



# Dovecote Primary and Nursery School – YEAR 6 - Long-Term Overview 2023/2024

## Substantive Knowledge, Procedural Knowledge, Key Vocabulary.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>History</b></p> <p><b>Substantive knowledge</b></p> <p><b>Procedural Knowledge</b></p> <p><b>Vocabulary</b></p>	<p>To know a chronological and geographical awareness of Ancient Egypt as a historical civilisation.</p> <p>To know how to investigate significant achievements of this civilisation and understand the importance of these.</p> <p>To know who Lord Carnarvon was and his role in the momentous discovery of Tutankhamun’s tomb.</p> <p>To know how to use and explore primary resources (artefacts from Ancient Egypt) and understand the significance of these in history.</p> <p>To know how to answer and uncover and process the secrets of mummification</p> <p>To know how to research the role of position of Pharaohs of Ancient Egypt in comparison to the British monarchy.</p> <p>I can say where a period of history fits on a timeline (Link to Vikings, Gunpowder plot, WW1, Romans, Victorians, Maya and Egyptians).</p> <p>I can place a specific event on a timeline by decade</p> <p>I can place features of historical events and people from past societies and periods in a chronological framework</p> <p>I can summarise the main events from a specific period in history, explaining the order in which key events happened</p> <p>I can summarise how Britain has had a major influence on world history</p> <p>I can summarise what Britain may have learned from other countries and civilizations through time gone by and more recently</p> <p>I can describe features of historical events and people from past societies and periods they have studied</p>	<p>To know that Queen Victoria is an important figure in British History.</p> <p>To know that there were contrasting ways of life in Victorian society.</p> <p>To know that Lord Shaftesbury and Dr Barnardo improved the lives of working-class children.</p> <p>To know that Victorian schooling was very different from modern day schooling.</p> <p>To know that access to education was impacted by gender and class.</p> <p>To know that access to recreation and leisure was dependent upon your social status. To know that the Education Act of the Victorian era changed children’s lives and the course of British History.</p> <p>I can say where a period of history fits on a timeline (Link to Vikings, Gunpowder plot, WW1, Romans, Victorians, Maya and Egyptians).</p> <p>I can place a specific event on a timeline by decade</p> <p>I can place features of historical events and people from past societies and periods in a chronological framework</p> <p>I can summarise the main events from a specific period in history, explaining the order in which key events happened</p> <p>I can summarise how Britain has had a major influence on world history</p> <p>I can summarise what Britain may have learned from other countries and civilizations through time gone by and more recently</p> <p>I can describe features of historical events and people from past societies and periods they have studied</p> <p>I can describe a key event from Britain’s past using a range of evidence from different sources</p>	<p>To know the different terms for Crime and Punishment.</p> <p>To know why there is a justice system to manage crime.</p> <p>To know that justice systems have changed over time.</p> <p>To know the British Justice system and how this links to change in social history and British Values.</p> <p>To know crucial historical turning points in the justice systems e.g. Death penalty and restorative justice.</p> <p>I can correctly match some terms used in the British justice system with their meanings (links to Romans, Anglo-Saxons, Victorians).</p> <p>I can explain some of the terms used in the British justice system.</p> <p>I can tell you some ways in which the different time periods in history created justice systems and what legacy they have left today.</p> <p>I can recall some key facts about the types of punishments from a variety of time periods.</p> <p><b>Key vocab:</b>  Crime, punishment, judge, jury, court, trial, law, police, rebel, theft, exile, arson, libel, execution, guilty, innocent, victim, witness</p>	<p>To know and explore who the Maya were and when they lived.</p> <p>To know and explore and compare Mayan cities and temples.</p> <p>To know how to identify Mayan agriculture and foods.</p> <p>To know and be able to explain Mayan beliefs and Gods</p> <p>To know about different Mayan achievements</p> <p>To know what eventually happened to Ancient Maya.</p> <p>I can say where a period of history fits on a timeline (Link to Vikings, Gunpowder plot, WW1, Romans, Victorians, Maya and Egyptians).</p> <p>I can place a specific event on a timeline by decade</p> <p>I can place features of historical events and people from past societies and periods in a chronological framework</p> <p>I can recognise and describe differences and similarities/ changes and continuity between different periods of history</p> <p>I can describe a key event from Britain’s past using a range of evidence from different sources</p> <p><b>Key vocab:</b>  Maya, civilisation, Ahau, Dynasty, Maize. Codex, Hieroglyphics, Stela, Scribe Haab, Jade, Sacrifice City-states Terraced, Pyramid, Peasant, Bloodletting, Cacao, Cenote, Huipil, Popol Vuh, Tzolk’in</p>		



