

Time Traveller

Year 5/6 Year B
Spring Terms 3 / 4 2025



Time Traveller

Science

Forces
Light

Geography

Map and compass skills

Art and Design

Textiles: Felt making

French

At Home

RE

What is the best way for a Muslim to show commitment to God?
Salvation: Is anything ever eternal?

Computing

Online Bullying
Data and Information
Vector Drawing

PSHE

Dreams & Goals
Healthy Me

DT

Textiles
What would be the best design for a bag on a bike?

Music

Charanga: Fresh Prince of Bel Air

PE

Gymnastics
Rugby
Invasion games
Tennis

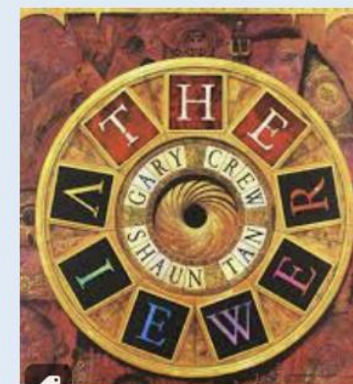
Spring Term
Theme: Time Traveller

Core VIPERS Text
Class Reader

Narrative poetry

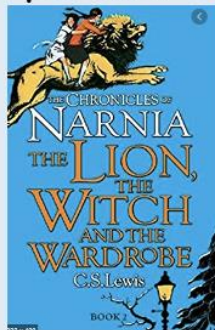


Non - fiction
Non chronological report

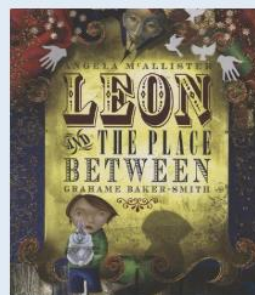
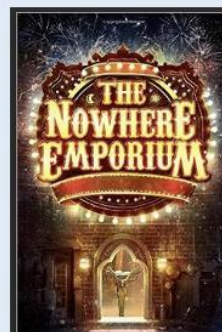


Recommended reads

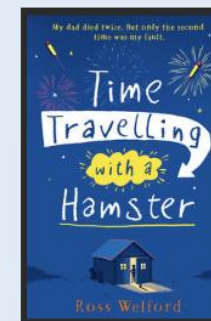
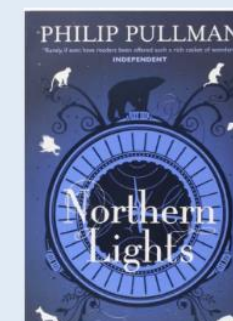
Extracts from stories with
portals.



Extended narrative - adventure story



Descriptive writing



Science

Forces - Key Question – How can I slow down a force?		Term: 3	Year 6 Year B
Foundations of previous learning: Year 3 Compare how things move on different surfaces. Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having 2 poles Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Year 5 Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.	Investigate forces that make things begin to move, get faster or slow down. Observe the effects of friction. Raise questions about the effects of air/water resistance. Make and test a variety of parachutes/boats. Observe how different objects fall. Design and make products that use levers, pulleys, gears and/or springs.	Know that friction is a force that acts between two surfaces or objects that are moving. Know that air/water resistance are forms of friction. Understand that air/water resistance is a type of friction caused by air/water pushing against any moving object. Know that gravity is the force that pulls things to the ground. Know that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Know how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.	Force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears
	Assessment of Skills	Assessment of Knowledge	
	Children will: Observe the effects of friction on different materials. Explain why objects fall to Earth. Carry out fair tests to determine which design of parachute/boat are the most effective. Explain that some mechanisms allow a smaller force to have a greater effect.	What is a force? What can we say about the forces on an object that is not moving? What is air resistance? What happens to the air resistance on a car as the car goes faster? Can you explain what gravity is? When does friction occur?	

