit 6.7 <b>Quizzing</b> 6 Lessons 2QUIZ

### Working in Three Dimensions

#### Take a Seat

*Explore how craftspeople and designers bring personality to their work. Explore chair design over the centuries to understand how furniture can reflect or define the age in which it was made.*

- Art
- ✓ I have explored the work of a craftsperson / designer and seen how they bring personality to their work.
  - ✓ I have seen how chair design has changed through the ages.
  - ✓ I can use my sketchbook to make visual notes to record and reflect.
  - ✓ I can experiment with how I can make mini sculptures with lots of different materials, guided by a short sentence to help me.
  - ✓ I can use the Design Through Making technique to make a model of a chair which expresses an aspect of my personality.
  - ✓ I can see how my sketchbook exploration helped me work towards my final outcome, and I can see what I like and what I would like to do differently.
  - ✓ I can present and share my work, and talk about it with my classmates, and listen to their responses to my work.
  - ✓ I can respond to the work made by my classmates and I can share my thoughts.
  - ✓ I can take photographs of my work, thinking about focus, light and composition.

### Making real meals: Souper Squashes

*Look at how recipes can make cost effective use of leftover/surplus ingredients. Understand food can be produced and frozen for future use. Design and evaluate a range of wheat-based snacks for accompanying soup.*

- DT
- **Follow**- follow text-based recipe instructions.
  - **Weigh** accurately using weighing scales, e.g. in 5-10g increments.
  - **Chop**- cut, slice or dice ingredients into equal sized pieces/portions e.g. potato.
  - **Cut**- use a cook's knife to cut away the 'peel' from a 'hard' item, e.g. pineapple or squash.
  - **Deseed**- use a spoon to deseed, e.g. remove pumpkin seeds.
  - **Brown**- fry an onion on the hob, e.g. as a base for soup.
  - **Boil**- regulate and reduce the heat to a simmer (gentle bubbles) from a boil (rapid bubbles) to cook the food.
  - **Blend**- judge how long to 'blend' for a desired consistency, e.g. some chunks, coarse, smooth.
  - **Serve**- ladle soup or stew into bowls.
  - **Knead**- knead bread dough by hand, developing it to become elastic and smooth (no surface cracks).
  - **Prove**- allow dough to prove, knowing when it is ready for use, i.e. it doubles in size.
  - **Bake**- place and remove dishes in the oven safely.
  - **Serve**- cut a final dish roughly into equal sized portions, e.g. ¼ pizza.
  - **Tidy**- clear area and wipe down work surfaces.
  - **Wash**- wash dirtier and different pieces of equipment.

