

# YEAR SIX

Our vision is to prepare children at Moldgreen Community Primary School to be useful, respectful citizens who play a positive role in their communities. At Moldgreen, we encourage care and respect for all through providing a happy, safe and inclusive environment where children love learning and thrive.

We want to prepare children to be useful, respectful citizens so they can play a positive role in their communities. At Moldgreen we encourage care and respect for other people, their faiths and their traditions. We help develop lively, enquiring minds to make decisions which affect their future and to understand other people's points of view.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Visits</b>		Drugs Awareness			York	
<b>Theme days/weeks</b>						Aspirations Week
<b>Literacy</b>	Arabian Nights	Pig Heart Boy	Trash	Spider and The Fly	Viking Boy	Wonder
<b>History</b>	Non- European Country contrasting with British History- Islam AD900				The Viking and Anglo Saxon struggle.	
<b>Geography</b>			Geography Beyond the Local Area- Brazil			
<b>Science</b>	Light	Animals: Heart and the Circulatory System	Electricity	Living Things and Habitats		Evolution and Inheritance
<b>Art</b>	Golden Age		Art work to depict Brazil			Facial Proportions- extend mood and colour. Self Potrait
<b>DT</b>	Paper Making				Viking Longship	
<b>PE</b>	Focus Areas: Physical, Cognitive, Manipulation Skill Area: Power, peer mentoring, dribbling, tactical variation, passing, team	Focus Areas: Physical, Cognitive, Manipulation Skill Area: agility, understanding rules, shooting, control, passing, anticipation,	Focus Areas: Physical, Cognitive, Manipulation Skill Area: Physical processing, strength, team work, physical processing, evaluation, accuracy, tactical	Focus Areas: Physical, Cognitive, Manipulation Skill Area: Power, speed, fielding and catching, striking	Focus Areas: Physical, Cognitive, Manipulation Skill Area: Dribbling, fielding and catching, anticipation, speed, strength, accuracy	Focus Areas: Physical, Cognitive, Manipulation Skill Area: Agility, evaluation, striking, control, peer mentoring, understanding rules

	work,	shooting,	variation			
<b>RE</b>	How do Sikhs show commitment?	What do Christians believe in?	Jesus' death and resurrection	How does growing up bring responsibilities?	How do Jews remember the Kings and Prophets in worship and life?	How do Jews remember the Kings and Prophets in worship and life?
<b>Computing</b>	Basic skills (following progression document)	Information Literacy	Computer Science	Data Handling	Computer Science	Media
	Online safety to be taught throughout using the Project Evolve scheme					
<b>Music</b>	Charanga Happy Sing up suggestion PHSCE - Wish or On my way. History/Literacy Madina tun Nabi French - A douze	Charanga Classroom Jazz Sing up suggestion PHSCE - Remember French -Le sommeil de l'enfant Jésus	Charanga A New Year Carol Sing up suggestion - Science -Switching it on. Charanga - Electricity	Charanga You've got a friend in me. Sing Up suggestion RE - Nobody wants to grow old. French -Saute et secoue	Charanga Music and me Sing up suggestion - there are many Viking songs which could be used.	Charanga Reflect, rewind, replay. Sing Up suggestion Celebrate or opportunity
<b>PHSCE</b>	<b>Health and Well Being</b> Core Theme 1 Unit 1 Health LESSON 4: Physical Illness (New) Core Theme 1 Unit 1 Health LESSON 5: Healthy Minds (New) Core Theme 1 Unit 1 LESSON 6: Immunisation (New) Core Theme 1 Unit 3 Aspirations LESSON 1: Identified Strengths – Big Dreams Core Theme 1 Unit 3 Aspirations LESSON 2: Identified Strengths – Big Achievers Core Theme 1 Unit 3 Aspirations LESSON 3: Aspirations – Setting Goals 1 Core Theme 1 Unit 3 Aspirations LESSON 4: Aspirations – Setting Goals 2	<b>Health and Well Being</b> Theme 1 Unit 4 Emotions LESSON 1: Death and Grief 1 – It's Natural Core Theme 1 Unit 4 Emotions LESSON 2: Death and Grief 2 - Poppies Core Theme 1 Unit 4 LESSON 3: Managing Conflict – Families at War First Aid 1 First Aid 2 Internet Safety 1 Internet Safety 2	<b>Living in the Wider World</b> Core Theme 3 Unit 3 Economic Awareness LESSON 1: Budgeting – Money Supermarket Core Theme 3 Unit 3 Economic Awareness LESSON 2: Consumer Sense – Payment Terms Core Theme 3 Unit 3 Economic Awareness LESSON 3: Consumer Sense – Class Catalogue	<b>Living in the Wider World</b> Core Theme 3 Unit 4 Enterprise LESSON 1: Generating Income – Making Money Core Theme 3 Unit 4 Enterprise LESSON 2: Generating Income – Raising Money	<b>Healthy Relationships</b> Core Theme 2 Unit 3 Similarities and Differences LESSON 1: Race and Ethnicity – United States Core Theme 2 Unit 3 Similarities and Differences LESSON 2: Gender Stereotypes – Jobs 4 All Core Theme 2 Unit 3 Similarities and Differences LESSON 3: Culture – Cultural Feast	<b>Healthy Relationships</b> Core Theme 2 Unit 4 Healthy Relationships LESSON 1: Physical Contact – Touch Sensitive Core Theme 2 Unit 4 Healthy Relationships LESSON 2: Relationships – Support & Care Core Theme 2 Unit 4 Healthy Relationships LESSON 3: Marriage (New) Core Theme 2 Unit 4 Healthy Relationships LESSON 4: Mental Wellbeing (New) Core Theme 2 Unit 4 Healthy Relationships LESSON 5: Online Relationships (New)

