



Barford St. Peter's C.E. (V.A.) Primary School

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Long Term Overview Year 6 2024 to 2025

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Theme Title		The Tudors		World War II		USA	
Key Lines of Enquiry	History	What impact did the Tudor monarchy have on the lives of people living in Warwickshire?		Why did WWII take place?	In what ways did Jews face discrimination and persecution during World War Two and why?	What was the Civil Rights Movement and why was it so significant?	
	Geography	What are fieldwork surveys and what are their purpose?		Why was the war of 1939-1945 called a World War ?		How geographically similar are the UK and the USA?	
	Science	How were Tudor audiences able to see Shakespeare's plays in all their glory? (Light)	What is electricity and how does it work? (Electricity)	What makes us mammals? (Living things and their habitats)	What gets your heart pumping? Is the heart the most important organ in the human body? (Animals including humans)	How have living things adapted over time and who says so? (Evolution and Inheritance)	



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Enrichment

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Parent Sharing Event dates		Parent Sharing Event		Parent Sharing Event		Parent Sharing Event
Outdoor learning experiences	Outdoor drama in the open-air theatre (amphitheatre)				PGL	
Trips and Visitors	Stratford Upon Avon Fieldwork /Royal Shakespeare Company workshop			Bletchley Park Virtual Workshop	PGL	

English Focus

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Texts	<p>“A Poem a Day” (End of Day discussion)</p> <p>No Fear Shakespeare: Macbeth</p> <p>The Marvellous Plays of Mr William Shakespeare presented by Marcia Williams</p> <p>Treetops Classics Macbeth adapted by Jon Blake</p> <p>Non-fiction Tudor Information texts</p> <p>Assortment of recipes</p>	<p>“A Poem a Day” (End of Day discussion)</p> <p>Treason by Berlie Doherty</p> <p>Non-fiction Tudor Information texts</p>	<p>“A Poem a Day” (End of Day discussion)</p> <p>Dover dogfight broadcast transcript</p> <p>Goodnight Mister Tom by Michelle Magorian</p> <p>Transcripts of political speeches/public addresses</p> <p>Can I come home please? In association with the Imperial War Museum (JT’s own book from home)</p>	<p>“A Poem a Day” (End of Day discussion)</p> <p>The Life of Anne Frank (Anne Frank House) (JT’s own book from home)</p> <p>Goodnight Mister Tom by Michelle Magorian (complete in end of day reading)</p> <p>Diary of Anne Frank</p> <p>-Rose Blanche (Christophe Gallaz and Roberto Innocenti)</p> <p>-Anne Frank (Josephine Poole)</p> <p>The Harmonica (Tony Johnston)</p>	<p>“A Poem a Day” (End of Day discussion)</p> <p>Darwin’s Journey of Discovery (JT’s own book from home)</p> <p>‘Rescue’ by David Long and Kerry Hyndman (JT’s own book from home)</p> <p>‘Survivors’ by David Long and Kerry Hyndman (JT’s own book from home)</p> <p>Child of the Civil Rights Movement</p>	<p>“A Poem a Day” (End of Day discussion)</p> <p>‘Rescue’ by David Long and Kerry Hyndman (JT’s own book from home)</p> <p>‘Survivors’ by David Long and Kerry Hyndman (JT’s own book from home)</p>



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<p>Guided Reading Texts (KS2 only)</p>	<p>Treetops Classics Macbeth adapted by Jon Blake</p> <p>Human World by Amanda Wood</p> <p>100 Great Poems selected by Victoria Parker</p>	<p>Treason by Berlie Doherty</p> <p>Human World by Amanda Wood</p> <p>100 Great Poems selected by Victoria Parker</p>	<p>Goodnight Mister Tom by Michelle Magorian</p> <p>Human World by Amanda Wood</p> <p>100 Great Poems selected by Victoria Parker</p>	<p>Goodnight Mister Tom by Michelle Magorian</p> <p>Reading Comprehension SATs Busters by CGP</p> <p>Human World by Amanda Wood</p> <p>100 Great Poems selected by Victoria Parker</p>	<p>Reading Comprehension SATs Busters by CGP</p> <p>'Rescue' by David Long and Kerry Hyndman</p> <p>Pig Heart Boy by Malorie Blackman</p> <p>'Survivors' by David Long and Kerry Hyndman</p> <p>How to Stay Alive by Bear Grylls</p> <p>100 Great Poems selected by Victoria Parker</p> <p>Caged Bird by Maya Angelou</p>	<p>How to Stay Alive by Bear Grylls</p> <p>Human World by Amanda Wood</p> <p>100 Great Poems selected by Victoria Parker</p> <p>Pig Heart Boy by Malorie Blackman</p>
<p>Writing Genres</p>	<p>Playscript Monologue v Soliloquy Recipes Character and Setting description Set of instructions</p>	<p>Balanced argument completed Narrative writing</p>	<p>Narrative writing Recount Political speech Balanced argument Poetry Letter of Complaint/Persuasion</p>	<p>Complete Letter of Complaint/Persuasion Narrative writing Diary entries Biographies</p>	<p>Narrative Writing Explanation Text and Instruction Text (Bear Grylls Survival Guide) Poetry</p>	<p>Explanation Text and Instruction Text (Bear Grylls Survival Guide)</p>