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	<p>I can describe a key event from Britain’s past using a range of evidence from different sources</p> <p><b>Key vocab:</b> Ancient, Egypt, Civilisation, Archaeologist, pyramid, tomb, pharaoh, vizier, scribe, scarab, sarcophagus, mummy, scribe, canopic jar, sphynx, death mask, hieroglyphs</p>		<p><b>Key vocab:</b> Victorians, Victorian Era, Barnardo, class, wealth, upper-class, lower-class, diets, revolution, industrial revolution, crime, punishment, law, punishment, schooling, chimney sweep, coal bearer, dunce hat</p>			
<p><b>Science</b></p> <p><b>Substantive knowledge</b></p> <p><b>Procedural Knowledge</b></p> <p><b>Vocabulary</b></p>	<p>-Light: rays, shadows &amp; seeing</p> <p><b>To know that light travels in straight lines and create a model to demonstrate how light travels to allow us to see.</b></p> <p><b>To know how a prism affects a ray of light and use a colour wheel to explain what it shows about light.</b></p> <p><b>To know and explain how shadows change throughout the day.</b></p> <p><b>To know how light is reflected and explore how a periscope allows us to see objects we would not usually see.</b></p> <p><b>To know</b></p> <p>I can recognise that light appears to travel in straight lines</p> <p>I can 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>I can explain that we see things because light travels from light sources to our eyes or from sources to objects and then to our eyes</p> <p>I can 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><u>Vocab</u> light wave, light source concave, convex, filters, lens retina, cornea, iris, pupil</p>	<p><b>To know which organs make up the circulatory system</b></p> <p><b>To know that the blood transports oxygen around the body</b></p> <p><b>To know how the heart works and explain this using key vocabulary</b></p> <p><b>To know that exercise increases the heart rate and the impact that exercise has on the body.</b></p> <p><b>To know how to perform CPR and how to use a defibrillator</b></p> <p><b>To know who William Harvey is and how his discoveries shaped our understanding of the heart.</b></p> <p>I can identify and name the main parts of the human circulatory system</p> <p>I can describe the functions of the heart, blood vessels and blood</p> <p>I can recognise the impact of diet exercise, drugs and lifestyle on the way their bodies function</p> <p>I can describe the ways in which nutrients and water are transported within animals, including humans</p> <p><u>Vocab</u> blood vessels, drugs atriums, William Harvey Cardiovascular, ultrasound</p>	<p>-Use practical scientific methods, processes &amp; skills</p> <p>-Evolution &amp; adaptation – evidence of, process &amp; reasons for and how</p> <p><b>To know that fossils are the impressions of the remains of prehistoric animals or plants embedded in rock and preserved in petrified form</b></p> <p><b>To know that animals change over time and adapt to the surroundings in which they live.</b></p> <p><b>To know that characteristic traits are genetically passed to offspring from their parents and this is known as inheritance or natural selection.</b></p> <p><b>To know that animals change over time and adapt to the surroundings in which they live</b></p> <p>I can recognise that living things changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>I can recognise that living things produce offspring of the same kind</p> <p>I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p><u>Vocab</u> off-spring, adaptation, genes, evolution, inheritance, genotype palaeontologist, syndrome Charles Darwin, chromosomes</p>	<p>-Electricity: circuits, voltages, variations in components’ functions, drawing circuit diagrams</p> <p><b>To know what the components in an electrical circuit are, and their function.</b></p> <p><b>To know that the brightness of a lamp or the volume of a buzzer can increase or decrease with the number and voltage of cells used in the circuit</b></p> <p><b>To know the recognised symbols for electrical components and use them in a simple circuit in a diagram.</b></p> <p><b>To know how to work safely with electricity.</b></p> <p>I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loud of buzzers and the on/off position of switches</p> <p>I can use recognised symbols when representing a simple circuit diagram</p> <p><u>Vocab</u> Conductor, insulator, socket, components, lamps, series circuits, cells, volts, generator, turbine, fuses, Thomas Edison</p>	<p>-Healthy lifestyles including drug use (SRE)</p> <p>-Healthy lifestyles including drug use (SRE)</p> <p>-Use practical scientific methods, processes &amp; skills</p> <p>-Classification of living things including micro-organisms</p> <p>-Human &amp; animal digestion &amp; circulation (inc function of heart, blood &amp; blood vessels)</p> <p><b>To know that living things are classified into broad groups (including micro-organisms)</b></p> <p><b>To use classification systems and keys to identify some animals and plants in the immediate environment</b></p> <p>I can describe how living things are classified into broad groups according to common observable characteristics</p> <p>I can give reasons for classifying plants and animals based on specific characteristics</p> <p>I can find out about the work of Carl Linnaeus</p> <p><u>Vocab</u> micro-organism, vertebrates invertebrates, species, fungi, bacteria, algae, Carl Linnaeus</p>	



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<p><b>Geography</b></p> <p><b>Substantive knowledge</b></p> <p><b>Procedural Knowledge</b></p> <p><b>Vocabulary</b></p>	<p>Climate zones, biomes and vegetation belts.</p> <p>Use maps, atlases etc.. to locate parts of the world</p> <p>6 figure grid reference</p> <p><b>Fieldwork- river walk?</b></p> <p><b>Substantive knowledge:</b> <b>To know what a vegetation belt is</b></p> <p><b>To know and explain why they have chosen a particular method of navigation to reach different destinations.</b></p> <p><b>To know how to record results on graphs, charts and tables and explain their findings.</b></p> <p><b>To know a range of biomes and make comparisons between them.</b></p> <p><b>To know examples of parts of the world in a range of climate zones.</b></p> <p>Procedural knowledge: I can research and present information about climate zones</p> <p>I can lead and cooperate as a team when carrying out fieldwork</p> <p>I can organise a group fieldwork activity</p> <p>I can record results from fieldwork using a range of visuals E.g. graph, chart, table</p> <p>I can use the six figure grid references, symbols and keys to build my knowledge of the United Kingdom and the wider world</p> <p><b>Vocab</b> Four figure grid reference, coordinate, navigate, compass points (all 8 points of a compass) locate Six figure grid reference, Horizontal, Axis Vertical, Eastings Northings, Coordinates, destination, graph, chart</p>	<p><i>Fieldwork- river walk revisit during these half terms when possible?</i></p> <p><b>Substantive knowledge:</b> <b>To know and explain why they have chosen a particular method of navigation to reach different destinations.</b></p> <p><b>To know how to record results on graphs, charts and tables and explain their findings.</b></p> <p>Procedural knowledge: I can lead and cooperate as a team when carrying out fieldwork</p> <p>I can organise a group fieldwork activity</p> <p>I can record results from fieldwork using a range of visuals E.g. graph, chart, table</p> <p>I can use the six figure grid references, symbols and keys to build my knowledge of the United Kingdom and the wider world</p> <p><b>Vocab</b> Four figure grid reference, coordinate, navigate, compass points (all 8 points of a compass) locate Six figure grid reference, Horizontal, Axis Vertical, Eastings Northings, Coordinates, destination, graph, chart</p>			<p>Understanding geographical similarities and differences between the UK and North/South America.</p> <p><b>Substantive knowledge:</b> <b>To know key features of America. E.g. mountains and deserts.</b></p> <p><b>To know how oil and natural gas are produced in America</b></p> <p><b>To know key landmarks within a chosen area of the UK and why it is significant.</b></p> <p><b>To know the North and South parts of America on a globe/map and explain some of the differences.</b></p> <p>Procedural knowledge: I can explain the similarities and differences between human and physical geography of a region of the United Kingdom and North/South American regions</p> <p>I can carry out research about a particular feature within a studied area</p> <p><b>Vocab</b> United Kingdom, landmarks (range of chosen landmark names) North America, South America (range of features e.g. mountains, deserts) natural, gas, oil</p>	<p>Settlements</p> <p>Land use</p> <p>Trade links</p> <p>Distribution of resources- energy, water, minerals and food</p> <p><b>Substantive knowledge:</b> <b>To know what time zones are and why this comes about and give examples.</b></p> <p><b>To know the meaning of latitude and longitude</b></p> <p><b>To know what a ‘tropic’ is.</b></p> <p><b>To know the distribution of natural resources, including energy, of the key places that I study</b></p> <p><b>To know what ‘minerals’ are</b></p> <p><b>To know what ‘trade’ means in relation to water, food, minerals and natural resources</b></p> <p><b>To know what ‘fair trade’ is and be able to discuss products involved in fair trade.</b></p> <p><b>To know the benefits and disadvantages of trade.</b></p> <p><b>To know what the economy is</b></p> <p>Procedural knowledge: I can present information from research about the benefits of fair trade</p> <p>I can contribute to a debate about a variety of topics including trade and the economy</p> <p><b>Vocab</b> Latitude, Longitude, East-west direction North-south direction, Degrees, Climate zones, Tropic of cancer, Tropic of Capricorn, Equator, hemisphere, Time zones, North America, South America Settlement, land use, Economic, natural Energy, foods, Minerals, distribution human and physical geography globalisation, import, trade, fair trade global supply chain, export,</p>



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Substantive Knowledge, Procedural Knowledge, Key Vocabulary.

