

**St Joseph's Catholic Primary School**  
Half Term Overview Planner



**Year Group: 6**

**Academic Year 2022-2023 Autumn 1: Journeys**

**Teacher: Mrs Ward**

	Wk 1	WK 2	WK 3	WK 4	WK 5 Dyslexia Awareness Wk	WK 6/7
<p><b>RE</b> Big Concept: actions that show we are part of the Kingdom of God</p>	<p>Have the opportunity to reflect on what the Kingdom of God is like.</p> <p>Discuss throughout the unit how faith is like a <b>journey</b></p> <p>(PSHE links) BV links: the Rule of Law, Mutual Respect, Tolerance of those of Different Faiths and Beliefs</p> <p>Link to English core skills: writing in paragraphs about their ideas about a kingdom and which values are important to them.</p>	<p>Have the opportunity to reflect on the importance of responding to the invitation to the Kingdom.</p> <p>Link to English core skills: writing using subheadings and bullet points for planning and writing in paragraphs.</p> <p>Links to Reading core skills: PEE skills to give detailed answers with reasons. (Point, explain and example)</p>			<p>Have the opportunity to know that everyone is called to enter the Kingdom and reflect on our response - link to Work of the Apostles unit (imitating Jesus, being a disciple, etc.)</p>	<p>RE assessment completed this week so the children can draw on what they learn over the topic.</p>
<p><b>English</b></p> <p>SPAG mat short assessment task will be completed the beginning of term to identify gaps from Y5 school closure. These will then be addressed during BEE zone time or full lessons designated if needed.</p> <p>Key core objectives identified from end of Y5 are use of commas; practise and explicit teaching will be built in throughout the half term.</p>	<p>Milestone 3: Use techniques that authors use to create characters, settings and plots. Create vivid images using alliteration, similes, metaphors and personification. Plan, draft, write, edit and improve. Guide the reader by using a range of organisational devices including a range of connectives.</p> <p>Stimulus: The Highway Man (Classic Narrative Poetry linked to <b>journey</b>) Children will learn new vocabulary, learn about the relationships between characters and write character <u>descriptions</u> - big focus on vocab skills to give writing more impact and originality.</p> <ul style="list-style-type: none"> <li>Share personal writing targets - these have been set based on the last few pieces of writing from Y5; they are totally personalised but have common themes of punctuation and language choices to work on.</li> </ul> <p>B2L with vocab work</p>	<p>Milestone 3: Choose effective grammar and punctuation and propose changes to improve clarity. Choose the appropriate form of writing using the main features identified in reading. Plan, draft, write, edit and improve.</p> <p>Stimulus: The Highway Man (Classic Narrative Poetry)</p> <ul style="list-style-type: none"> <li>Look at the use of powerful verb choices and the use of adverbs. B2L with verb/adverbs</li> </ul>	<p>Milestone 3: Choose the appropriate form of writing using the main features identified in reading. Plan, draft, write, edit and improve.</p> <p>Assessment week</p> <p>Reading paper 1 Spelling test</p> <p>Writing assessment - write a letter.</p> <p>Children will apply skills by writing a persuasive letter to Bess' dad to convince him that Bess can marry the HWM. They will have to manage shifts in formality and appropriate</p>	<p>Milestone 3: Choose the appropriate form of writing using the main features identified in reading. Plan, draft, write, edit and improve.</p> <p>Stimulus: Valerie Bloom poet linked to geography topic of <b>journey</b> (rivers).</p> <p>Children to use all language/vocab skills from the previous weeks but within style of a poem.</p> <p>They will look at poet's choice of metaphors, rhyming and verse organisation.</p>	<p>One day will be a Book Tucker Trial - pyjama day. This will be to promote wider reading, different authors, recommending books, etc. All activities will be book themed.</p> <p>Rest of the weeks TBC based on the assessment week and weekly SPAG mats. This week will be tailored to address any gaps noticed across the half term not already addressed.</p> <p>Twelfth Night will become the new stimulus.</p>	