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Core Knowledge and Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2 (5 weeks)	Summer
Science	<p>SC1</p> <p>-recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p>	<p>-Taking measurements using a range of scientific equipment with increasing accuracy and precision, taking repeat readings where appropriate (measure the voltage of different bulbs and the amount of current running through a circuit)</p>	<p>-Planning different types of scientific enquiries to answer questions including recognising and controlling variables where necessary. - Use test results to make predictions and set up further comparative and fair tests.</p>	<p>Taking measurements using a range of scientific equipment with increasing accuracy and precision, taking repeat readings where appropriate.</p>	<p>-identify scientific evidence that has been used to support or refute ideas or arguments.</p>
	<p>NC</p> <p>-Recognise that light appears to travel in straight lines</p> <p>-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</p> <p>-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.</p> <p>-use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>-associate the brightness of a lamp or the volume of a buzzer with the number of voltage of cells used in the circuit.</p> <p>-compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>-use recognised symbols when representing a simple circuit in a diagram.</p>	<p>-describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>-give reasons for classifying plants and animals based on specific characteristics.</p>	<p>-identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood,</p> <p>-recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>-describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>



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History	<p>NC objectives:</p> <p>A local history study</p> <ul style="list-style-type: none">• What was the War of the Roses and what was the outcome?• How did England's overarching religion change during the Tudor period and why?• What impact did Henry VIII's reign have on England?• What was the Spanish Armada and how did the English Navy deal with the threat?• Why was Elizabeth I's reign known as the Golden Age (include exploration and trade)	<p>NC objectives:</p> <p>A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066.</p> <ul style="list-style-type: none">• Why was the Dunkirk Evacuation significant?• Why was the Battle of Britain a significant turning point in the war?• Why was D-Day so significant?• How was Coventry affected by the Blitz?• How did World War Two affect children in Barford?• What did the Royal Family do during World War Two? (light touch)	<p>NC objectives:</p> <p>Be able to place significant national and global historical events accurately on a timeline</p> <ul style="list-style-type: none">• What was the Civil Rights Movement and why was it so significant?• What came before and after the Civil Rights Movement in the USA?• What were the main aims of the Civil Rights Movement?• Was the Civil Rights Movement a success and who contributed to it?
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Geography	Key Content:		Key Content:		Key Content:
	<ul style="list-style-type: none"> To name and locate a growing number of counties and cities in the UK on a map To understand what field work is and why geographers may use it To understand the difference between quantitative and qualitative data To create a fieldwork question To carry out fieldwork in Stratford upon Avon To follow a given route on a town map To locate Warwickshire and major towns/cities on a range of maps To locate the course of the River Avon on a map of the UK and a map of Warwickshire To follow the route of a river on an OS map To know further parts of a river (eg. Estuary, meander, oxbow lake) 		<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe including the location of Russia Explain how the disruption of trade links led to rationing Use maps to show where food was supposed to be coming from and how it was being stopped To locate Allied and Axis powers on a world map and a map of Europe. To identify countries invaded by Hitler and the order in which they were invaded. To understand how disruption to trade links led to the need for rationing. To know the difference between imports and exports To compare the imports to the UK pre and post World War Two 		<ul style="list-style-type: none"> To be able to locate North America on a map of the world To know which countries make up North America To be able to locate some states within the USA To compare the climate of the USA with the UK using a range of data To recognise different types of maps and what they show: thematic, contour map etc To know how mountains are formed and the different types (eg. dome mountains) To identify key mountain ranges in the USA To identify key rivers in the USA To know the difference between climate and weather To know what is meant by topography To compare the topography of the UK with the topography of the USA. To create a salt dough model showing the topography of the UK To create a salt dough model showing the topography of the USA To know that thematic and contour maps show areas of high and low relief To create a plan view map of the school grounds
Religion and World Views	Unit U.4	Unit U.5	Buddhist Layover Unit	Unit U.6	Unit U.7
	What might it mean to 'live well'?	How do beliefs and ideas about land shape the way human beings live?		How might your worldview impact on the way you understand death and beyond?	What is the truth and where might it be found?