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<b>Art &amp; Design</b>  <b>Substantive knowledge</b>  <b>Procedural Knowledge</b>  <b>Vocabulary</b>	Clay modelling (pyramids) Paper Mache (Egyptian masks)  <b>To know the technique needed to create a slab, coil and split using clay.</b> <b>To know the ingredients needed to make plaster.</b> <b>To know how to make a mould.</b>  I can create slabs, coils and splits using clay. I can make and mould using plaster. I can use tools and materials to carve, add shape, add texture and pattern. I can create sculpture and constructions with increasing complexity. I can critique and compare the designs of other artists.  <b>Structure, mark, soft, join, tram, cast, slab coil, split, mould, plaster,</b>	<b>To know how to create shades and tints using black and white.</b> <b>To know how shades and tints can be used in drawing.</b> <b>To know how to make different marks with wet and dry media.</b>  I can demonstrate using black and white tints in my work. I can talk about the composition of a painting in relation to how it has been created. I can carry out preliminary studies to test media/materials. I can mix appropriate colours. I can work from a range of sources including those that I have independently researched. I can create shades and tints using black and white. I can use graded pencils. I can manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.  <b>Harmony, composition, mood, abstract, Dry media, wet, media, mixed media, form</b>		Visit the work of LS Lowry  <b>To know who LS Lowry is and what he is known for.</b> <b>To know how shades and tints can be used in drawing.</b> <b>To know how to make different marks with wet and dry media.</b>  I can talk about the work of LS Lowry, his style of work and how it inspires me. I can create shades and tints using black and white. I can use graded pencils. I can depict movement and perspective in drawings. I can identify artists who have worked in a similar way to my own work. I can manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.  <b>Dry media, wet, media, mixed media, form</b>		<b>To know the potential uses of a range of different materials.</b>  <b>To know that ipads can be used to help see and collect information (digital sketchbook).</b>  I can use different techniques, colours and textures etc when designing and making pieces of work. I can describe varied techniques. I can layer prints in my work. I can print on paper and fabric with confidence.  I can use digital tools to create a digital sketchbook.  <b>sketchbook, digital,</b>  <b>Poly-blocks, relief, mono, resist-painting, layers, repetition, inks, overlay</b>





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<p><b>Computing</b></p> <p><b>Substantive knowledge</b></p> <p><b>Procedural Knowledge</b></p> <p><b>Vocabulary</b></p>	<p><b>To know the importance of internet addresses</b></p> <p><b>To know how data is transferred across the internet</b></p> <p><b>To know how sharing information online can help people to work together</b></p> <p><b>To know the merits of different ways of working together online</b></p> <p><b>To know how we communicate using technology</b></p> <p><b>To know about different methods of online communication</b></p> <p>I can recognise that data is transferred using agreed methods</p> <p>I can explain that internet devices have addresses</p> <p>I can describe how computers use addresses to access websites</p> <p>I can identify and explain the main parts of a data packet</p> <p>I can explain that data is transferred over networks in packets</p> <p>I can explain that all data transferred over the internet is in packets</p> <p>I can recognise how to access shared files stored online</p> <p>I can send information over the internet in different ways</p> <p>I can explain that the internet allows different media to be shared</p> <p>I can identify different ways of working together online</p> <p>I can recognise that working together on the internet can be public or private</p> <p>I can explain how the internet enables effective collaboration</p> <p>I can explain the different ways in which people communicate</p> <p>I can identify that there are a variety of ways to communicate over the internet</p> <p>I can choose methods of communication to suit particular purposes</p> <p>I can compare different methods of communicating on the internet</p> <p>I can decide when I should and should not share information online</p>	<p><b>To know that a ‘variable’ is something that is changeable</b></p> <p><b>To explain why a variable is used in a program</b></p> <p><b>To know how that a game can be improved by using variables</b></p> <p><b>To know the design process of a gaming project</b></p> <p><b>To know the creation process of a gaming project</b></p> <p><b>To know what makes a gaming project effective</b></p> <p>I can identify examples of information that is variable</p> <p>I can explain that the way a variable change can be defined</p> <p>I can identify that variables can hold numbers or letters</p> <p>I can identify a program variable as a placeholder in memory for a single value</p> <p>I can explain that a variable has a name and a value</p> <p>I can recognise that the value of a variable can be changed</p> <p>I can decide where in a program to change a variable</p> <p>I can make use of an event in a program to set a variable</p> <p>I can recognise that the value of a variable can be used by a program</p> <p>I can choose the artwork for my project</p> <p>I can create algorithms for my project</p> <p>I can explain my design choices</p> <p>I can create the artwork for my project</p> <p>I can choose a name that identifies the role of a variable</p> <p>I can test the code that I have written</p> <p>I can identify ways that my game could be improved</p> <p>I can use variables to extend my game</p> <p>I can share my game with others</p> <p><b>Variables, relatable, real-world, scenario, simulation, scoreboard, modify, prediction, abstract, algorithm</b></p>	<p><b>To know how websites are structured</b></p> <p><b>To know the common features of a web page</b></p> <p><b>To know the importance of copyright in selecting and using images</b></p> <p><b>To know the function of page preview</b></p> <p><b>To know the need for a navigation path</b></p> <p><b>To know the implications of linking to content owned by other people</b></p> <p>I can explore a website</p> <p>I can discuss the different types of media used on websites</p> <p>I know that websites are written in HTML</p> <p>I can recognise the common features of a web page</p> <p>I can suggest media to include on my page</p> <p>I can draw a web page layout that suits my purpose</p> <p>I can say why I should use copyright-free images</p> <p>I can find copyright-free images</p> <p>I can describe what is meant by the term ‘fair use’</p> <p>I can add content to my own web page</p> <p>I can preview what my web page looks like</p> <p>I can evaluate what my web page looks like on different devices and suggest/make edits.</p> <p>I can explain what a navigation path is</p> <p>I can describe why navigation paths are useful</p> <p>I can make multiple web pages and link them using hyperlinks</p> <p>I can explain the implication of linking to content owned by others</p> <p>I can create hyperlinks to link to other people's work</p> <p>I can evaluate the user experience of a website</p> <p><b>Copyright, media, aesthetics, navigation path, content, layout, fair-use, source, preview, structure, user experience, hyperlinks, evaluation</b></p>	<p><b>To know what a controllable device is</b></p> <p><b>To know that selection can control the flow of a program</b></p> <p><b>To know that a variable can be updated with a user input</b></p> <p><b>To know that a conditional statement can compare a variable to a value</b></p> <p><b>To know that a design project can use inputs and outputs on a controllable device</b></p> <p><b>To know the process of developing a program to use inputs and outputs on a controllable device</b></p> <p>I can apply my knowledge of programming to a new environment</p> <p>I can test my program on an emulator</p> <p>I can transfer my program to a controllable device</p> <p>I can identify examples of conditions in the real world</p> <p>I can use a variable in an if, then, else statement to select the flow of a program</p> <p>I can determine the flow of a program using selection</p> <p>I can use a condition to change a variable</p> <p>I can experiment with different physical inputs</p> <p>I can explain that checking a variable doesn't change its value</p> <p>I can use an operand (e.g. &lt;=&gt;) in an if, then statement</p> <p>I can explain the importance of the order of conditions in else, if statements</p> <p>I can modify a program to achieve a different outcome</p> <p>I can decide what variables to include in a project</p> <p>I can design the algorithm for my project</p> <p>I can design the program flow for my project</p> <p>I can create a program based on my design</p> <p>I can test my program against my design</p> <p>I can use a range of approaches to find and fix bugs</p>	<p><b>To know what a data set in a spreadsheet is</b></p> <p><b>To know how a data set is built in a spreadsheet</b></p> <p><b>To know that formulas can be used to produce calculated data</b></p> <p><b>To know that formulas can be applied to data</b></p> <p><b>To know that a spreadsheet can be created to plan an event</b></p> <p>I can collect data</p> <p>I can suggest how to structure my data</p> <p>I can enter data into a spreadsheet</p> <p>I can explain what an item of data is</p> <p>I can choose an appropriate format for a cell</p> <p>I can apply an appropriate format to a cell</p> <p>I can explain which data types can be used in calculations</p> <p>I can construct a formula in a spreadsheet</p> <p>I can identify that changing inputs changes outputs</p> <p>I can calculate data using different operations</p> <p>I can create a formula which includes a range of cells</p> <p>I can apply a formula to multiple cells by duplicating it</p> <p>I can use a spreadsheet to answer questions</p> <p>I can explain why data should be organised</p> <p>I can apply a formula to calculate the data I need to answer questions</p> <p>To know that there are multiple ways to present data</p> <p>I can produce a chart</p> <p>I can use a chart to show the answer to a question</p> <p>I can suggest when to use a table or chart</p> <p><b>Spreadsheet, column, row, data set, formatting, calculations, formula, cells, duplication, charts</b></p>	<p><b>To know that you can work in three dimensions on a computer</b></p> <p><b>To know that digital 3D objects can be modified</b></p> <p><b>To know that objects can be combined in a 3D model</b></p> <p><b>To know that a 3D model can be created for a given purpose</b></p> <p><b>To know the process of planning a 3D model</b></p> <p>I can add 3D shapes to a project</p> <p>I can view 3D shapes from different perspectives</p> <p>I can move 3D shapes relative to one another</p> <p>I can resize an object in three dimensions</p> <p>I can lift/lower 3D objects</p> <p>I can recolour a 3D object</p> <p>I can rotate objects in three dimensions</p> <p>I can duplicate 3D objects</p> <p>I can group 3D objects</p> <p>I can accurately size 3D objects</p> <p>I can show that placeholders can create holes in 3D objects</p> <p>I can combine a number of 3D objects</p> <p>I can analyse a 3D model</p> <p>I can choose objects to use in a 3D model</p> <p>I can combine objects in a design</p> <p>To know the process of creating my own digital 3D model</p> <p>I can construct a 3D model based on a design</p> <p>I can explain how my 3D model could be improved</p> <p>I can modify my 3D model to improve it</p> <p><b>3-dimensional, move, re-size, duplicate, hollow, placeholder, combine, multiple, group, ungroup, plan, develop, evaluate</b></p>