	<ul style="list-style-type: none"> <li>Work on similes, expanded noun phrases and adverbs to add detail and paint a vivid picture in the reader's mind.</li> <li>Work on clear use of paragraphs to organise ideas.</li> <li>Work on cohesion within paragraphs and across paragraphs.</li> <li>SPAG opportunities built in throughout, but specific teaching of statements, questions and commands will be covered.</li> <li>Include role play and hot seating.</li> </ul>	<ul style="list-style-type: none"> <li>The use of commas will be revisited to ensure children are secure with commas in a list and after adverbial phrases.</li> </ul> <p>Dress up day - children will dress up as HWM to get into character before they complete a diary. Will include role play and hot seating prior to writing. They will plan, write and edit/improve their diaries.</p>	<p>vocab to suit the style and be subservient whilst persuasive.</p> <p>Model letters will be shared using last year's work on Romeo and Juliet.</p>	<p>B2L with rhyming words and new vocab within the poem.</p> <p>They will plan their own poem, write it and edit/improve it.</p> <p>They will perform their poems working on speaking/performance skills.</p>		
<b>Spelling</b>	<p>B2L embedded throughout to practise spellings - spelling aerobics! Spellings have been set and grouped based on end of Y5 assessment using SWST analysis tool.</p>					
	No spellings. Tests start next week.	Spelling pattern 'ent/ence'	Spelling pattern 'ible'	Challenge words	Spelling pattern 'cial'	Spelling pattern 'tial' Spelling pattern 'er' 'or' and 'ar'
<b>Maths</b>	<p>KIRFS completed daily in addition to the weekly maths plans. <b>Fluency and Reasoning</b> using <b>problem solving</b> is embedded throughout. Plus, mental maths will be pushed so that the <b>arithmetic</b> test practise doesn't squeeze out the children's ability to recognise when <b>mental</b> is best.</p> <p>Key core objectives of written methods and mental strategies will be embedded throughout. Ms Crolla will teach shape lessons weekly starting with the basics assessed from Y5 objectives as these are key areas not secure due to impact of school closures.</p>					
<p>B2L embedded throughout the weeks e.g., KIRF games, riverbank game, popcorn game, etc.</p>	<p>Milestone 3: To know and use numbers.</p> <p><b>Number: Place Value</b></p> <ol style="list-style-type: none"> <li>Read, write, order and compare numbers to 10,000,000.</li> <li>Round any number.</li> <li>Negative numbers</li> <li></li> </ol> <p><b>Note for half term:</b> Links in maths will be made to journeys by making resources linked to Bear Grylls and geography like temperate in different climates, mountain heights, distance travelled, etc. Links in science too with averages, decimals numbers, etc. Opportunities for this will be given throughout the half term for maths to be embedded in geography &amp; science</p>	<p>Milestone 3: To add and subtract, multiply and divide</p> <p><b>Number: Calculation</b></p> <ol style="list-style-type: none"> <li>Add at least 4-digit whole numbers and decimals to 2 d.p.</li> <li>Subtract at least 4-digit whole numbers and decimals to 2 d.p.</li> </ol>	<p>Milestone 3: To add and subtract, multiply and divide</p> <p><b>Number: Calculation</b></p> <ol style="list-style-type: none"> <li>Multiply building up to 4 digits by 2 digits and decimals by a whole.</li> </ol>	<p>Milestone 3: To add and subtract, multiply and divide</p> <p><b>Number: Calculation</b></p> <ol style="list-style-type: none"> <li>Short division building up to 4 digits by 1 digit and decimals by a whole.</li> <li>Factors &amp; lowest/highest common factors</li> </ol> <p>Venn diagrams will be incorporated where possible with factors, common factors, multiples, etc.</p>	<p><b>Assessment week</b></p> <p><b>Arithmetic Paper 1 Paper 2</b></p> <p>Children will have chance to work on missed opportunities, correct mistakes, etc.</p> <ol style="list-style-type: none"> <li>Primes</li> <li>Multiples &amp; lowest/highest common multiples</li> </ol>	