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<p>P.E.</p>	<p>External coach: Football External coach: Swimming</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations</p>	<p>External coach: Gymnastics Class teacher: OAA</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p>	<p>External coach: Hockey Class teacher: HIIT</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>External coach: Tennis Class teacher: Netball</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>External coach: Dance Class teacher: Athletics</p> <p>Perform dances using a range of movement patterns</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>External coach: Athletics Class teacher: Rounders</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>
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<p>D.T.</p>	<p style="text-align: center;">Textiles – Cushions</p> <p>Technical Knowledge That there are range of different fabrics which can be joined together. That different stitches can create different effects. That different stitches may be stronger than others. That seams should be incorporated into a design.</p> <p>Practical Knowledge Accurately measure using a template Accurately mark out seam allowance. Confidently use a range of stitches to join fabric pieces together. Pin and tack fabric pieces together. With support, use a sewing machine to join pieces of fabric together. Make quality products with increasing accuracy and independence.</p> <p>Exploring Explore a range of products and comment on the type of stitching used. Explore and measure hem size on existing products. Understand and comment on joining techniques. Explore a range of stitch types on a sewing machine, commenting on which may be more useful for different purposes.</p> <p>Designing Design a pattern using specific measurements. Choose specific types of fabric for purpose. Choose appropriate stitch types for the purpose of the product. Outline joining techniques for product, including specific measurements.</p> <p>Making Use templates to aid accurate and specific measurements on fabric. Include a hem Use a chosen stitch type with accuracy and control to join fabric together, including on a sewing machine. Add embellishments using neat and accurate sewing techniques.</p> <p>Evaluating Evaluate critically and adapt as necessary, including comparing measurements to the initial design. Evaluate in detail the product against the design brief. Seek feedback from peers in relation to the purpose of the product.</p>	<p style="text-align: center;">Frame Structures – Air Raid Shelters</p> <p>Technical Knowledge To know about different joints and ways to strengthen joins Understand how to strengthen, stiffen and reinforce 3D frameworks. Know and use technical vocabulary.</p> <p>Practical knowledge Demonstrate the accurate use of tools and equipment including hacksaws, G-clamps, bench hooks, square section wood, card triangles and hand drills to construct wooden frames, as appropriate.</p> <p>Exploring Children investigate and make annotated drawings of a range of portable and permanent frame structures, e.g. tents, bus shelters, umbrellas. Use photographs and web-based research to extend the range e.g. How well does the frame structure meet users' needs and purposes? Why were materials chosen? What methods of construction have been used? How has the framework been strengthened, reinforced and stiffened? How does the shape of the framework affect its strength? How innovative is the design? When was it made? Who made it? Where was it made?</p> <p>Designing Select appropriate materials and explain choices Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. Develop a detailed design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches.</p> <p>Making To make a working prototype to solve problems first To make well finished attractive products</p> <p>Evaluating Evaluate critically and adapt as necessary. Reflect on how technology has had an impact on designing and making products</p>	<p style="text-align: center;">Wooden Pop up Toys - CAMs</p> <p>To know how to use a variety of mechanical and systems in their designs and products</p> <p>Technical Knowledge To know how CAMs can work in toys and for other purposes. To know which components are needed to create movement with a CAM.</p> <p>Practical Knowledge Know how to accurately mark and saw wood to build a frame. Use a file to create circular shapes and tidy wooden edges. Use a hand drill to create holes Attach pieces together using PVA glue.</p> <p>Exploring Explore a range of wooden pop up toys and understand the mechanisms used to create movement. Analyse how pieces on toys are joined together. Visit the MAD museum to see a range of CAMs in action. Join together prototypes from pre-drilled kits</p> <p>Designing To generate detailed designs and explain their choices Carefully select appropriate materials and explain choices based on the product specifications and criteria. Carefully consider finishing touches to ensure the product is appealing to the target audience. Accurately draw an exploded diagram.</p> <p>Making To make a working prototype to solve problems first To make well finished attractive products</p> <p>Evaluating Evaluate critically and adapt as necessary, including comparing measurements to the initial design.</p>