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I can explain that communication on the internet may not be private <b>Data, transfer, addressing, data pockets, communication, collaboration, responsible, sharing</b>				<b>Controllable, input, output, sequence, repetition, micro:bit</b>		



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Substantive Knowledge, Procedural Knowledge, Key Vocabulary.

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<p>Design &amp; Technology</p> <p>Substantive knowledge</p> <p>Procedural Knowledge</p> <p>Vocabulary</p>				<p>To know how to justify design choices and planning in terms of audience and purpose.</p> <p>To know how to show that culture and society is considered in plans and design criteria.</p> <p>To know which tool to use for a specific practical task.</p> <p>To know how to use any tool correctly and safely.</p> <p>To know why a specific tool is best for a specific action.</p> <p>To know how key events and individuals have shaped the products that exist today.</p> <p>To know how to evaluate their own and others finished product against the design criteria.</p> <p>To know how to use knowledge to improve a made product by strengthening, stiffening or reinforcing.</p> <p>To know which IT product would further enhance a specific product.</p> <p>I can use electrical systems correctly and accurately to enhance a given product.</p> <p>I can test and evaluate their own prototype on a specified audience (where possible) and use feedback on final product.</p> <p>I can draw detailed 3D designs using exploded diagrams or cross sectional drawing where appropriate to display finer details.</p> <p>I can pin, sew and stitch materials together to create a product.</p> <p>reed switch, toggle switch, push-to-make switch, push-to-break switch, light dependent resistor (LDR), tilt switch, light emitting diode (LED), bulb, bulb holder, battery, battery holder, USB cable, wire, insulator, conductor, crocodile clip control, program, system, input device, output device, series circuit, parallel circuit. seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needles, thread,</p>	<p>To know how to justify design choices and planning in terms of audience and purpose.</p> <p>To know how to show that culture and society is considered in plans and design criteria.</p> <p>To know which tool to use for a specific practical task.</p> <p>To know how to use any tool correctly and safely.</p> <p>To know why a specific tool is best for a specific action.</p> <p>To know how key events and individuals have shaped the products that exist today.</p> <p>To know how to evaluate their own and others finished product against the design criteria.</p> <p>To know how to use knowledge to improve a made product by strengthening, stiffening or reinforcing.</p> <p>To know which IT product would further enhance a specific product.</p> <p>I can use electrical systems correctly and accurately to enhance a given product.</p> <p>I can test and evaluate their own prototype on a specified audience (where possible) and use feedback on final product.</p> <p>I can pin, sew and stitch materials together to create a product.</p> <p>I can draw detailed 3D designs using exploded diagrams or cross sectional drawing where appropriate to display finer details.</p> <p>reed switch, toggle switch, push-to-make switch, push-to-break switch, light dependent resistor (LDR), tilt switch, light emitting diode (LED), bulb, bulb holder, battery, battery holder, USB cable, wire, insulator, conductor, crocodile clip control, program, system, input device, output device, series circuit, parallel circuit. seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template,</p>	<p>To know how to explain how food ingredients should be stored and give reasons.</p> <p>I know the difference between a savoury and sweet dish and select ingredients accordingly.</p> <p>I can prepare a healthy meal by selecting the appropriate ingredients in the first place (using appropriate cooking techniques).</p> <p>ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble</p>