<p><b>Science</b></p> <p>The theme of <b>journeys</b> runs throughout starting with sailors on a journey and how their diet impacted on health, and the circulatory system presented as a journey helps children to understand a tricky concept.</p>	<p><b>Science Sticky Knowledge and Key Vocab for Journeys Y6:</b></p> <ul style="list-style-type: none"> <li>Oxygen and nutrients travel around the body through tubes pumped by the heart: heart, pump, circulate, system, lungs, oxygen, CO2</li> <li>3 types of tubes: veins, arteries, capillaries</li> <li>Breathe in air which contains gases including oxygen: inhale, oxygenated blood, gas, oxygen, exchange</li> <li>Breathe out mostly carbon dioxide: exhale, CO2, deoxygenated blood</li> <li>Blood is made up of 4 key components: plasma, red blood cells, white blood cells, platelets</li> </ul> <p><b>Links to prior learning:</b> Y1 naming parts of the body, Y4 digestion</p> <p><b>Significant Individuals:</b> James Lind</p> <p><b>Social/Cultural opportunities:</b> food poverty (local, national and worldwide)</p>					
<p><b>Diagnostic test from Rising Stars to assess prior learning (test 1).</b></p> <p><b>Milestone 3</b> Recognise the impact of diet, exercise, drugs and lifestyle on the way human bodies function.</p> <p>To find out how scientific ideas about food and diet was tested in the past and how this has contributed to our knowledge of a balanced diet. <b>Linked to English Core Skills: guided reading - reading article about scurvy.</b></p>	<p>Recognise the impact of diet, exercise, drugs and lifestyle on the way human bodies function.</p> <p>To investigate some different food groups and find out why a variety of foods is important for a healthy diet.</p> <p><b>Links to maths core skills: they interpret food labels which include challenging numbers including decimals and handling data.</b></p>	<p>Identify and name the main parts of the human circulatory system and explain the function of heart, blood vessels and blood including pulse and clotting.</p> <p>To find out how nutrients, water and oxygen are transported in the human body. Idea of a 'journey' around the body will be used to teach this difficult concept. <b>Link to English core skills: guided reading included about circulatory system. Big push on vocabulary too.</b></p>	<p>Recognise the impact of diet, exercise, drugs and lifestyle on the way human bodies function.</p> <p>To investigate what happens to the heart when we exercise and why.</p> <p><b>Links to maths core skills: will count beats, multiply x 6 up for a minute, repeat and work out averages.</b></p>	<p>Identify that humans have skeletons and muscles for support, protection and movement.</p> <p>To investigate how muscles move the skeleton and how muscle activity requires increased blood flow.</p> <p><b>Links to English core skills: children will write an exercise schedule as a personal trainer for a customer.</b></p> <p>Visitor in school - curriculum intent. Orthopaedic surgeon. Prior to the visit, the children will make a life size skeleton.</p>	<p>Recognise the impact of diet, exercise, drugs and lifestyle on the way human bodies function.</p> <p>To investigate the effects of tobacco, alcohol and other drugs.</p> <p><b>Links to maths core skills as data will be used from NHS website which includes graphs, trends, percentages, etc.</b></p> <p><b>Repeat diagnostic test end of unit.</b></p>	
<p><b>Computing</b></p> <p>Computing skills will also be embedded in other subjects through use of iPad and app</p>	<p><b>Computing Sticky Knowledge and Key Vocab for Journeys Y6:</b></p> <ul style="list-style-type: none"> <li>Stop, block and tell - internet safety: hacker, clone, identity theft, trojan</li> <li>Features can be used to increase the user's engagement: engage, attract, improve experience, accessibility, inclusion</li> <li>Content - a clear theme is needed: content, relevant, colour scheme,</li> <li>Organisation: titles, subheadings, font, bold, text, orientation, etc.</li> </ul> <p><b>Links to prior learning:</b> Y5: Keynote App planning skills (add content, text, appearance and position of text, images, hyperlinks), saving work and sharing work on Showbie</p>					