Music	<b>Listen, Participate &amp; Practice – Essential Knowledge, Skills &amp; Opportunities</b>	<b>Develop the characteristics of a Musician – Dispositions</b>
	<ul style="list-style-type: none"> <li>✓ Learn to play the clarinet – ongoing throughout the year</li> <li>✓ Listen to music from different periods of history</li> <li>✓ Perform in a massed choir or school concert</li> <li>✓ Listen to and explore aspects of a live performance e.g. Liverpool Philharmonic</li> <li>✓ Compose a piece of music using changes in tempo (fast/slow)</li> <li>✓ Play or sing a piece of music following musical notation</li> <li>✓ Use digital technology to create and alter sounds e.g. GarageBand, Audacity</li> <li>✓ Perform a song or play an instrument musically, and with expression</li> <li>✓ Play or sing a piece of music with two parts</li> <li>✓ Discuss different styles of music using musical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>✓ Has a real love for music and enjoys all aspects of practising and performing</li> <li>✓ Never gives up and strives for perfection</li> <li>✓ Keeps an open mind to allow creativity</li> <li>✓ Has a talent to entertain and provide enjoyment for others</li> <li>✓ Is prepared to work hard and practice in order to perform their best</li> </ul>
History	<b>The Viking and Anglo-Saxon Struggle for the Kingdom of England</b>	
	<ul style="list-style-type: none"> <li>✓ I can explain when and where the Vikings came from and why they raided Britain.</li> <li>✓ I can compare the significance of Anglo-Saxon kings during the Viking period.</li> <li>✓ I can explain who King Ethelred II was and say when and why Danegeld was introduced.</li> <li>✓ I can identify and explain key aspects of Viking life.</li> <li>✓ I can explain how the legal system worked in Anglo-Saxon and Viking Britain.</li> <li>✓ I can explain how the last Anglo-Saxon kings shaped Britain.</li> </ul>	
PE 1	<b>Unit 3 Static Balance (Stance) and Coordination – Footwork</b>	<b>Unit 5 Jumping and Landing and Static Balance (one leg)</b>
	<p><b>On a line/low beam, with balance maintained throughout, good posture and minimum wobble, I can:</b></p> <ul style="list-style-type: none"> <li>✓ Raise alternate knees to opposite elbow 5 times.</li> <li>✓ Catch large ball thrown at knee height and above head.</li> <li>✓ Catch large ball thrown away from body.</li> <li>✓ Catch small ball thrown close to and away from body.</li> </ul> <p><b>With fluency, rhythm and movements performed in both directions/on both sides, I can:</b></p> <ul style="list-style-type: none"> <li>✓ Combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg.</li> <li>✓ Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction.</li> <li>✓ Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction.</li> </ul>	<p><b>With good take off, balance and control on landing, I can:</b></p> <ul style="list-style-type: none"> <li>✓ Jump 2 feet to 2 feet forwards, backwards and side-to-side.</li> <li>✓ Hop forward and backwards, freezing on landing.</li> <li>✓ Jump 1 foot to other forwards and backwards, freezing on landing.</li> <li>✓ Hop sideways, raising knee and freezing on landing.</li> <li>✓ Jump 1 foot to other sideways, raising knee and freeze on landing.</li> </ul> <p><b>With stability, smooth, controlled movements and consistent performance, I can:</b></p> <ul style="list-style-type: none"> <li>✓ Stand still on uneven surface for 30 seconds.</li> <li>✓ Stand still on uneven surface for 30 seconds with eyes closed.</li> <li>✓ Complete 10 squats into ankle extensions</li> <li>✓ Complete 5 squats with eyes closed.</li> </ul>
PE 2	<b>Netball</b>	<b>Orienteering</b>
	<ul style="list-style-type: none"> <li>✓ Apply basic principles for attacking and defending, choosing different formations to suit the need of the game.</li> <li>✓ Work effectively as a team.</li> <li>✓ Use a variety of tactics to keep possession of the ball, applying the principles of attacking.</li> <li>✓ Use the defending principles in game situations, including marking, tracking &amp; covering, to gain possession.</li> <li>✓ Recognise and evaluate performances providing constructive feedback. Understand how to improve in different physical activities and sport.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Problem Solving - Development of communication, team-work and critical thinking</li> <li>✓ Following a Course - Development of navigational language and skills using temporary course</li> <li>✓ Map Reading Skills - Familiarisation with the school's bespoke maps and key map features.</li> <li>✓ Orienteering - An introduction to orienteering on your school site, using your bespoke course and map</li> <li>✓ Introduce cross curricular learning utilising newly developed orienteering skills</li> <li>✓ Choose relevant cross curricular objectives from Enrich Education planning</li> </ul>
RE	<b>Believing</b>	<b>Living</b>
	<ul style="list-style-type: none"> <li>• KQ U2.3 What do religions say when life gets hard? (Christians, Hindus, non-religious (e.g., Humanist) (Full Unit)</li> </ul>	KQ U2.7 What matters most to Christians and Humanists? (Full Unit)
PSHE	<b>FEELINGS AND EMOTIONS</b>	<b>A WORLD WITHOUT JUDGEMENT</b>
	<b>Worry</b>	<b>British Values</b>
	<ul style="list-style-type: none"> <li>✓ recognise our thoughts, feelings, and emotions.</li> <li>✓ identify how we can reduce our feeling of worry.</li> <li>✓ explain how we can support others who feel worried.</li> <li>✓ recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people.</li> <li>✓ relate to themes of annual Children's Mental Health Week.</li> </ul>	<ul style="list-style-type: none"> <li>✓ understand that there are a wide range of religions and beliefs in the UK.</li> <li>✓ explain each of the British values.</li> <li>✓ create a range of values for your educational setting.</li> <li>✓ explain how all religions can live in cohesion</li> </ul>
MFL – Spanish	<b>Playing and Enjoying Sport</b>	<b>At the Funfair &amp; My Favourite Things</b>
	<ul style="list-style-type: none"> <li>✓ Can understand and remember some sports nouns in Spanish.</li> <li>✓ Can say which sports I like/dislike.</li> <li>✓ Can understand which sports another person likes and dislikes.</li> <li>✓ Can understand and write extended sentences about sports, including adjectives to give an opinion.</li> <li>✓ Can recognise and identify parts of the present tense of the verb "jugar".</li> <li>✓ Can write some simple present tense sentences using jugar with support.</li> <li>✓ Can understand some simple sentences about how to play a sport.</li> <li>✓ Can explain simply how to play a sport (orally/written).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Can remember some funfair rides nouns/say and write which funfair rides I like and dislike.</li> <li>✓ Can understand and use some new nouns to play a board game and to say what is at a funfair.</li> <li>✓ Can write extended sentences using verbs, nouns, adjectives and conjunctions to describe funfairs.</li> <li>✓ Can write a short text about a theme park.</li> <li>✓ Can talk in sentences to talk about my favourite things.</li> <li>✓ Can learn about the tradition of "feria d'abril".</li> </ul>