Science

Light - Can we change the way in which light travels?		Term: 4	Year 6 Year B
Foundations of previous learning: Year 3 Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows changes.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
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.	Explore the way that light behaves. Talk about what happens and make predictions. Design and make a periscope and explain how it works. Investigate the relationship between light sources, objects and shadows by using shadow puppets. Extend experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water, and coloured filters.	Know that light travels in straight lines. Understand that objects are seen because they give out or reflect light into the eye. Know that light travels from light sources to our eyes or from light sources to objects and then to our eyes. Know that shadows have the same shape as the objects that cast them.	Building on Yr 3 vocabulary: light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous Plus: straight lines, light rays
	Assessment of Skills Children will: Make predictions about how light will behave drawing on scientific understanding. Use the idea that light travels in straight lines to explain how a periscope works. Carry out an investigation which helps to explain the relationship between light sources, objects and shadows.	Assessment of Knowledge How does light travel? How do we see objects? What shape are shadows? Is this always the case? Why is that? In what ways does light behave differently?	

Geography

Key Question: Can I find my way using a map and compass? (Field Skills)		Term: 3	Year 6 Year B
Foundations of previous learning: Year 3 /4 Use 4 points on a compass: north, south, east and west Locate places and follow a route on an OS map using a 4-figure grid reference. Use the key to interpret symbols and marks on an OS map for routes.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
To locate places on OS map using a 6 figure grid reference. To use the 8 points on a compass. To read the scale on contour lines on an OS map.	Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. To use 6 figure grid refs;	Landscape features and places (both human and physical) can be located on an Ordnance Survey map through the use of grid references and grid squares. The 'Eastings' and 'Northings' are the numbers around the edge of an OS map. To pinpoint a place you take the Eastings number first, then the Northing (You also need an the two letter code (e.g. SK 2607) Six-figure grid references enable more accurate readings, as two more figures give the exact location within the grid square identified through the four-figure grid reference Height is shown on Ordnance Survey maps using contour lines. These lines show the shape of the land. The closer together contour lines are, the steeper the slope of the land.	Grid reference Contour lines OS map 6 figure Locate Orientate Symbols Distance
	Assessment of Skills	Assessment of Knowledge	
	To follow a route successfully using compasses and OS maps	To know how to read a map using grid references To know how to read a compass Locate places on OS map using a 6-figure grid reference. Use the 8 points on a compass. Read the scale on contour lines on an OS map.	

Music

Charanga: Fresh Prince of Bel Air		Term: 3/4	Year 6 Year B
Foundations of previous learning: Singing units from each year from Charanga scheme			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>To listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop</p>	<p>Performing (singing/playing): To sing and play with clear dictation and tuning. To begin to become a conductor/leader themselves.</p> <p>Improvising and composing: To compose a piece based on a style of music (Old School Hip Hop) and use its stylistic features to consider what dynamics, tempo and timbre they should use. To begin to record crochets, minims, semibreves and quavers of a treble clef staff.</p> <p>Listening, developing knowledge and understanding: To know, understand and explain how tempo, dynamics, structure and timbre fit together and how they differ for each style of music</p>	<p>To understand and recognise the basic style indicators for Old School Hip Hop.</p> <p>To know how to respect and improve work together.</p>	<p>Pulse Pitch Rhythm Dynamics Texture Tempo Structure Timbre Notation Listening Old School Hip Hop Vocal Line Accompaniment Style Chorus Verse Compose Improvise</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>I can perform with increasing confidence. I can find and internalise the pulse and rhythm by myself. I can conduct and lead an ensemble. I can compose a melody using given backing accompaniment. I can read music notation with growing confidence. I can explain how the interrelated dimensions of music fit together and how they differ for each style of music.</p>	<p>I understand and recognise the basic style indicators for Old School Hip Hop. I know how to respect and improve work together.</p>	

PE

Invasion games		Term: 3	Year 6 Year B
Foundations of previous learning: Invasion game units throughout school <ul style="list-style-type: none">• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities• participate in team games, developing simple tactics for attacking and defending			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Pupils should 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. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance	To apply skills and knowledge to be able to move with the ball. To apply a variety of attacking skills and techniques in a game. To apply a variety of defending skills and techniques in a game. To invent a new game that requires attacking and defending skills. To apply the skills and techniques I have learnt to play an invasion game and evaluate its success.	To know and apply the rules during a game To know the best technique and position for attacking and defending To understand different strategies and tactics	Tactic Attack/ attacker Bounce pass Chest pass Overhead pass Push pass Defend/defender Shadowing Dribble Dodge Pivot Intercept Marking
	Assessment of Skills		
	lead and take part in warm-ups and cool-downs safely; <ul style="list-style-type: none">• move with the ball using the correct technique in one or more invasion games with increasing speed and control, including changing direction;• pass and receive the ball using the correct technique in one or more invasion games with some control and accuracy;• begin linking together different skills in a game with some fluency and success;• begin demonstrating an awareness of space in a game;• create rules to play a new game successfully, with support;• follow more complex rules to play a new game, with support;• demonstrate knowledge of and begin to use some skills and techniques for attacking and defending in a game situation, with some success;• evaluate their own and others’ work and suggest improvements with support.		