<p>Big concept is the <b>journey</b> through a book as a reader and how the writer supports you navigating your way through it.</p>	<p><b>Social/Cultural opportunities:</b> Inclusion: what does it mean to be included? How could an app exclude someone? How does it feel to be excluded? What does equality of opportunity mean? How important is this issue to you? Pros/cons of eBooks compared to a physical book. Increase in the use of IT/devices and impact it can have on mental health.</p>					
		<p><b>Milestone 3:</b> Change the position of objects between screen layers (send to back, bring to front), combine the use of pens with movement to create interesting effects. Choose the most suitable applications and devices for the purposes of communication. Use many of the advanced features in order to create high quality professional or efficient communications. Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.</p> <p>Children will make an eBook. They will look at non-fiction books in class, layout, organisational devices, use of images, audience and purpose. They will plan and make their own non-chronological book on the topic of rivers using the app Book Creator.</p> <p><b>Challenge:</b> Communicate a wide range of ideas to a variety of audiences - children will need to consider how to make the book meet the needs of children with additional needs.</p>				
	<p>Introduce and plan content. Focus on the theme and appropriate images, background, colours.</p>	<p>To find appropriate images, learn to insert new pages, consistent titles.</p>	<p>Time to work on amount of texts, appropriate texts in own words (content of the book). This reinforces geography understanding.</p>	<p>Introduce challenge element: book needs to cater for several audiences. How can you add to your current book to cater for struggling readers?</p>	<p>Peer and self-assessment.</p>	
<p><b>History</b> This half term is a geography heavy topic but some opportunities to apply historical skills and core skills have been included.</p>	<p><b>History Sticky Knowledge and Key Vocab for River Top Y6:</b></p> <ul style="list-style-type: none"> <li>• John Snow investigated Cholera: cholera, waterborne, disease, contamination, bacteria, ingestion, diarrhoea, dehydration</li> <li>• 19<sup>th</sup> century - lack of housing, poor living conditions.</li> <li>• Joseph Bazalgette's designed sewers which changed the quality of river water and improved people's health: the Great Stink, sewerage, faeces, urine, Parliament</li> </ul> <p><b>Significant Individuals:</b> 19<sup>th</sup> Century John Snow &amp; Joseph Bazalgette: engineer, doctor, sewers</p> <p><b>Links to prior learning:</b> Y2 Isambard Kingdom Brunel, Y3 Tudor life (rich/poor) Y4 Romans designed and built roads, Egyptians designed and built pyramids, Y4 Victorian knowledge.</p> <p><b>Social/Cultural opportunities:</b> Inequalities between rich/poor in 19<sup>th</sup>c. Are there still financial inequalities today? (men/women pay gap, Wetherby/Leeds inequality in living conditions)</p>					
			<p><b>Milestone 2:</b> Place events, artefacts and historical figures on a timeline using dates. Use dates and terms to describe events.</p> <p>Children will learn about the history of the River Thames and how it has changed. This will apply geography skills as they will identify the source on a map (geog skills). Children will make a timeline of key events in the history of the river. <b>B2L included as part of the timeline activity</b></p>		<p><b>Milestone 3:</b> Describe main changes in a period in history using terms like social, religious, cultural...</p> <p>Children will learn about Joseph Bazalgette and how he changed the quality of the river through his design of the sewers. They will consider the impact this had on society.</p>	

English core skills embedded as they will be completing reading comprehension and working on challenging vocabulary within the text too.

**Geography**  
Big concept: deepen understanding of physical and human geography.

**Geography Sticky Knowledge and Key Vocab for River Topic Y6:**

- know the water cycle: evaporate, condense, precipitation, transpiration, run-off, atmosphere, water vapour, ground water, gas, absorb, droplets, particles, oxygen, hydrogen, solid, liquid, gas, flooding, drought, plumbing, bacteria, pesticides, pollution,
- know a range of different features of a river: meander, waterfall, ox-bow lake, rapids, tributaries, mouth, source, estuary, coastal, dams, defence, reservoir
- know 3 process that change rivers over time: transportation, erosion, deposition
- name a range of rivers and where they can be found: River Thames, River Wharfe, River Nile, Amazon
- 8 points of a compass: N, S, E, W, NE, SE, NW, SW

**Significant individuals:** Helen Skelton (rowed 2000 miles of Amazon River) and Sir Roger Talbot Walters (British Architect known for post war projects including the river Thames Barrier)

**Links to prior learning:**

Y1 changing seasons and precipitation, Y2 compass points, Y3 rainforests, Y4 water cycle basics covered & solids, liquids, gases, Y5 The Americas, Rio Grande, & RE (Creation),

**Social/Cultural opportunities:**

The impact of humans on the planet. What role do you play in protecting rivers around the world?