# Year 6 - Summer Term

## Knowledge, Skills and Disposition (KSD) statements

What the children should know and be able to do as a result of their taught curriculum experiences

		Summer 1	Summer 2	
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Science	<i>Light</i>	<i>Animals including humans</i>		
	<b>Substantive Knowledge</b>		<b>Substantive Knowledge</b>	
	<ul style="list-style-type: none"> <li>✓ I can describe with diagrams or models as appropriate how light travels in straight lines either from sources or reflected from other objects into our eyes.</li> <li>✓ I can describe with diagrams or models as appropriate how light travels in straight lines past translucent or opaque objects to form a shadow of the same shape.</li> </ul>		<ul style="list-style-type: none"> <li>✓ I can draw a diagram of the circulatory system and label the parts and annotate it to show what the parts do.</li> <li>✓ I can produce a piece of writing that demonstrates the key knowledge e.g. explanation text, job description of the heart.</li> <li>✓ <b>RSE Curriculum</b></li> <li>✓ I can explain the changes that takes place in boys and girls during puberty.</li> <li>✓ I can explain how a baby changes physically as it grows and also what it is able to do</li> </ul>	
	<b>Disciplinary Knowledge – Working Scientifically</b>		<b>Disciplinary Knowledge – Working Scientifically</b>	
<ul style="list-style-type: none"> <li>✓ I can explain how evidence from enquiries shows that light travels in straight lines</li> <li>✓ I can predict and explain with diagrams or models as appropriate how the path of light rays can be directed by reflection to be seen, for example reflection in car rear view mirrors or in a periscope.</li> <li>✓ I can predict and explain with diagrams or models as appropriate how the shape of shadows can be varied.</li> </ul>		<ul style="list-style-type: none"> <li>✓ I can use the role play model to explain the main parts of the circulatory system and their role.</li> <li>✓ I can use subject knowledge about the heart whilst writing conclusions for investigations.</li> <li>✓ I can explain both the positive and negative effects of diet, exercise, drugs and lifestyle on the body.</li> <li>✓ I can resent information e.g. in a health leaflet describing impact of drugs and lifestyle on the body</li> </ul>		
Computing	<b>Computer Science</b>	<b>Information Technology</b>	<b>Computer Science</b>	
	Unit 6.8 <i>Understanding Binary</i> 4 lessons	Unit 6.9 <i>Spreadsheets</i> 8 lessons	Micro:Bit Unit <i>Energy awareness</i> 6 lessons Make Code	
Art	<b>Surface &amp; Colour</b>			
	<b>Print &amp; Activism</b>			
	<i>Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.</i>			
<ul style="list-style-type: none"> <li>✓ I have seen how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities.</li> <li>✓ I have explored how I can find out what I care about and find ways I might share my ideas with us.</li> <li>✓ I have seen how my classmates may have different things they care about, or share things we care about, but they are all valid.</li> <li>✓ I can create visuals and text which communicate my message.</li> <li>✓ I can use line, shape and colour to make my artwork.</li> <li>✓ I can use typography to make my messages stand out.</li> <li>✓ I can combine different techniques such as print, collage and drawing.</li> <li>✓ I can reflect and articulate about my own artwork and artwork made by my classmates.</li> </ul>				