<b>Rights and Respect</b>	<p>Article 14 ( EVERY CHILD HAS A RIGHT TO BELIEVE AND THINK WHAT THEY WANT)</p>	<p>Article 24 (health and health services) Article 25 (review of treatment in care)</p>	<p>Article 24 (health and health services) Article 27 (adequate standard of living) Article 28 (right to education) Article 30 (children from minority or indigenous groups)</p>		<p>Article 14 ( EVERY CHILD HAS A RIGHT TO BELIEVE AND THINK WHAT THEY WANT)</p>	<p>Article 23 (If a child has a disability they have a right to live a full and decent life)</p>
<b>British Values</b>	<p>Individual Liberty Rule of Law Mutual respect and tolerance Democracy</p>	<p>Individual Liberty Rule of Law Mutual respect and tolerance</p>	<p>Individual Liberty Mutual respect and tolerance Democracy</p>	<p>Individual Liberty Rule of Law Mutual respect and tolerance</p>	<p>Individual Liberty Rule of Law Mutual respect and tolerance Democracy</p>	<p>Individual Liberty Mutual respect and tolerance</p>
<b>Social Moral, Spiritual, cultural development</b>	<p>Spiritual: Using imagination and creativity in learning Spiritual: Respecting different people's faiths, feelings and values. Spiritual: Experience enjoyment and fascination in learning. Spiritual: Reflecting on their own beliefs and perspective on life. Social: Engaging with British Values and contributing to life in Britain. Moral: Recognising right and wrong, and</p>	<p>Spiritual: Respecting different people's faiths, feelings and values. Spiritual: Reflecting on own experiences. Spiritual: Reflecting on their own beliefs and perspective on life. Social:Volunteering, cooperating with others and resolving conflicts. Social: Using a range of social skills in different contexts Moral: Investigating moral and ethical issues and appreciating others' viewpoints.</p>	<p>Spiritual: Using imagination and creativity in learning Spiritual: Respecting different people's faiths, feelings and values. Spiritual: Experience enjoyment and fascination in learning. Spiritual: Reflecting on their own beliefs and perspective on life. Social: Engaging with British Values and contributing to life in Britain. Moral: Recognising right and wrong, and understanding legal boundaries. Moral: Understanding the consequences of their behavior and</p>	<p>Spiritual: Respecting different people's faiths, feelings and values. Spiritual: Reflecting on own experiences. Spiritual: Reflecting on their own beliefs and perspective on life. Social:Volunteering, cooperating with others and resolving conflicts. Social: Using a range of social skills in different contexts</p>	<p>Spiritual: Using imagination and creativity in learning Spiritual: Respecting different people's faiths, feelings and values. Spiritual: Experience enjoyment and fascination in learning. Spiritual: Reflecting on their own beliefs and perspective on life. Social: Engaging with British Values and contributing to life in Britain. Moral: Recognising right and wrong, and understanding legal boundaries. Moral: Understanding</p>	<p>Spiritual: Using imagination and creativity in learning Spiritual: Respecting different people's faiths, feelings and values. Spiritual: Experience enjoyment and fascination in learning. Spiritual: Reflecting on their own beliefs and perspective on life. Social:Volunteering, cooperating with others and resolving conflicts. Social: Using a range of social skills in different contexts Moral: Investigating moral and ethical</p>

	understanding legal boundaries. Moral: Understanding the consequences of their behavior and actions.		actions.		the consequences of their behavior and actions.	issues and appreciating others' viewpoints.
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	<p>Cultural: Knowledge of Britain's democratic parliamentary system.</p> <p>Cultural: Celebrating diversity in local, national and global communities.</p> <p>Cultural: Participating and responding to cultural opportunities.</p> <p>Cultural: Understanding different cultures essential for life in modern Britain.</p> <p>Cultural: Understanding the wide range of cultural influences that shape heritage.</p>	<p>Cultural: Participating and responding to cultural opportunities.</p> <p>Cultural: Recognising and sharing things people and communities share in common.</p> <p>Cultural: Understanding different cultures essential for life in modern Britain.</p>	<p>Cultural: Celebrating diversity in local, national and global communities.</p> <p>Cultural: Participating and responding to cultural opportunities.</p> <p>Cultural: Recognising and sharing things people and communities share in common.</p>	<p>Cultural: Participating and responding to cultural opportunities.</p> <p>Cultural: Recognising and sharing things people and communities share in common.</p>	<p>Cultural: Celebrating diversity in local, national and global communities.</p> <p>Cultural: Participating and responding to cultural opportunities.</p> <p>Cultural: Recognising and sharing things people and communities share in common.</p> <p>Cultural: Understanding different cultures essential for life in modern Britain.</p> <p>Cultural: Understanding the wide range of cultural influences that shape heritage.</p>	<p>Cultural: Participating and responding to cultural opportunities.</p> <p>Cultural: Recognising and sharing things people and communities share in common.</p> <p>Cultural: Understanding different cultures essential for life in modern Britain.</p>
<p><b>Cultural Capital Opportunities</b></p>	<p>University/ Museum visits</p>	<p>Christmas/Diwali (religious/cultural festivals) Forest School Dissecting Hearts</p>	<p>University/ Museum visits/ Galleries Chinese New Year (religious/ cultural festivals)</p>	<p>National Theatre Productions (links to English) Local Library visits</p>	<p>Field Trip to York linked to Vikings. Walking Eid (religious/cultural festivals)</p>	<p>Sports Day Transition experiences</p>