<p>Milestone 3: To investigate places.</p> <p><b>Hook: B2L</b> - introduce topic, big concepts and give children chance to ask a good range of questions. Capture links from prior year groups.</p> <p>Milestone 3: Describe and understand key aspects of physical geography including rivers and the water cycle.</p> <p>Children to understand key physical features of a river and how water travels on <b>a journey</b>. Discuss key vocabulary and meanings and link back to previous physical geography studied in KS2. <b>Links to English core skills: Children will write a</b></p>	<p>Milestone 3: Describe and understand key aspects of physical geography including rivers and the water cycle.</p> <p><b>B2L - key vocab and rogue words</b></p> <p>Children to understand and explain the physical geography of the water cycle <b>journey</b>.</p> <p><b>Links to English core skills: guided reading and writing an explanation of the water cycle. Also, a big focus on subject specific vocabulary which will be extracted and RAG rated by children. Then sentences written to apply improved understanding of the geography vocabulary.</b></p>	<p>Milestone 3: Describe and understand key aspects of physical geography including rivers and the water cycle.</p> <p>Children to find out the physical processes which change rivers and how they erode, transport and deposit materials.</p> <p>Extend vocabulary to KS3, e.g., hydraulic abrasion, attrition, and solution.</p> <p>Children will apply computing skills and make an eBook to show what they have learnt.</p> <p>Homework project: To find out why rivers are important. <b>Links to English core skills as the children will apply writing skills to</b></p>	<p>Milestone 3: Analyse and give views on the effectiveness of different geographical representations of a location.</p> <p>Children to explore human geography and use a topological map - <b>journey</b> around London underground. <b>Links to English core skills: need to give views on the effectiveness of this type of map and compare to aerial map.</b></p> <p>Milestone 3: To communicate geographically.</p> <p><b>Use four and six figure grid references. Journey across an area of land using grid references.</b></p>	<p>Milestone 3: To name and locate countries and continents in the world.</p> <p>Children to locate rivers around the world.</p> <p><b>Links to English core skills: guided reading about rivers around the world. C/L reminders for proper nouns.</b></p> <p>Revisit sticky knowledge of map and atlas work - UK countries, British Isles, Britain, continents and oceans first. Then locate the rivers around the world.</p>	<p>Milestone 3: Collect and analyse statistics and other information to draw conclusions about locations.</p> <p><b>Nidd Gorge Field Trip</b></p> <p>To identify and describe how the physical features affect the human activity within a location.</p> <p>Children to see first-hand process and physical/human geography in a local location.</p> <p><b>Follow up work will include maths core skills: collecting and presenting data to draw pertinent conclusions about locations. This will include tally charts bar charts and analysis.</b></p>
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	<p>glossary of key words to build their knowledge. Children will also complete a reading comprehension about rivers around the world to build general knowledge.</p>		<p>complete as a non-chronological report.</p>	<p>Links to maths cores skills as we will be using tenths to progress from 4 to 6 figure grid references.</p>		
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<p><b>Art</b></p> <p>Big Concept is dynamic action created by lines.</p>	<p><b>Art Sticky Knowledge and Key Vocab for Journeys Topic Y6:</b></p> <ul style="list-style-type: none"> <li>Vincent van Gogh was a Dutch painter who posthumously became one of the most famous and influential figures in Western art history.</li> <li>His work includes landscapes, still life, portraits, and self-portraits, and are characterised by simple lines yet bold and dramatic (Starry Night, Haystacks &amp; The Postman for contrast)</li> <li>Dynamic action can be created with the choices of different lines which can depict movement: s bends, dynamic action, movement, wavy, zigzag, diagonal, spiralling, proportion, warm and cool colours</li> <li>Proportion is about the size or position of an object compared to another.</li> <li>Contrast can be created by placing light and dark colours side by side.</li> <li>Dark tones and colours can create a dramatic, dangerous atmosphere, whereas lighter tones and colours could create a peaceful, calm atmosphere.</li> </ul> <p><b>Links to prior learning:</b> Y5 recap on sketching skills: hatching, cross hatching, lines, shading, tone, H (hard), B (blackness), shadow</p> <p><b>Social/Cultural opportunities:</b> Van Gogh committed suicide after years of depression and poverty. He was considered a mad man and a failure during his lifetime. Use this as an opportunity to address stigma around mental health. Links to PSHE planning.</p>					