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DT	<b>Frame Structures Using Tinkercad</b>		<b>Making food healthier: Homemade vs takeaway</b>	
	Use Computer Aided Design software (CAD) such as Tinkercad to create basic shapes, then combine them to create more complex objects		Look at the nutritional values in a shop bought ready meal and compare them to the raw ingredients in a homemade equivalent. Compare and contrast the cost per portion. Compare the taste of the finished dish to that of the shop bought equivalent.	
	<b>Designing</b> <ul style="list-style-type: none"> <li>✓ Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and the functional and aesthetic purposes of the product.</li> <li>✓ Develop ideas through the analysis of existing frame structures and use computer-aided design to model and communicate ideas.</li> </ul> <b>Making</b> <ul style="list-style-type: none"> <li>✓ Plan the order of the main stages of making.</li> <li>✓ Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy.</li> <li>✓ Explain their choice of materials according to functional properties and aesthetic qualities.</li> <li>✓ Use computer-generated models suitable for the product they are creating.</li> </ul> <b>Evaluating</b> <ul style="list-style-type: none"> <li>✓ Investigate and evaluate a range of frame structures including the materials, components and techniques that have been used.</li> <li>✓ Test and evaluate their own products against design criteria and the intended user and purpose.</li> </ul> Technical knowledge and understanding <ul style="list-style-type: none"> <li>✓ Develop and use knowledge of box and frame structures and, where appropriate, more complex 3D structures.</li> <li>✓ Develop and use knowledge of how to construct strong, stiff frame structures.</li> <li>✓ Know and use technical vocabulary relevant to the project.</li> </ul>		<ul style="list-style-type: none"> <li>✓ <b>Follow</b>-follow text-based recipe instructions</li> <li>✓ <b>Change</b>- make changes to recipes and dishes that promote current healthy eating messages, e.g. using lower salt stock cubes</li> <li>✓ <b>Deseed</b>- safely scrape out the seeds of a chilli pepper using the back of a spoon</li> <li>✓ <b>Crush</b>- crush garlic using a garlic press</li> <li>✓ <b>Peel</b>- use a vegetable peeler to peel vegetables, e.g. carrot for a salad</li> <li>✓ <b>Chop</b>- slice and dice foods safely, e.g. strips of pepper</li> <li>✓ <b>Chop</b>- chop garlic or herbs finely</li> <li>✓ <b>Grind</b>- grind foods together in a pestle and mortar, e.g. herbs and spices</li> <li>✓ <b>Sauté</b>- sauté foods in a pan on the hob, e.g. mushrooms Stir- stir hot dishes on the hob, ensuring that food does not burn or catch (keep food moving, ensure that heat is not too high)</li> <li>✓ <b>Fry</b>- stir-fry raw meat, followed by vegetables, on the hob, ensuring that the meat is thoroughly cooked</li> <li>✓ <b>Stir</b>- understand that some foods do not need continual stirring while being cooked, e.g. pasta, rice, potatoes</li> <li>✓ <b>Drain</b>- drain hot liquid safely away from foods using a colander, e.g. pasta, rice</li> <li>✓ <b>Clean</b>- wash and rinse equipment, paying attention to detail</li> </ul>	
Music	<b>Listen, Participate &amp; Practice – Essential Knowledge, Skills &amp; Opportunities</b>		<b>Develop the characteristics of a Musician – Dispositions</b>	
	<ul style="list-style-type: none"> <li>✓ Learn to play the clarinet – ongoing throughout the year</li> <li>✓ Listen to music from different periods of history</li> <li>✓ Perform in a massed choir or school concert</li> <li>✓ Listen to and explore aspects of a live performance e.g. Liverpool Philharmonic</li> <li>✓ Compose a piece of music using changes in tempo (fast/slow)</li> <li>✓ Play or sing a piece of music following musical notation</li> <li>✓ Use digital technology to create and alter sounds e.g. GarageBand, Audacity</li> <li>✓ Perform a song or play an instrument musically, and with expression</li> <li>✓ Play or sing a piece of music with two parts</li> <li>✓ Discuss different styles of music using musical vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>✓ Has a real love for music and enjoys all aspects of practising and performing</li> <li>✓ Never gives up and strives for perfection</li> <li>✓ Keeps an open mind to allow creativity</li> <li>✓ Has a talent to entertain and provide enjoyment for others</li> <li>✓ Is prepared to work hard and practice in order to perform their best</li> </ul>	