# Dovecote Primary and Nursery School – YEAR 6 - Long-Term Overview 2023/2024

Substantive Knowledge, Procedural Knowledge, Key Vocabulary.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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				<p>pinking shears, fastenings., Function, innovative, design specification, design brief, user, purpose design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional, mock-up, prototype</p> <p>Function, innovative, design specification, design brief, user, purpose design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional, mock-up, reed switch, toggle switch, push-to-make switch, push-to-break switch, light dependent resistor (LDR), tilt switch, light emitting diode (LED), series circuit, parallel circuit. seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings</p>	<p>pattern pieces, name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings.</p> <p>Function, innovative, design specification, design brief, user, purpose design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional, mock-up, prototype</p> <p>Function, innovative, design specification, design brief, user, purpose design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional, mock-up,</p> <p>reed switch, toggle switch, push-to-make switch, push-to-break switch, light dependent resistor (LDR), tilt switch, light emitting diode (LED), series circuit, parallel circuit. seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings</p>	
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# Dovecote Primary and Nursery School – YEAR 6 - Long-Term Overview 2023/2024

## Substantive Knowledge, Procedural Knowledge, Key Vocabulary.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p><b>Languages</b></p> <p><b>Substantive knowledge</b></p> <p><b>Procedural Knowledge</b></p> <p><b>Vocabulary</b></p>	<p><b>Phonetics/Grammar 4C</b> Revise 1C,2C,3C and introduce 4C (Nouns, adjectives - Possessive – My, Yours, His, Ours &amp;Theirs).</p> <p><b>Classroom (I – Intermediate Unit).</b></p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>Remember and recall 12 classroom objects with their indefinite article.</li> <li>Replace an indefinite article with a possessive adjective.</li> <li>Say and write what they have and do not have in their pencil case.</li> </ul> <p><b>To know the 12 classroom objects in Spanish with their correct indefinite article/determiner.</b></p> <p><b>To know how to change the word for ‘a’ before a classroom object to the correct word for ‘my’ when I am shown a few examples first and reminded what the options are.</b></p> <p><b>To know how to tell someone what I have and do not have in my pencil case.</b></p> <p>I can recall 12 classroom objects with their indefinite article. I can replace an indefinite article with a possessive adjective. I can <b>say and write</b> what I have and do not have in my pencil case. <b>See full vocabulary list for this unit on Language Angels</b></p> <p>tengo (I have) un libro, un cuaderno un sacapuntas, un lápiz una mochila, una regla una barra de pegamento una goma, una calculadora La clase, un estuche unas tijeras</p>	<p><b>The Weather (I – Intermediate Unit).</b></p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>Repeat and recognise the vocabulary for weather in Spanish.</li> <li>Ask what the weather is like today.</li> <li>Say what the weather is like today.</li> <li>Create a Spanish weather map.</li> <li>Describe the weather in different regions of Spain using a weather map with symbols.</li> </ul> <p><b>To know the names of different types of weather.</b></p> <p><b>To know how to talk about the weather.</b></p> <p><b>To know how to ask and answer questions about the weather.</b></p> <p>I can identify and say different types weather in Spanish. I can ask what the weather is like today. I can confidently say what the weather is like today. I can create a Spanish weather map. I can describe the weather in different regions of Spain using a weather map with symbols. I can <b>say and write</b> where I live and describe the weather in Spanish. <b>See full vocabulary list for this unit on Language Angels</b> ¿ Qué tiempo hace ? What weather is it? Hace frío It is cold Está lloviendo It is raining Hace calor It is hot Está nevando It is snowing En el norte de España In the north of Spain Hay tormenta There is a storm En el sur de España In the south of Spain Hace sol It is sunny En el centro de España In the centre of Spain Hace mucho viento It is windy En el oeste de España In the west of Spain Hace buen tiempo The weather is fine En el este de España In the east of Spain Hace mal tiempo The weather is not good El clima The weather</p> <p><b>At School (P - Progressive Unit).</b></p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>Repeat and recognise the vocabulary for school subjects.</li> <li>Say what subjects they like and dislike at school.</li> <li>Say why they like/ dislike certain school subjects.</li> <li>Tell the time (on the hour) in Spanish.</li> <li>Say what time they study certain subjects at school.</li> </ul> <p><b>OR</b></p> <p><b>At School (P - Progressive Unit).</b></p> <p><b>To know the names of many school subjects.</b></p> <p><b>To know how to use like and dislike in a sentence.</b></p> <p><b>To know how to tell the time, by the hour.</b></p> <p><b>To know how to order subjects in an agreed school day.</b></p> <p>I can repeat and recognise the vocabulary for school subjects. I can say what subjects I like and dislike at school. I can say why I like/ dislike certain school subjects. I can tell the time (on the hour) in Spanish. I can <b>say and write</b> what time I/someone studies certain subjects at school. <b>See full vocabulary list for this unit on Language Angels</b> En el colegio At school ¿ Qué te gusta ? What do you like? Aburrido Boring El español Spanish ¿ Te gusta... ? Do you like...? (singular) Difícil Difficult El inglés English ¿ Te gustan... ? Do you like...? (plural) Útil Useful El arte Art Me gusta... I like... (singular) Interesante Interesting La educación física P.E. Me gustan... I like... (plural) Divertido Fun</p>	<p><b>The Weekend (P - Progressive Unit).</b></p> <p><b>Phonetics/Grammar – Revise all units 1C – 4C &amp; Nouns and Adjectives.</b></p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>Ask what the time is in Spanish.</li> <li>Tell the time accurately in Spanish.</li> <li>Learn how to say what they do at the weekend in Spanish.</li> <li>Learn to integrate connectives into their work.</li> <li>Present an account of what they do and at what time at the weekend.</li> </ul> <p><b>Have a short conversation with someone, incorporating all of their learning this year.</b></p> <p><b>To know how to tell the time in Spanish.</b></p> <p><b>To know the names of activities I or other people may do at the weekend.</b></p> <p><b>To know how to compose and write about my weekend.</b></p> <p><b>To know how to choose appropriate vocabulary, tense and conjunctions to form sentences.</b></p> <p>I can ask what the time is in Spanish. I can tell the time accurately in Spanish. I can say what they do at the weekend in Spanish. I can integrate a variety of connectives into my work. I can present an account of what I do and at what time at the weekend. I can have a short conversation with someone, incorporating all of my learning this year. I can write a paragraph about myself using all of my learning in KS2.</p> <p><b>See full vocabulary list for this unit on Language Angels</b> Es la una It is one o'clock El Fin De Semana The weekend Son las dos It is two o'clock ¿Qué hora es? What time is it? Son las tres It is three o'clock Y cuarto Quarter past Son las cuatro It is four o'clock Y media Half past Son las cinco It is five o'clock Menos cuarto Quarter to Son las seis It is six o'clock Es mediodía It is midday Son las siete It is seven o'clock Es medianoche It is midnight Son las ocho It is eight o'clock Son las nueve It is nine o'clock Son las diez It is ten o'clock Son las once It is eleven o'clock Son las doce It is twelve o'clock EXAMPLE: Veo la tele a las ocho. Veo la tele a la una. El fin de semana</p>
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# Dovecote Primary and Nursery School – YEAR 6 - Long-Term Overview 2023/2024