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<p>Drawing Milestone 3: Use lines to represent movement.</p> <p>Children will learn about different types of lines. They will experiment themselves making different lines.</p>	<p>Drawing Milestone 3: Use lines to represent movement. Use a choice of techniques to depict movement.</p> <p>Children will learn to add dynamic action using lines to figures to make them look like they are moving or to express a feeling.</p>	<p>Milestone 3: Comment on artworks with a fluent grasp of visual language.</p> <p>B2L to introduce the artist. Children will look at work by Vincent Van Gogh and use visual language to comment on the art and give their opinions. Focus will be on the use of lines and movement.</p> <p>Links to English core skills as children will be writing in detail and working on cohesive devices and paragraphing. Children will also apply reading skills with an artist comprehension.</p>	<p>Drawing Milestone 3: Use lines to represent movement. Use a choice of techniques to depict movement.</p> <p>Painting Milestone 3: Sketch lightly before painting to combine line and colour. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists.</p> <p>Children will draw a piece inspired by Van Gough using lines. Instead of a Starry Night, they will create a torrent of darkness (a metaphor taken from the Highwayman) Crayons and water colour will be used as starting point and children will then repeat same task but using paint and a variety of different paint brushes to achieve different types of lines. Children will need to practise lines first using paint and paint brushes before starting their second piece.</p> <p>Children to take progress photos as they work.</p> <p>Children will self-evaluate and peer evaluate their work at the end.</p>			
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<p><b>Music</b> Big concept - composing for purpose</p>	<p><b>Music Sticky Knowledge and Key Vocab for Journeys Topic Y6:</b></p> <ul style="list-style-type: none"> <li>• Dimensions of music are the pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, and notation of music.</li> <li>• Ostinato is a repeated rhythmic or melodic phrase in music.</li> <li>• Staccatos are short, detached note/s played sharply where the sound is not allowed to ring out.</li> <li>• Forte is music performed loudly.</li> <li>• Piano is music performed quietly.</li> <li>• Crescendo means gradually getting louder</li> <li>• Diminuendo means gradually getting softer</li> </ul>		
<p>Milestone 3: Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect. Use drones and melodic ostinato. Perform as part of an ensemble.</p> <p>We will be following on from learning how to identify the basic note values and start to learn how to notate pitch by challenges and composing activities. We will learn how to identify the note names by singing songs and composing our own rhymes. The topic we will focus on is <b>rivers/journeys and</b> we will compose our own relaxation music using notation and different suitable sounds which will result in a class recording at the end of the term.</p> <p>Children will also learn to name a wide range of instruments and sort these into different sections of the orchestra.</p>			
<p><b>MFL</b></p>		<p>Milestone 2: demonstrate a growing vocabulary. Milestone 3: Read and understand the main points and some of the detail in spoken passages and short written texts. Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</p> <p>Children will revisit and extend their knowledge of numbers and counting up to 100. They will count in multiples of 10 as well as forwards and backwards in 1s. They will then revisit colours and start to ask basic questions about colours. Children will also revisit basic classroom instructions.</p> <p><b>B2L for new key vocab - match the French to the English</b></p> <p><b>Includes maths core skills as they will translate and calculate to find answers.</b></p>	<p><b>End of unit assessment. Looking to see growth in vocabulary by children independently reading words and translating to English.</b></p>
<p><b>PE</b></p>	<p>Milestone 3: Embrace both leadership and team roles and gain the commitment and respect of a team. Empathise with others and offer support. Remain positive even in the most challenging circumstances, rallying others if need be. Choose and combine techniques in games situations. Work alone or with team members in order to gain points. Defend and attack tactically by anticipating the direction of play. Lead others when called upon and act as a good role model.</p> <p>This half-term year 6 will be working to improve their power in invasion games including slam ball, dodge ball, rugby and hockey. They will improve their peer mentoring skills focusing on organisation and managing team members in slam ball, suggesting formations/tactics in dodge ball and work with team mates to solve problems in competitive situations. They will work to improve their throwing, catching, dribbling, passing, dodging, swerving and sidesteps skills. They will also learn to referee a small sided game of uni hoc.</p>		
<p><b>PSHE</b> Big concept is mental health and wellbeing.</p>	<p>Capture wellbeing baseline. Transition to new class includes IIP and British values: Rule of Law.</p> <ul style="list-style-type: none"> <li>• Class rules and expectations</li> <li>• Target setting</li> </ul>	<p>School council elections (British Values: Democracy)</p>	<p>You, Me and PSHE <b>Mental health and emotional wellbeing:</b> <b>Healthy minds</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• what mental health is</li> <li>• about what can affect mental health and some ways of dealing with this</li> </ul>

	<ul style="list-style-type: none"> <li>• Vision for the class</li> <li>• Rewards</li> </ul>		<ul style="list-style-type: none"> <li>• about some everyday ways to look after mental health</li> <li>• about the stigma and discrimination that can surround mental health</li> </ul>			
<b>Planned Trips, workshops &amp; curriculum enrichment</b>				Yorkshire Water full day science school trip		Nidd Gorge geography trip.  Shakespeare Theatre Company: Romeo & Juliet in school  Marine Engineering Workshop in school

Speaking and Listening skills are embedded in all subject areas of the curriculum as well as explicit teaching of these skills within any curriculum area. *Please note this overview is a guide and may change in reaction to daily observations and assessments of the children's learning.*