PE

Tennis		Term: 4	Year 6 Year B
This Tennis unit for Year 5 will build on some of the skills visited in the Year 3 Net and Wall unit, as well as introducing a variety of new skills and techniques associated with tennis. In this unit, children will further develop their striking and hitting skills by learning how to hit different groundstrokes. Children will be introduced to the overhead tennis serve, where they will use this in conjunction with developing a volley shot. They will gain experience in a match environment by competing in a variety of tennis mini-games, applying the skills they have learnt while developing an understanding of the rules and scoring in tennis. The unit will be rounded off with the children evaluating their own performance and identifying areas where they can improve.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Pupils should 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. To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. To develop flexibility, strength, technique, control and balance in the context of tennis skills.	To understand and practise some of the fundamental skills of tennis. To hit a ball with accuracy using the forehand technique To be able to play a backhand stroke with control and accuracy To perform overhead serve To apply skills learnt in a game	To understand basic rules in tennis To know how to keep score; To understand different strategies and tactics	Ace Backhand Baseline Crosscourt Drop shot Forehand Grip Groundstroke Rally Serve Volley
	Assessment of Skills		
	<ul style="list-style-type: none">show some ability to maintain control of a ball on a racket while moving;at times, successfully catch and control a ball on their racket;occasionally move their feet to attempt to improve their position for catching a ball;grip and hold the tennis racket correctly when hitting a forehand groundstroke;demonstrate knowledge of how and when to get into the ready position but may sometimes need reminding;use the forehand stroke, with some shots landing on the opposition's side of the court;occasionally use the correct technique for the double-handed backhand;hit a backhand stroke at a targeted area;sometimes achieve an appropriate overhead ball toss when in a service stance;use a developing service stroke to strike a ball overhead with a racket;hit a serve towards a target area;at times, hit a ball before it bounces using the volley technique;at times, play a short or long volley;use the ready position between shots, to prepare themselves for the next volley;use one or more of the stroke techniques learnt in this unit, to take part in a rally;serve the ball using the underarm technique;		

RE

Discovery RE: What is the best way for a Muslim to show commitment to God?		Term: 3	Year 6 Year B
Foundations of previous learning: Y2 - Prayer at Home Does praying at regular intervals help a Muslim in his/her everyday life? Y2- Community and Belonging Does going to the mosque give Muslims a sense of belonging? Y2- Hajj Does completing Hajj make a person a better Muslim?			
Unit Learning			
Objective - Coverage	Skills	Knowledge	Vocabulary
What is the best way for a Muslim to show commitment to God? To understand how Muslims show their commitment to God and to evaluate if there is a best way.	Compare the different ways in which people of faith communities express their faith and commitment to God. Discuss and express their views Make informed responses to people's values and commitments (including religious ones) in the light of their learning they will use different techniques to reflect deeply	To understand ways in which praying shows commitment to God. To know that Muslims pray five times each day. To understand that prayer is a way of remembering God. To know that Friday is Muslims holy day. To know that Muslims believe they should give to charity. To know that Ramadan is a fasting period. To know that fasting is recommended by Allah within the Qu'ran. To understand that fasting shows they are living how God wants and remembering those who are hungry. To understand that the five pillars outline key ways Muslims show commitment to God.	Five pillars Zakah Sawm Qu'ran Hajj Allah Ramadan Fasting Charity Money Thankful Effort Sacrifice Ka'Bah
	Assessment of Skills	Assessment of Knowledge	
	To show an understanding of why people show commitment in different ways. To think of some ways of showing commitment to God that would be better than others for Muslims.	To describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Christians than others.	