Substantive Knowledge, Procedural Knowledge, Key Vocabulary.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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		<p>La música Music Me encanta... I love... (singular) Fácil Easy          La geografía Geography Me encantan... I love... (plural) Inútil Pointless          La historia History No me gusta... I do not like... (singular) Porque Because          Las matemáticas Maths No me gustan... I do not like... (plural) Es It is          Las ciencias Science Odio I hate... Porque es... Because it is...          La informática ICT Sí, me gusta... Yes, I like... (singular) Porque son... Because they are...          Sí, me gustan... Yes, I like... (plural) Y And          Sí, me encanta... Yes, I love... (singular) Pero But          Sí, me encantan... Yes, I love... (plural) Sin embargo However          No, no me gusta... No, I do not like... (singular) ¡ Hola ! Hi!          No, no me gustan... No, I do not like... (plural) ¡ Hasta luego ! See you soon!          No, odio No, I hate...</p>	
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# Dovecote Primary and Nursery School – YEAR 6 - Long-Term Overview 2023/2024

## Substantive Knowledge, Procedural Knowledge, Key Vocabulary.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Music</b>  <b>Substantive knowledge</b>  <b>Procedural Knowledge</b>  <b>Vocabulary</b>	<p>- In Harmony appreciate a wide range of music from different traditions, composers and musicians / develop an understanding of the history of music</p> <p><b>To know what is meant by ' the essence of a piece'</b></p> <p><b>To know what a verse and a chorus is. I know the meaning of words such as 'louder' and 'quieter'</b></p> <p>I can perform with confidence and communicate the essence of the music to an audience:</p> <p>I can sing songs and play pieces from a variety of different countries and traditions:</p> <p>I can sing with...</p> <p>accuracy of notes, rhythms and tuning.</p> <p>, expression and a sense of shape and direction.</p> <p>holding harmony parts and independent part</p> <p><b>Structure, pitch, texture. Essence,</b></p>	<p>- In Harmony appreciate a wide range of music from different traditions, composers and musicians / develop an understanding of the history of music</p> <p><b>To know about a variety of different music genres, customs and traditions.</b></p> <p><b>To know an increasing range of musical notation and symbols.</b></p> <p>I can adjust performing styles, techniques and expression as appropriate to music from different genres, cultures, and traditions.</p> <p>I can show awareness of blending and balancing with other performers.</p> <p>I can hold my own part in an instrumental ensemble.</p> <p>I can perform pieces from musical notation and from memory.</p> <p>I can follow hand signals from a conductor, responding with accurate timing, entries and with expression.</p> <p><i>Extension (Greater Depth)</i></p> <p><i>Play scales and arpeggios with accuracy and fluency</i></p> <ul style="list-style-type: none"> <li>• <i>Lead and/or conduct a group of performers</i></li> <li>• <i>Improvise a solo over a chord sequence as part of an overall piece, showing appropriate choice of pitches, rhythms, tempo and a sense of the appropriate style</i></li> <li>• <i>Develop skills to gain a music medal, music star or grade exam.</i></li> </ul> <p><b>Notation, arpeggio, Mixolydian.</b></p>	<p>- In Harmony appreciate a wide range of music from different traditions, composers and musicians / develop an understanding of the history of music</p> <p><b>To know how to record my own compositions using existing techniques.</b></p> <p><b>To know how to use basic notation to write my own compositions down,</b></p> <p>I can compose and record an original piece (individually, or in a small group) that:</p> <ul style="list-style-type: none"> <li>• is suitable for a particular purpose</li> <li>• uses voices, instruments, music technology (or a combination) inventively</li> <li>• that shows creativity in musical thinking and a sense of character</li> <li>• is well structured, with a good balance of repetition and contrast</li> <li>• uses a variety of different textures and timbres.</li> </ul> <p><b>Structure, Pitch, Ensemble, Loop, Sequence, Sample, Texture, Notation</b></p>	<p>- In Harmony appreciate a wide range of music from different traditions, composers and musicians / develop an understanding of the history of music</p> <p><b>To know the key features of a wide range of musical genres and traditions.</b></p> <p>I can use musical vocabulary confidently and accurately to identify key features of music from a wide range of different genres, cultures and traditions.</p> <p>I can select a piece of music that I identify with and listen attentively to identify unique musical features to justify why it is special.</p> <p>I can work out how to play simple musical phrases from notation.</p> <p>I can memorise simple musical phrases by ear, and work out how to play them on an instrument.</p> <p>I can follow simple sheet music for a song or instrumental piece, understanding the link between sound and symbols for:</p> <p>Time signatures</p> <p>Clefs (different clefs for different instruments - treble, bass, alto)</p> <p>Rests for whole bars and multiple bars</p> <p>Repeat signs</p> <p>Rehearsal marks (Figure 1, 2 etc.)</p> <p>Dynamic markings (pp,p,mp,mf,f,ff)</p> <p>Expression marks (staccato/legato, crescendo/diminuendo).</p> <p><b>Chords/chord, Structure, Pitch, Ensemble, Loop, Sequence, Sample, Texture, Notation, Visual/Graphic.</b></p>	<p>- In Harmony appreciate a wide range of music from different traditions, composers and musicians / develop an understanding of the history of music</p> <p><b>To know what is meant by ' the essence of a piece'</b></p> <p><b>To know what a verse and a chorus is. I know the meaning of words such as 'louder' and 'quieter'</b></p> <p>I can perform with confidence and communicate the essence of the music to an audience:</p> <p>I can sing songs and play pieces from a variety of different countries and traditions:</p> <p>I can sing with...</p> <p>accuracy of notes, rhythms and tuning.</p> <p>, expression and a sense of shape and direction.</p> <p>holding harmony parts and independent part</p> <p><b>Structure, pitch, texture. Essence,</b></p>	<p>- In Harmony appreciate a wide range of music from different traditions, composers and musicians / develop an understanding of the history of music</p> <p><b>To know about a variety of different music genres, customs and traditions.</b></p> <p><b>To know an increasing range of musical notation and symbols.</b></p> <p>I can adjust performing styles, techniques and expression as appropriate to music from different genres, cultures, and traditions.</p> <p>I can show awareness of blending and balancing with other performers.</p> <p>I can hold my own part in an instrumental ensemble.</p> <p>I can perform pieces from musical notation and from memory.</p> <p>I can follow hand signals from a conductor, responding with accurate timing, entries and with expression.</p> <p><i>Extension (Greater Depth)</i></p> <p><i>Play scales and arpeggios with accuracy and fluency</i></p> <ul style="list-style-type: none"> <li>• <i>Lead and/or conduct a group of performers</i></li> <li>• <i>Improvise a solo over a chord sequence as part of an overall piece, showing appropriate choice of pitches, rhythms, tempo and a sense of the appropriate style</i></li> <li>• <i>Develop skills to gain a music medal, music star or grade exam.</i></li> </ul> <p><b>Notation, arpeggio, Mixolydian.</b></p>