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<p>Computing</p>	<p>Programming: Intro to Python</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Online Safety</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p>	<p>Computing Systems and Networks: Bletchley Park</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Creating Media: History of Computers</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p>	<p>Data Handling: Big Data</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>
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P.H.S.E.	Protective Behaviours	<p>Families and Relationships</p> <p>Skills: Identifying ways to resolve conflict through negotiation and compromise.</p> <p>Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes.</p> <p>Exploring the process of grief and understanding that it is different for different people.</p> <p>Knowledge: To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation and compromise.</p> <p>To understand what respect is. To understand that everyone deserves respect but respect can be lost. To understand that stereotypes can lead to bullying and discrimination.</p> <p>To understand that loss and change can cause a range of emotions. To know that grief is the process people go through when someone close to them dies.</p>	<p>Health and Wellbeing</p> <p>Skills: Considering ways to prevent illness. Identifying some actions to take if I am worried about my health or my friends' health.</p> <p>Identifying a range of relaxation strategies and situations in which they would be useful. Exploring ways to maintain good habits. Setting achievable goals for a healthy lifestyle.</p> <p>Exploring my personal qualities and how to build on them. Developing strategies for being resilient in challenging situations.</p> <p>Knowledge: To understand that vaccinations can give us protection against disease. To know that changes in the body could be possible signs of illness.</p> <p>To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.</p> <p>To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). To know the effects technology can have on mental health.</p>	<p>Safety and the Changing Body</p> <p>Skills: Developing an understanding about the reliability of online information. Exploring online relationships including dealing with problems.</p> <p>Discussing the reasons why adults may or may not drink alcohol.</p> <p>Discussing problems which might be encountered during puberty and using knowledge to help.</p> <p>Learning how to help someone who is choking. Placing an unresponsive patient into the recovery position.</p> <p>Knowledge: To understand that online relationships should be treated in the same way as face to face relationships. To know where to get help with online problems</p> <p>To understand the risks associated with drinking alcohol.</p> <p>To understand how a baby is conceived and develops.</p> <p>To know how to conduct a primary survey (using DRSABC).</p>	<p>Citizenship</p> <p>Skills: Learning about environmental issues relating to food. Discussing how education and other human rights protect us. Identifying causes which are important to us. Discussing how people can influence what happens in parliament. Discussing ways to challenge prejudice and discrimination. Identifying appropriate ways to share views and ideas with others.</p> <p>Knowledge: To know that education is an important human right. To know that our food choices can affect the environment. To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. To know that prejudice is making assumptions about someone based on certain information. To know that discrimination is treating someone differently because of certain factors</p>	<p>Economic Wellbeing</p> <p>Skills: Recognising differences in how people deal with money and the role of emotions in this. Discussing some risks associated with gambling. Identifying jobs which might be suitable for them</p> <p>Knowledge: To understand that there are certain rules to follow to keep money safe in bank accounts. To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money. To understand that different jobs have different routes into them. To understand that people change jobs for a number of reasons. To know that banks and organisations such as Citizens' Advice can help with money-related problems.</p>



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<p>Music</p>	<p>Feel Good Friday</p> <p>Introduce and understand the differences between crotchets, quavers and paired quavers.</p> <p>Apply word chants to rhythms, understanding how to link syllables to musical notes.</p> <p>The teaching and learning of music is enriched by developing children's shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>• Develop an understanding of the history of music. •</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Children will continue to internalise key musical skills and techniques through a range of activities.</p>	<p>Dynamics, pitch & texture (Theme: Fingal's Cave)</p> <p>Appraising the work of Mendelssohn and further developing improvisation and composition skills.</p> <p>Engage in discussion about the sounds of an orchestral piece.</p> <p>Have a selection of varied vocabulary in response to what they hear.</p> <p>Change dynamics and pitch, differentiating between the two.</p> <p>Take the role of conductor or follow a conductor.</p> <p>Change texture within their group improvisation and talk about its effect.</p> <p>Create a graphic score to represent sounds.</p> <p>Follow the conductor to show changes in pitch, dynamics and texture.</p>	<p>Songs of WWII</p> <p>Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.</p> <p>Use musical and comparative language in discussion.</p> <p>Follow the melody line.</p> <p>Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing.</p> <p>Sing the correct words at the correct time.</p> <p>Recall the counter-melody line.</p>	<p>Baroque</p> <p>Exploring the music and composers of the Baroque Period and investigating the structural and stylistic features of their work.</p> <p>Define some key features of Baroque music, including recitative, canon, ground bass and fugue.</p> <p>Take part in a vocal improvisation task based on Baroque recitative.</p> <p>Play several parts of a canon using staff notation, with or without letter names.</p> <p>Compose a ground bass melodic ostinato.</p> <p>Notate a ground bass pattern using staff notation.</p> <p>Name some well-known Baroque composers and describe what musical features they were known for.</p> <p>Learn a fugue part by reading staff notation, with or without note names.</p> <p>Perform a fugue.</p>	<p>Composing and Performing a Leaver's Song</p> <p>Children spend the topic creating their very own leavers' song personal to their experiences as a class.</p> <p>Identify and evaluate the musical features of a song.</p> <p>Contribute ideas to their group chorus, suggesting how lines three and four could rhyme.</p> <p>Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.</p> <p>Fit an existing melody over a four-chord backing track.</p> <p>Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.</p> <p>Record melodies using letter notation.</p> <p>Perform the leavers' song with confidence.</p>	<p>Singing for Year 6 Production</p> <p>Children have the opportunity to develop practical experience of participating in the process of putting together a theatrical production. This supports children to learn about singing and how a host of other disciplines are connected with the world of theatre. It enables children to experience the inspiration and power of the arts and recognises and nurtures their creative and musical talents.</p> <p>Sing songs for particular purposes</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>
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Barford St. Peter's C.E. (V.A.) Primary School

