

Hallbrook Curricular Plan



In PSHE we will know...

Citizenship 11 Right, Rules and Responsibilities

- I know the conventions of courtesy and manners and how these vary.
- I know how our behaviour online affects others and how we can show respect.
- I know why it is important to keep personal information private, especially online.
- I know how we can contribute to making a difference in school.
- I know there are places or times when they have to behave differently.
- I know the basic rights of children and adults.
- I know why we have laws in our country.
- I know how democracy works in our community and in our country.
- I know what councils, councillors, parliament and MPs do.
- I know about debates, where they happen and listen to other people's views.

Me, Myself and Relationships 16 Family and Friends

- I know the characteristics of healthy friendships on and offline and how they benefit themselves.
- I know how trust and loyalty feature in their relationships on and offline.
- I know the benefits and risks of making new friends, including those they only know online.
- I know the ways to balance the needs of family and friends and know how to manage this.
- I know how to communicate, empathise and compromise when resolving friendship issues.
- I know how to check that our friends give consent on an offline.
- I know that people in our families continue to support each other as things change.
- I know who are in our networks, on and offline, and how these change and how we support each other.

In French we will know...

Au parc d'attractions

- ✓ I know how to follow a wide range of classroom instructions.
- ✓ I know how to take part in a simple conversation making statements about a visit to a theme park referring to the past.
- ✓ I can express an opinion about what a theme park ride was like using adjectives to add interest and detail.
- ✓ I know how to give constructive feedback to classmates.
- ✓ I can count from 30 to 100.
- ✓ I know the main points and some of the detail from a short spoken passage e.g. statements about a theme park, opinions on what a theme park ride was like.
- ✓ I know how to use a book or glossary to find out the meanings of new words.

In Computing we will know...

Online safety

- ✓ I know some effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).
- ✓ I know what to do if a password is shared, lost or stolen.

Computing systems and networks

- ✓ I know how search engines select results.
- ✓ I know how search engine results are ranked.
- ✓ I know why the order of results is important, and to whom.
- ✓ I know how we communicate using technology.
- ✓ I know how to evaluate different methods of online communication.

What made the Vikings such good warriors, traders and invaders?

Year 6

Our WOW starter: Making Viking longboats.

We will enrich the topic by...

Become Vikings for the day - host a school Viking day!

In Music we will know...

Unit 1 - Pulse

- ✓ I know how to maintain a strong sense of pulse and recognise when going out of time.
- ✓ I know how to sing / play regular (2/4, 3/4, 4/4) and irregular (7/4, 5/4)
- ✓ I know how to maintain an independent part in a group when singing or playing with an awareness of other parts / performers.
- ✓ I know how to share opinions about my own and others' music and be willing to justify these using musical vocabulary.
- ✓ I know how to listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.
- ✓ I know how to follow basic shapes of music (including staff and other notations) through singing and playing short passages of music.

Recorders

- ✓ I know how to play note "d, e, b, a, g, c"
- ✓ I know how to play 'Amazing Grace' by reading musical notation.

In Art we will know...

- I know how to use sketching and blending techniques to explore light, shade, reflection, scale and composition to **draw a Viking warrior in battle.**
- I know how to create 3d sculptural forms from a form.
- I know how to carefully manipulate clay, including slabs, coils, rolls and slips to **create everyday objects used by the Vikings.**

In Geography we will know...

- I know the names of and know how to locate some of the countries in Europe that the Vikings came from and invaded.
- I know why geography affected where the Vikings invaded in the UK

In PE we will know...

Dance - Vikings

- Know how to exaggerate dance movements and motifs (using expression when moving)
 - Know how to perform with confidence, using a range of movement patterns
 - Know how to demonstrate a strong imagination when creating own dance sequences and motifs
 - Know how to demonstrate strong movements throughout a dance sequence
 - Know how to combine flexibility, techniques and movements to create a fluent sequence
 - Know how to move appropriately and with the required style in relation to the stimulus
- e.g. using various levels, ways of travelling and motifs.*
- Know how to begin to show a change of pace and timing in their movements
 - Know how to move to the beat accurately in dance sequence.

Basketball

- Know how to keep possession of balls during games situations
- Know how to consistently use skills with co-ordination, control and fluency
- Know how to take part in competitive games with a strong understanding of tactics and composition
- Know how to create their own games using knowledge and skills
- Know how to modify competitive games
- Know how to compare and comments on skills to support creation of new games
- Know how to make suggestions as to what resources can be used to differentiate a game

Cross Country

- Know how to build a variety of running techniques and use with confidence and be able to pace themselves
- Know how to take part in competitive games with a strong understanding of tactics and composition

In Science we will know...

Living Things and Their Habitats (The Nature Library)

- I know how to demonstrate my understanding of the process of classification.
- I know how to apply the process of classification to plants.
- I can explore the classification of animals and recognise the main groups of vertebrates and invertebrates.
- I can recognise that micro-organisms are groups of living things and explain what they are.
- I can investigate the growth of micro-organisms.
- I can explore how scientists handle disagreements in science.

In History we will know...

- I know that not all Vikings were warriors and that many came in peace and become farmers.
- I know that the lands that the Vikings occupied were known as Danelaw.
- I know that Vikings spoke Norse, which had an alphabet made up of runes.
- I know that Long ships were designed to sail in both deep and shallow water so that they could get close to the shore and sail in rivers to get inland.
- I know that Vikings were pagans and often raided monasteries, looting gold.
- I know that the most important Viking British city was York, or Jorvik as it was known by the Vikings.
- I know where the Viking period of history fits on a timeline
- I know how to order significant events, movements and dates during the Viking period, placing them on a timeline using dates accurately
- I know where the Vikings originated from and can show this on the map
- I know that the Vikings and Anglo-Saxons were often in conflict for the Kingdom of England to the time of Edward the Confessor
- I know why the Vikings frequently won battles with the Anglo-Saxons
- I know how to use all of my knowledge of British history up to the Viking period to describe differences and similarities/ changes and continuity between different invasion periods

In RE we will know... U2.3 What do religions say to us when life gets hard?

- I know how to express ideas about how and why religion can help believers when times are hard, giving examples (B2).
- I know how to Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).
- I can explain some similarities and differences between beliefs about life after death (B2).
- I can explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).

We will focus on these Character muscles...

- Respect, Resilience, Concentration

We will include British Values by...

- Whole school focus on Mutual Respect