RE

Discovery RE : Christianity: Salvation: Is anything ever eternal?		Term: 4	Year 6 Year B
Foundations of previous learning: Year 3/4 Salvation Why do Christians call the day Jesus died 'Good Friday' Year 4/5 Salvation What do Christians believe (What did) Jesus did to save human beings?			
Unit Learning			
Objective - Coverage	Skills	Knowledge	Vocabulary
To evaluate different beliefs about eternity and to understand the Christian perspective on this.	To express the feelings I have when I think about situations or things I would like to last forever. To make links between different Christian beliefs and their views on whether anything is ever eternal. To reflect on my own beliefs about whether anything is eternal.	To know what eternal means To know biblical stories where Jesus portrays love To explain because of Jesus's resurrection Christians will have life after death To know there are different beliefs on Eternity	Eternal Unconditional Agape Symbolism Eternity Salvation Portrays Synonym Resurrection
	Assessment of Skills	Assessment of Knowledge	
	I can express the feelings I have when I think about situations or things I would like to last forever. I can make links between different Christian beliefs and their views on whether anything is ever eternal.	I can explain and represent their ideas about eternity	

Computing

Project Evolve: Online Bullying Key question: How do we keep ourselves safe online? Online safety Day		Term: 3	Year 6 Year B
Foundations of previous learning: Ks2 – Project Evolve work – online bullying Previous online safety days			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• Use technology safely, respectfully and responsibly• Recognise acceptable/unacceptable behaviour• Identify a range of ways to report concerns about content and contact• Recognise relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.	Identify routes for reporting bullying and harmful behaviours they witness or experience online. Make decisions about the suitability of different reporting routes based on context. Consider strategies for safely and positively intervening. I know there are different ways to gather evidence of bullying behaviour online. I know some different ways to use technology to protect myself from bullying behaviour. I know it’s important to talk to a trusted adult about being bullied online.		Screenshot blocking muting screen-grab URL Profile social media reporting tools bullying/harmful behaviour strategies
	Assessment of Skills and knowledge		
	I can explain how someone would report online bullying in different contexts. I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.		

Computing

Teach computing: Programming B – Creating Media: Vector Graphics		Term: 4	Year 6 Year B
Foundations of previous learning: Yr 3 / 4 Teach Computing: Programming A Sequencing Sounds (3.3)/ Teach Computing: Programming A Repetition in Shapes (4.3) Yr 4 / 5 Teach Computing: Programming B Repetition in Games (4.6)/ Teach Computing: Programming A Selection in Physical Computing (5.3)			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
<ul style="list-style-type: none">design, write and debug programs that accomplish specific goals, ;solve problems by decomposing them into smaller partsuse sequence, selection, and repetition in programs; work with variables and various forms of input and outputuse logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	To identify that drawing tools can be used to produce different outcomes To create a vector drawing by combining shapes To use tools to achieve a desired effect To recognise that vector drawings consist of layers To group objects to make them easier to work with To apply what I have learned about vector drawings		vector, drawing tools, object, toolbar move, resize, colour, rotate, duplicate/copy zoom, select, align, modify layers, order paste, group, ungroup, vector drawing, reuse reflection
	Assessment of Skills and knowledge		
	I can recognise that vector drawings are made using shapes I can experiment with the shape and line tools I can discuss how vector drawings are different from paper-based drawings I can identify the shapes used to make a vector drawing I can explain that each element added to a vector drawing is an object I can move, resize, and rotate objects I have duplicated I can use the zoom tool to help me add detail to my drawings I can explain how alignment grids and resize handles can be used to improve consistency I can modify objects to create a new image	I can identify that each added object creates a new layer in the drawing I can change the order of layers in a vector drawing I can use layering to create an image I can copy part of a drawing by duplicating several objects I can recognise when I need to group and ungroup objects I can reuse a group of objects to further develop my vector drawing I can create a vector drawing for a specific purpose	