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<p>P.E</p> <p><b>Substantive knowledge</b></p> <p><b>Procedural Knowledge</b></p> <p><b>Vocabulary</b></p>	<p>Multi-skills-</p> <p>To know running, jumping, throwing and catching in isolation and in combination</p> <ul style="list-style-type: none"> <li>To know how to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders, tennis, table tennis], and apply basic principles suitable for attacking and defending</li> <li>To know how to compare their performance with previous ones and demonstrate improvement to achieve their personal best</li> </ul> <p>I can different techniques for passing, controlling for passing a ball. I can apply basic principles of team play to keep possession of a ball, use marking, tackling and/or interception to improve defence. I can play effectively as part of a team know what position they are playing in and how to contribute when attacking and defending. I can recognise my own and others' strengths and weaknesses in games. I can suggest ideas that will improve performance. I can describe an attacking position and defending position within a game. I can understand the importance of warming up and cooling down.</p> <p>Roll, throw, catch, retrieve, share, take turns, walk, jog, run, slow, fast, faster, throw, catch, under/over arm, jump, bounce, control, roll, travel, warm-up, cool down, stretch, heart, lungs – breathing, cold, hot, travel, directional language – forwards, backwards, side wards, left, right. Positional language – in front, behind, next to, space, attack and defend, skills, tactics and strategies, observe and improve, tactical awareness, spatial awareness</p>	<p>Gymnastics-</p> <p>To know how develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics</p> <p>To know how to perform dances using a range of movement patterns</p> <p>To know how to compare my performance with previous ones verbally and demonstrate improvement to achieve their personal best</p> <p><b>When sequencing:</b></p> <p>I can create a sequence of up to 8 elements (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; matching shapes and balances)</p> <ul style="list-style-type: none"> <li>I can create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling</li> </ul> <p><b>When balancing:</b></p> <ul style="list-style-type: none"> <li>I can perform balances with control, showing good body tension</li> <li>I can mirror and match partner's balance i.e. making same shape on a different level or in a different place</li> <li>I can explore symmetrical and asymmetrical balances on own and with a partner</li> <li>I can explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from)</li> <li>I can perform a range of acrobatic balances with a</li> </ul>	<p>Dance –</p> <p>To know how to perform dances using a range of more complexed movement patterns</p> <p>To know how to compare my performance with previous ones and demonstrate improvement to achieve my personal best</p> <p><b>When composing:</b></p> <ul style="list-style-type: none"> <li>I can create longer, challenging dance phrases/dances motifs and structure</li> <li>I can select appropriate movement material to express ideas/thoughts/feelings</li> </ul> <p><b>Develop movement using:</b></p> <ul style="list-style-type: none"> <li>Actions (WHAT); I can travel, turn, gesture, jump, stillness</li> <li>Space (WHERE); I can use formation, direction, level, pathways</li> <li>Relationships (WHO); I can perform solo/duo/trio, unison/canon/contrast</li> <li>Dynamics (HOW) I can explore speed, energy (e.g. heavy/light, flowing/sudden)</li> <li>Choreographic devices; I can use motif, motif development, repetition, retrograde (performing motifs in reverse)</li> <li>I can link phrases to music</li> </ul> <p><b>When performing:</b></p> <p>I can perform dance to an audience showing confidence and clarity of actions I can show co-ordination, control, alignment, flow of energy and strength (Technical Skills) Show focus, projection, sense of style and musicality (Expressive Skills) I can demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness I can demonstrate dynamic qualities – speed, energy,</p>	<p>Outdoor and Adventurous Activities –</p> <p>To know how to take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>To know how to compare my performance with previous ones and demonstrate improvement to achieve their personal best</p> <p>To know how to plan an efficient route through obstacles.</p> <p><b>Orientation</b></p> <ul style="list-style-type: none"> <li>I can draw maps and plans and set trails for others to follow</li> <li>I can use maps to orientate themselves to travel around a simple course.</li> <li>I can use the eight points of the compass to orientate</li> <li>I can plan an orienteering challenge</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>I can plan and share roles within the group based on each other's strengths</li> <li>I can understand individuals' roles and responsibilities</li> <li>I can identify roles or ideas if they are not working</li> <li>I can recognise and talk about the dangers of tasks</li> <li>I can recognise how to keep myself and others safe</li> <li>I can respond to feedback on how to go about working differently.</li> </ul> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>I can plan strategies to solve problems/plan routes/follow trails/build shelters etc.</li> <li>I can recognise some of the physical demands that activities make on them.</li> </ul> <p>I can work on a task independently and overcome any problems showing resilience</p>	<p>Athletics-</p> <p>To know that running, jumping, throwing and catching in isolation and in combination</p> <ul style="list-style-type: none"> <li>To know to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>To know that comparing my performance with my previous ones and demonstrate improvement to achieve my personal best</li> </ul> <p><b>When running:</b></p> <ul style="list-style-type: none"> <li>I can sustain pace over longer distance – 2 minutes</li> <li>I can perform relay change-overs</li> <li>I can identify the main strengths of a performance of self</li> </ul> <p>and others</p> <ul style="list-style-type: none"> <li>I can identify parts of the performance that need to be improved</li> <li>I can perform a range of warm-up exercises specific to running for short and longer distances</li> <li>I can explain how warming up affects performance</li> <li>I can explain why athletics can improve stamina and strength</li> <li>I can set realistic targets for self, of times to achieve over a short and longer distance</li> </ul> <p><b>When jumping:</b></p> <ul style="list-style-type: none"> <li>I can demonstrate a range of jumps showing power and control and consistency at both take-off and landing</li> <li>I can set realistic targets for self, when jumping for distance or height</li> </ul> <p><b>When throwing:</b></p> <ul style="list-style-type: none"> <li>I can throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus</li> </ul>	<p>Games and swimming –</p> <ul style="list-style-type: none"> <li>To Know how to swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>To know how to use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)</li> <li>To know how to perform safe self-rescue in different water-based situations</li> </ul> <p>I can swim 5 metres using a recognised stroke.</p> <p>I can swim 10 metres using a recognised stroke.</p> <p>I can swim 25 metres using a variety of strokes.</p> <p>I can talk about and demonstrate how to perform safe self-rescue in different water-based situations.</p> <p>Swim, swimming, float, front crawl, back stroke, breaststroke, breathing, blow, tread water, relax, efficiency of stroke, life-saving, safe, self-rescue</p>