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<p>Art</p>	<p>Explore work of the Tudor artists</p> <p>Draw - Create tonal ranges with mark makers and methods for sketching detail – dots, lines, hatching, scumbling etc Look at intricacies of costume in Tudor portraits and create sections using a range of blendable and non blendable mark makers. <i>I can use a range of mark makers to create different textures and patterns.</i></p> <p>Paint – consider thickness of paint Explore painting in acrylics with neat paint and by watering it down. Explore mixing consistencies in sketch book. Create folds in piece of fabric from life to study and apply technique using water to change consistency of paint.</p> <p><i>I can use techniques such as thinning paint to create effects in my artwork</i> Build skect book of paint exploration and colour mixing. Revisit creating skin tones mixing from primaries. Create a Tudor portrait considering skills explored in sketch book this term.</p> <p><i>I can use a range of creative painting processes to create a successful portrait displaying different colours, form and textures.</i></p>	<p>Explore work of Henry Moore</p> <p>Draw - Create tonal ranges with mark makers and methods for sketching detail – dots, lines, hatching, scumbling etc Look at intricacies of costume in Tudor portraits and create sections using a range of blendable and non blendable mark makers. <i>I can use a range of mark makers to create different textures and patterns.</i></p> <p>Paint – consider thickness of paint Explore painting in acrylics with neat paint and by watering it down. Explore mixing consistencies in sketch book. Create folds in piece of fabric from life to study and apply technique using water to change consistency of paint.</p> <p><i>I can use techniques such as thinning paint to create effects in my artwork</i> Build skect book of paint exploration and colour mixing. Revisit creating skin tones mixing from primaries. Create a Tudor portrait considering skills explored in sketch book this term.</p> <p><i>I can use a range of creative painting processes to create a successful portrait displaying different colours, form and textures.</i></p>	<p>Explore work of Caravaggio – Light and Dark (Charriscuro)</p> <p>Draw</p> <p>Explore with a wide range of tonal mark makers light and dark tone. Use tonal paper with white and black mark makers.</p> <p><i>I can explore a range of mark makers to create light and shade.</i></p> <p>Look at the work of Caravaggio and how light creates mood. Create a page in sketch book about Caravaggio and his work.</p> <p>View the work of Henry Moore in the coal mines – how is light portrayed underground?</p> <p>Paint / Draw mixed media</p> <p>Create a coal mining light and dark mixed media piece using blacks, whites and grey tones as a restricted palette.</p> <p><i>I can create striking lighting in my painting using a restricted palette.</i></p>	<p>Explore work of Andy Warhol</p> <p>Draw</p> <p>Create still life scene in room. Explore negative space using a range of mark makers. Discuss how the image ‘pops’ out. <i>I can create a striking negative space still life.</i></p> <p>Challenge- explore negative space optical illusions.</p> <p>Research Andy Warhol in class and create an artist page in sketch book.</p> <p>Develop idea for a print block displaying modern theme cultural hero/heroin for own generation eg footballer, pop star etc</p> <p>Print</p> <p>Print making (screen printing or tile resist printing)</p> <p><i>I can create a print with three overlays.</i></p> <p>Class discussion: look at the works of the artists studies during year 6, consider similitaties and differences in style of their work. Compare two in sketch book <i>I can identify similarities and differences in style between different artists, designers and architects.</i></p>
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