PSHE

Dreams and Goals Jigsaw Year 6		Term: 3	Year 6 Year B
Foundations of previous learning: Y1 - I can tell you how I felt when I succeeded in a new challenge and how I celebrated it, I know how to store the feelings of success in my internal treasure chest Y2 - I can explain some of the ways I worked cooperatively in my group to create the end product, I can express how it felt to be working as part of this group Y3 – I can evaluate my own learning process and identify how it can be better next time, I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest Y4 - I know how to make a new plan and set new goals even if I have been disappointed, I know what it means to be resilient and to have a positive attitude Y5 - I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own			
Unit Learning			
Themes (Puzzle pieces)	Outcomes	Vocabulary	
Personal learning goals Steps to success My dream for the world Helping to make a difference Recognising our achievements	I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal) I understand why it is important to stretch the boundaries of my current learning I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these I can set success criteria so that I will know whether I have reached my goal I can identify problems in the world that concern me and talk to other people about them I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations I can work with other people to help make the world a better place I can empathise with people who are suffering or who are living in difficult situations I can describe some ways in which I can work with other people to help make the world a better place I can identify why I am motivated to do this I know what some people in my class like or admire about me and can accept their praise I can give praise and compliments to other people when I recognise their contributions and achievements	Strengths Challenges Realistic Goals Boundaries Motivate Success Problems Emotions Suffering Difficult	
	Assessment		
	I can describe some ways in which I can work with other people to help make the world a better place I can identify why I am motivated to do this		

Healthy Me - Jigsaw Yr 6		Term: 4	Year 6 Year B
Foundations of previous learning: Y1 - I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy, I can recognise how being healthy helps me to feel happy Y2 - I can make some healthy snacks and explain why they are good for my body, I can express how it feels to share healthy food with my friends Y3 – I can identify things , people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help, I can express how being anxious or scared feels Y4 - I can recognise when people are putting me under pressure and can explain ways to resist this when I want to, I can identify feelings of anxiety and fear associated with peer pressure Y5 - I can describe the different roles food can play in people’s lives and can explain how people can develop eating problems (disorders) relating to body image pressures, I respect and value my body			
Unit Learning			
Themes (Puzzle pieces)	Outcomes	Vocabulary	
Food Drugs Alcohol Emergency aid Emotional and mental health Managing stress	I know the impact of food on the body, e.g. creating energy, giving comfort and altering mood I am motivated to give my body the best combination of food for my physical and emotional health I know about different types of drugs and their uses and their effects on the body particularly the liver and heart I am motivated to find ways to be happy and cope with life’s situations without using drugs I can evaluate when alcohol is being used responsibly, anti-socially or being misused I can tell you how I feel about using alcohol when I am older and my reasons for this I know and can put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations I know how to keep myself safe to avoid emergencies and also how to deal with emergencies if they happen I understand what it means to be emotionally well and can explore people’s attitudes towards mental health/illness I know how to help myself feel emotionally healthy and can recognise when I need help with this I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse I can use different strategies to manage stress and pressure	Impact Food Body Energy Comfort Mood Motivated Combination Physical Emotional Health Drugs Liver Heart Alcohol Anti-social Misuse Emergency first aid Recovery position Strategies pressure	
	Assessment		
	I can evaluate when alcohol is being used responsibly, antisocially or being misused I can tell you how I feel about using alcohol when I am older and my reasons for this		

PSHE

Lifesavers Finance		Term: 3 & 4	Year: 6 B
Foundations of previous learning: Maths – Money Dreams and Goals			
Unit Learning			
Themes	Outcomes	Vocabulary	
Term 3 Where does our Money come from? Term 4 How does money make us feel?	That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; That people may choose to do voluntary work which is unpaid. To learn about the different ways to pay for things and the choices people have about this To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' To learn that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) To recognise that people make spending decisions based on priorities, needs and wants To know the different ways to keep track of money To identify the ways that money can impact on people's feelings and emotions	earning life necessities unemployed chores volunteer wider global community) provides needs and wants role business person manager generous different jobs different skills salary wage earnings society value judge dignity Justice respect interdependence	
	Assessment		
	I can explain the different ways to pay for things and the choices people have about this I know the different ways to keep track of money I can identify the ways that money can impact on people's feelings and emotions	spending saving Contentment different choices influenced prioritising possessions responsibility vulnerable	