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Substantive Knowledge, Procedural Knowledge, Key Vocabulary.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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		<p>partner on the floor and on different levels on apparatus</p> <ul style="list-style-type: none"> <li>I can perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control</li> <li>I can begin to take more weight on hands when progressing bunny hop into hand stand</li> </ul> <p><b>When traveling:</b></p> <ul style="list-style-type: none"> <li>I can travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor</li> <li>I can increase the variety of pathways, levels and speeds at which you travel</li> <li>I can travel in time with a partner, move away from and back to a partner</li> </ul> <p><b>When jumping:</b></p> <ul style="list-style-type: none"> <li>I can make symmetrical and asymmetrical shapes in the air</li> <li>I can jump along, over and off apparatus of varying height with control in the air and on landing</li> </ul> <p><b>When rolling:</b></p> <ul style="list-style-type: none"> <li>I can explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet</li> <li>I can explore symmetry and asymmetry throughout the rolling actions</li> </ul> <p><i>Jump, roll, slide, still, fast, slow, control, tuck, pike, star, straddle, dish, arch,</i></p>	<p>continuity, rhythm</p> <p>I can demonstrate use of space – levels, directions, pathways, size and body shape</p> <p>I can demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact</p> <p><b>When appreciating:</b></p> <ul style="list-style-type: none"> <li>I can show an awareness of different dance styles, traditions and aspects of their historical/social context</li> <li>I can understand and use dance vocabulary</li> <li>I can understand why safety is important in the hall</li> </ul> <p>Compare and evaluate their own and others' work</p> <p><i>Beat, rhythm, motif, dance, pose, music, evaluate, improve, perform, space, warm up, slow, fast, spin, low, high, wide, twist, turn, tall, wide, body parts, move, recap, stop, freeze, statue, express, follow, copy, repeat, formation, group, body parts, effect of exercise on the body language – heart pumping, hot, cold, out of breath. Emotions and feelings, observe, feedback, improve.</i></p>		<ul style="list-style-type: none"> <li>I can organise small groups to SAFELY take turns when throwing and retrieving implements</li> <li>I can set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others</li> </ul> <p><i>Warm-up, stretch, walk, jog, run, sprint, speed, challenge, slow, quick, fast, hop, step, jump, one/two explosive energy, feet together, control, improve, under/over arm, accuracy, observe, improve, accuracy, metres, kilometre, miles, cooperating, safety, anaerobic and aerobic. Analysis of movement, observe, improve, adapt,</i></p>	
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# Dovecote Primary and Nursery School – YEAR 6 - Long-Term Overview 2023/2024

## Substantive Knowledge, Procedural Knowledge, Key Vocabulary.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		tight, balance, toes pointed, legs, arms straight, twist, turn, long, crouch, v-sit, fast, slow, together, feet together, feet apart, high, tall, low, warm up, stretch, body parts, effect of exercise on the body language – heart pumping, hot, cold, out of breath. Observe, feedback, improve.				
PSHE	Being me in my World	Celebrating difference	Dreams and goals	Healthy Me	Relationships	Changing me
RE  Substantive knowledge  Procedural Knowledge  Vocabulary		<p><b>Unit 6.1</b> To know some religious texts are sources of wisdom and prayer</p> <p>To know two texts from Judaism (Shema and 10 commandments), Islam (1st Surah and the 99 verses) and Christianity (1 The Lord’s Prayer and Corinthians 13 )</p> <p><b>Unit 6.1</b> I can study religious texts and understand the key meanings of them.</p> <p>I can study prayers and explain how they impact people’s daily lives (routines, internalisation, focus, connection and worship).</p> <p>I can find similarities and differences between these moral codes.</p> <p>I can create my own ‘words of wisdom’.</p> <p>Muslim, Christian, Jewish, Shema, Ten Commandments, 1<sup>st</sup> Surah, 99 verses, The Lord’s Prayer, moral codes, sources of wisdom, Torah, Bible, Qur’an, Hadith.</p>	<p><b>Unit 6.2</b> To know religions make contributions to local life in Nottingham.</p> <p>To know communities and different faiths can work together to achieve good things.</p> <p>To know about religious codes (C: 10/2 commandments, S: 11 Virtues and Hindrances, B: 5 Precepts)</p> <p>To know about the religious plurality of Clifton, Nottingham and the UK.</p> <p><b>Unit 6.2</b> I can discuss ideas from religious codes to inform my own ideas for a moral charter.</p> <p>I can use local and national census statistics to learn about the religious plurality of Clifton, Nottingham and Britain today.</p> <p>I can investigate aspects of community life such as weekly worship, charitable giving, and prayer.</p> <p>I can identify similarities and differences between the ways different communities show they belong.</p> <p>I can consider and explain how communities can be more harmonious in relation to their sacred texts.</p> <p>I can explain my own ideas about the importance of strong communities and how peace, harmony and respect matter.</p> <p>Religion, inter-faith, harmony, respect, moral values, religious plurality.</p>		<p><b>Unit 6.3</b> To know that Ahima (H), Ummah (I) and Agape (C) teach about togetherness and harmony.</p> <p>To know that spiritual concepts include justice, fairness, compassion and responsibility.</p> <p>To know that charitable actions are open to all, regardless of religion/faith or no faith.</p> <p><b>Unit 6.3</b> I can explain similarities and differences between three global aid charities: Save the Children (NonFaith), Christian Aid and Islamic Relief.</p> <p>I can explore and debate Big Ideas around the environment, human rights and social justice and people’s responsibility towards these.</p> <p>Atheist, agnostic, charity, ahimsa, ummah, agape, justice, faith.</p>	<p><b>Unit 6.4</b> To know the Kindertransport rescued Jewish children from Nazi persecution.</p> <p>To know the impact of persecution and discrimination on Jewish people living in 1930s Germany.</p> <p>To know the National Holocaust Museum is a place of learning and remembrance in the UK.</p> <p>To know the difference between an upstander and a bystander.</p> <p>To know the significance of ‘upstanders’ in supporting Jewish people at risk of persecution Nazi occupied territory.</p> <p><b>Unit 6.4</b> I can explain how Jewish people were persecuted by the Nazis.</p> <p>I can explain how Jewish people responded to persecution.</p> <p>I can explain why it is important to remember examples of hatred and prejudice and why ‘never again’ is an important idea.</p> <p>I can consider questions related to suffering and god.</p> <p>I can explain how ‘upstanders’ helped Jewish communities and consider how we can be ‘upstanders’ today. Sir Nicholas Winton, Oskar Schindler, Annie and Pieter Schipper</p> <p>Harmony, persecution, prejudice, Beth Shalom, remembrance, bystander, upstander, Kindertransport.</p>