History	<b>Local History Study – Liverpool in World War 2</b>			
	<ul style="list-style-type: none"> <li>✓ I can explain why World War II began and order events from early World War II on a timeline.</li> <li>✓ I can empathise with evacuee from World War II and understand why this happened in cities like Liverpool.</li> <li>✓ I can describe how people's diets were different during World War II and answer questions about the implementation of rationing.</li> <li>✓ I can find out about the dangers of the Blitz and how it affected the lives of the people living in Liverpool.</li> <li>✓ I can understand the importance of the city of Liverpool during the war and the contribution it made to the survival of the British people and the eventual allied victory.</li> </ul>			
Geography	Ongoing Locational knowledge	<ul style="list-style-type: none"> <li>✓ I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics.</li> <li>✓ I can name and locate the countries of South and Central America.</li> </ul>		
	<b>South America – The Amazon and its Rainforest – Climate Change and Environmental Protection</b>			
	Locational knowledge	<ul style="list-style-type: none"> <li>✓ Consider the location of global companies such as Starbucks and IKEA and recognise they trade in countries located all over the world.</li> <li>✓ Use maps and atlases to locate the source of a range of food products as well as less developed and more developed countries.</li> <li>✓ Pupils are introduced to case studies of fairtrade industry in a range of locations globally.</li> <li>✓ Locating continents and countries using a digital world map to determine what each country's highest-value export is.</li> </ul>		
	Place knowledge	<ul style="list-style-type: none"> <li>✓ To compare the resources of different places and understand that different places import and export different goods.</li> <li>✓ Comparing the characteristics of different places a cotton garment passes through during its manufacture: the human and physical geographical features of Peru, Turkey, China, India, Europe and North America.</li> <li>✓ A closer look at the geography of the UK, to consider why we export the types of goods we do.</li> <li>✓ Learning about conditions of places and populations practicing fairtrade.</li> </ul>		
	Human and Physical Geography	<ul style="list-style-type: none"> <li>✓ Describe and understand key aspects of physical geography, including how in the past distance and bodies of water prevented trade from happening at an international scale.</li> <li>✓ Describe and understand key aspects of physical geography, including how natural resources and climate determine where our food comes from. Physical geography: Describe and understand key aspects of physical geography including location, natural resources, and climate.</li> <li>✓ Describe and understand aspects of physical geography of the UK that determines what we export. Key aspects of human geography, including the types of goods we export and trade links.</li> <li>✓ Describe and understand key aspects of human geography, including trade links, and how and why trade has become increasingly 'global' and how trade connects different countries and their populations.</li> <li>✓ Describe and understand key aspects of human geography, including fairtrade, and how global trade affects the lives of workers in less economically developed countries.</li> </ul>		
	Mapping	<ul style="list-style-type: none"> <li>✓ Use atlases, globes (and digital/computer mapping) to locate countries and calculate the distance travelled by products using map scale.</li> </ul>		
	Enquiry and Investigation	<ul style="list-style-type: none"> <li>✓ Use research and enquiry skills to discover more about trade through time, picking out key points and recording.</li> </ul>		
	Communication	<ul style="list-style-type: none"> <li>✓ Presenting data related to global trade in table and graph form, and draw conclusions on which country the UK exports the most to and on the data on fairtrade and non-fairtrade products.</li> </ul>		
Use of technology	<ul style="list-style-type: none"> <li>✓ Online research and map work relating to global trade and highest-value exports.</li> </ul>			