DT

Textiles - Designing a bag Focus: combining different fabric shapes		Term: 4	Year 6 Year B
Foundations of previous learning: Prior learning - Experience of basic stitching, joining textiles and finishing techniques. Experience of making and using simple pattern pieces. Y1/2 Puppets Y3/4 Pencil cases Y4/5 Soft toys			
Unit Learning			
NC Objective - Coverage	Skills and knowledge		Vocabulary
Designing describe the purpose of their products Planning explain their choice of materials and components according to functional properties and aesthetic qualities. Making/Practical skills measure, mark out, cut and shape materials and components with some accuracy • assemble, join and combine materials and components with some accuracy • apply a range of finishing techniques, including those from art and design, with some accuracy. Evaluating critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make • evaluate their ideas and products against their original design specification Technical Knowledge -• that a single fabric shape can be used to make a 3D textiles product LKS2 • that a 3D textiles product can be made from a combination of fabric shapes UKS2	To develop skills of threading needles and joining textiles using a range of stitches To develop skills of sewing textiles by joining right side together and making seams. To develop skills of 2D pattern making using tracing paper To refine methods and their design as work progresses, constantly reassessing and adapting design.		seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces pins, needles, thread, pinking shears, fastenings, iron transfer paper
	Assessment of Skills and Knowledge		
	I can refine methods and my design as work progresses, constantly reassessing and adapting design. I can choose suitable joining techniques. I can use a variety of stitching techniques to join fabrics. I can use a pattern, measure accurately and allow for seams. I can make improvements to established designs and be able to explain / justify.		design criteria, annotate, design decisions, functionality, innovation, authentic, user, purpose, evaluate, mock-up, prototype

Art and Design

Textiles: Felting Artist study: India Flint plus a range of textile artists and artists inspired by nature. Key question: How can texture and colour be created through textiles?		Term: 3	Year 6 Year B
Foundations of previous learning: Yr 1 / 2 Textiles Key question: How can the colour and texture of fabrics be changed? Artists: Kate Durdy, Batik artist, Weaving artist -Sheila Hicks Yr 3 / 4 Strand: Textiles Key question: How can you tell a story through textiles? Artists: Anglo Saxons Bayeux Tapestry / Grayson Perry Yr 4/ 5 Strand: Textiles. Houses Key question: What is batik? Artist: Hundertwasser – Batik, sewing			
Unit Learning			
NC Objective - Coverage	Skills and knowledge		Vocabulary
To improve their mastery of art and design techniques with a range of materials – textiles	To know about the work of chosen artists To experiment with a range of media by overlapping and layering in order to create texture, effect and colour To know how to create a colour palette To learn the skill of felting To add decoration to create effect;		Textiles Colour Marino wool Felting Fabric weave pattern Landscape texture natural
	Assessment of skills and knowledge		
	Are children able to: <ul style="list-style-type: none">• Select colours appropriate for their landscape• Consider composition• Create texture• Add decoration to create effect• Talk about final piece of artwork• Work with accuracy		

French

Main Unit: At home Cultural Lesson: 'April Fish' (1st April)		Term: 3	Year 6 Year B
Foundations of previous learning: Yr 3 / 4 As-tu Un Animal. Yr 4 /5 Je Me Présente' Yr 6 Ma Famille'			
Unit Learning			
NC Objective - Coverage	Skills and knowledge	Vocabulary	
<p>Pupils should be taught to:</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally* and in writing.</p> <p>Understand basic grammar appropriate to the language being studied - French</p>	<p>Unit outcome: To describe what rooms there are and are not in your home in French</p> <ul style="list-style-type: none"> To speak and write using longer more interesting sentences, that include the key structures presented. Whether we live in a house or apartment and what rooms we have and do not have at home and learning to remember and use accurately previous language from memory alongside our new knowledge. Revisiting the indefinite articles un and une. Revisiting also 1st person singular high frequency verbs je m'appelle, j'ai, je suis with a particular focus on j'habite from the verb HABITER a regular ER verb. Use of negative structure appropriate in this unit, 'there is' and 'there is not' (il y a and il n'y a pas de/d') structure 	je suis je m'appelle j'ai j'habite dans chez moi il y a . chez moi il n'y a pas de..	
	Assessment of Skills and Knowledge		
	<p>By the end of this unit we will be able to:</p> <p>Say and write in French whether we live in a house or an apartment.</p> <p>Say what room we have and do not have at home using the key structure chez moi il y a... and chez moi in n'y a pas de/d'...</p> <p>Use the connective/conjunction et to link two sentences together.</p>		