PE 1	<b>Unit 6 Coordination Sending and Receiving/Ball Chasing</b>		<b>Unit 1 Ball Skills / Agility Reaction and Response</b>	
	<p><b>With accuracy, good positioning, fluency and rhythm throughout, I can:</b></p> <ul style="list-style-type: none"> <li>✓ Alternately throw and catch 2 tennis balls against a wall.</li> <li>✓ Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over).</li> <li>✓ Throw 2 tennis balls against a wall in a circuit, in both directions.</li> </ul> <p><b>With balance and control and the ability to turn over either shoulder, I can:</b></p> <ul style="list-style-type: none"> <li>✓ Roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction.</li> <li>✓ Perform above challenge with tennis ball.</li> <li>✓ Roll and chase large ball, stopping it with head in front support position facing opposite direction.</li> </ul>		<p><b>With controlled, smooth movements, and the ability to consistently complete challenges in both directions, I can:</b></p> <ul style="list-style-type: none"> <li>✓ Stand with legs apart and move ball in figure of 8 around both legs 12 times.</li> <li>✓ Move ball around waist into figure of 8 around both legs 10 times.</li> <li>✓ Move ball around waist and then around alternate legs 12 times.</li> <li>✓ Stand with legs apart and perform 24 criss-crosses, with and then without a bounce. (in 20 seconds or less)</li> </ul> <p><b>From 1, 2 and 3 metres, with controlled movement, quick reaction and good acceleration:</b></p> <ul style="list-style-type: none"> <li>✓ React and step across body, bring hand across and catch tennis ball after 1 bounce.</li> <li>✓ Extend front leg across body and bend knees to enable you to stop quickly and get into balanced position.</li> </ul>	
PE 2	<b>Tennis</b>		<b>Cricket</b>	
	<ul style="list-style-type: none"> <li>✓ Hit the ball with purpose, varying speed, height &amp; direction.</li> <li>✓ Direct the ball towards the opponent's court or target area.</li> <li>✓ Perform skills such as forehand and backhand shots with control and confidence.</li> <li>✓ Apply the principles of attacking.</li> <li>✓ Participate in competitive games, modified where appropriate.</li> <li>✓ Adopt a good ready position and show good position on court.</li> <li>✓ Explain how your body reacts and feels when taking part in different activities and undertaking different roles.</li> <li>• Evaluate your own success and areas of improvement, as well as others.</li> </ul>		<ul style="list-style-type: none"> <li>✓ Perform skills, including retrieve, intercept and stop a ball, with accuracy, confidence, and control.</li> <li>✓ Bowl using an overarm technique, beginning to vary speed and length of delivery.</li> <li>✓ Use skills and tactics to outwit opponents when fielding, bowling, and batting.</li> <li>✓ Work as part of a team that covers the areas to make it hard for the batter to score runs.</li> <li>✓ Use tactics that involve bowlers and fielders working together.</li> <li>✓ Learn how to evaluate and recognise your own success and areas for improvement.</li> <li>✓ Develop an understanding of how to improve in different physical activities and sports.</li> </ul>	
RE	<b>Expressing</b>			
	<ul style="list-style-type: none"> <li>✓ KQ U2.9* What can be done to reduce racism, can religion help? (Christians, Muslims and non-religious (e.g., Humanist) (Full Unit)</li> </ul>			
PSHE	<b>KEEPING/STAYING SAFE</b>	<b>THE WORKING WORLD</b>	<b>RELATIONSHIPS</b>	
	<b>Water Safety</b>	<b>Job Junction – Positive Footprints</b>	<b>Relationship &amp; Sex Education</b>	
	<ul style="list-style-type: none"> <li>✓ identify a range of danger signs.</li> <li>✓ develop and name strategies that can help keep ourselves and others safe.</li> <li>✓ recognise the impact and possible consequences of an accident or incident.</li> </ul>	<ul style="list-style-type: none"> <li>✓ know what is meant by a 'career' and understand the importance of employment and the responsibilities and benefits it brings.</li> <li>✓ recognise achievements and can identify a set of personal qualities that will be important for the future.</li> <li>✓ know what education, skills and train mean for work and society.</li> <li>✓ know what it means to be 'committed and motivated'.</li> <li>✓ understand the importance of working collaboratively toward shared and personal goals.</li> </ul>	<ul style="list-style-type: none"> <li>✓ explore different kinds of friendships and relationships and look at how these change as people get older.</li> <li>✓ examine why love and trust are important in relationships and families.</li> <li>✓ explain the terms 'sexual intercourse, conception, reproduction and birth, masturbation'.</li> <li>✓ describe the function of the female and male reproductive systems.</li> <li>✓ revisit the major physical, emotional and behavioural changes that occur during puberty and the role they play in preparing the body for adulthood.</li> <li>✓ identify the various ways adults can have a child.</li> <li>✓ explain the different stages of pregnancy.</li> <li>✓ identify the laws around consent, FGM and other safety issues including peer on peer abuse.</li> <li>✓ explore ways of preventing pregnancy and STIs using contraceptives</li> <li>✓ explore the portrayal of sex and gender in the media.</li> <li>✓ identify the responsibilities of relationships and parenthood</li> </ul>	
MFL – Spanish	<b>Tapas &amp; Café Culture</b>		<b>Performance and KS3 Transition</b>	
	<ul style="list-style-type: none"> <li>✓ Can learn some facts about tapas/pinxto culture.Can create a pinxto/tapa and label ingredients.</li> <li>✓ Can say and write what tapas I like/dislike and ask someone else for likes and dislikes</li> <li>✓ Can ask for some tapas and drinks politely</li> <li>✓ Can name some traditional Spanish breakfast foods and drinks.</li> <li>✓ Can write a simple sentences about a breakfast. Can create a hotel breakfast menu. Can take part in a café roleplay. Can write own café roleplay</li> </ul>		<ul style="list-style-type: none"> <li>✓ Can read and understand a humorous sketch.</li> <li>✓ Can adapt a model and write own café sketch.</li> <li>✓ Can take part in a performance of a café sketch.</li> <li>✓ Can remember fruit and vegetables</li> <li>✓ Can understand nouns to do with indoor or outdoor scavenger hunt.</li> </ul>	