



Moorhill Primary School



OUR WHOLE-SCHOOL VISION FOR EVERY MOORHILL CHILD	When our children leave Moorhill, they will be motivated and inspired learners who are articulate, literate and numerate. They will know that by working hard and working together they can achieve greater success; they will have high aspirations, lifelong skills for learning and will successfully demonstrate our core values in all areas of our lives.		
THE VISION OF THE CURRICULUM AT MOORHILL PRIMARY SCHOOL	Our curriculum is cohesive across the local and wider community and across subjects and topics, providing challenge and celebrating our individuality as a school and community. In developing cohesion, there is clear, planned and well-sequenced learning so that new knowledge and skills build on what has been taught before.	Our curriculum is creative , developing memorable experiences so that children are enthused by their learning, which creates awe and wonder. Children explore and develop our school values through active learning experiences. They develop lifelong skills for learning and gain cultural capital within and outside of our community.	Our curriculum is collaborative . Children build emotional resilience and develop their articulation and self-confidence. Through a clear sense of motivation and purpose, children take ownership of their learning and this is shared by our whole school community. Every member of the school community has high expectations of themselves and others and recognise that everyone can achieve success.

Year 6 – Into the Woods

Experiences

Launch

Orienteering around the school premises including a photo trail, star orienteering and a trail orienteering to promote the map work skill they will be developing throughout the topic.

Using materials from the outdoors to create a wind chime followed by wilderness games.

Landing

Create a brochure, advertising the wonderful things Cannock Chase has to offer and to link in our science knowledge by classifying animals in Cannock Chase.

Invite parents into look at our display of work linked to Cannock Chase and our Art work where we have used colours to reflect mood and contrast.

Wider use of the environment

Visit to Cannock Chase

Orienteering in the school grounds

Artist

Science

Skills	Knowledge	Key Vocabulary
<p>Working Scientifically Skills</p> <p>I can observe over time, take measurements, using a range of scientific equipment with increasing accuracy and precision, taking repeat readings where appropriate</p> <p>I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs</p> <p>I can report and present findings in oral and written forms such as displays and other presentations</p> <p>I can plan different types of scientific enquiry to answer my own questions including recognising and controlling variable where necessary</p> <p>I can report and present findings in oral and written forms such as displays and other presentations.</p> <p>I can use straightforward scientific evidence to answer questions or to support my findings</p> <p>I can identify scientific evidence that has been used to support or refute ideas or arguments</p> <p>I can describe and evaluate my own and other peoples' scientific ideas using evidence from a range of sources</p> <p>I can identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>I can use test results to make predictions to set up further comparative and fair tests</p> <p>I can report and present findings, including conclusions, casual relationships and explanations of results</p> <p>I can use appropriate scientific language to explain and evaluate my methods and findings</p>	<p>Topic</p> <p>Living Things and Their Habitats</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>Animals Including Humans</p> <p>Identify the main parts of the human circulatory system and describe their functions</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on our bodies</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p>	<p>Living Things and Their Habitats</p> <p>Vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, insects, spiders, snails, worms, flowering and non-flowering</p> <p>Animals Including Humans</p> <p>Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs and lifestyle</p>

History

Skills	Knowledge	Vocabulary

Geography

Skills	Knowledge	Key Vocabulary
<p>I can use 4 and 6 figure grid references, symbols and keys on ordnance survey maps.</p> <p>I can explain contour lines on a map.</p> <p>I can use a range of sources to locate countries and physical features.</p> <p>I can draw simple geographical diagrams, to map out an area.</p> <p>I can make clear observations.</p> <p>I can make measurements and record these.</p> <p>I can use scale and ratio to convert measurements.</p> <p>I can say how far away a point on a map is using a scale.</p> <p>I can draw a simple map, using a scale drawing.</p> <p>I can explain different ways a human use Cannock Chase.</p> <p>I can explain how humans' impact on the Cannock Chase environment.</p> <p>I can use a compass to locate North and orientate a map.</p> <p>I can use my knowledge and understanding to suggest suitable geographical questions.</p> <p>I can use appropriate language to describe and write about what I have learned.</p> <p>I can explain my own views.</p> <p>I can draw on my knowledge and understanding to select and use appropriate skills and ways of presenting information to help me investigate places and environments.</p> <p>I can present my findings both graphically and in writing.</p> <p>I can understand how people can both improve and damage the environment.</p>	<p>Know tourism has a positive and negative impact on the environment.</p> <p>Know what contour lines tell us and what the closeness of the lines mean.</p> <p>Know why a scale is used.</p> <p>Know how to convert a scale on a map.</p> <p>Know how people use Cannock Chase.</p> <p>Know how Cannock Chase is protected and sustained.</p>	<p>hills, rivers, vegetation</p> <p>latitude, longitude, Equator, Northern Hemisphere, Natural and man made</p> <p>Eco-tourism sustainability</p> <p>Land use tourism</p>

Art

Skills	Knowledge	Key Vocabulary
<p>ICT</p> <p>I can plan, take and digitally process photographs for a creative purpose, working as part of a group.</p> <p>Drawing</p> <p>I can select appropriate media and techniques to achieve a specific outcome.</p> <p>Painting</p> <p>I can sketch (lightly) before painting to combine line and colour.</p> <p>I can show the effects of light and colour, texture and tone on natural and man-made objects</p>	<p>I know about media to create art.</p> <p>I know how to use paint to create different effect</p>	<p>ICT</p> <p>I can plan, take and digitally process photographs for a creative purpose, working as part of a group.</p> <p>Drawing</p> <p>I can select appropriate media and techniques to achieve a specific outcome.</p> <p>Painting</p> <p>I can sketch (lightly) before painting to combine line and colour.</p> <p>I can show the effects of light and colour, texture and tone on natural and man-made objects</p>

ICT

Skills	Knowledge	Key Vocabulary
<p>E Safety</p> <p>I can identify secure online sites.</p> <p>I can locate privacy policies and privacy seals of approval.</p> <p>Data handling</p> <p>I can check the data I collect for accuracy and plausibility.</p> <p>I can interpret the data I collect.</p> <p>I can present the data I collect in an appropriate way.</p> <p>I can apply these skills to mathematical and scientific models.</p>	<p>Know the similarities and differences between cyber and in-person bullying.</p> <p>Know strategies to handle cyberbullying.</p> <p>Know how changes in a spreadsheet affect results.</p> <p>Know the importance of ensuring the data I use is accurate.</p>	<p>Cyber bullying</p> <p>Spreadsheet</p> <p>Data</p> <p>Accuracy</p> <p>Plausibility</p>

PSHE

<p>Being me in my world</p> <p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>	<p>Goals</p> <p>Worries</p> <p>Fears</p> <p>Value</p> <p>Welcome</p> <p>Choice</p> <p>Ghana</p> <p>West-Africa</p> <p>Cocoa plantation</p> <p>Cocoa pods</p> <p>Machete</p> <p>Rights</p> <p>Legal</p>	<p>Empathy</p> <p>Comparison</p> <p>Opportunities</p> <p>Education</p> <p>Behaviour</p> <p>Responsibilities</p> <p>Rewards</p> <p>Consequences</p> <p>Empathise</p> <p>Learning charter</p> <p>Obstacles</p> <p>Cooperation</p> <p>Collaboration</p>	<p>Community</p> <p>Education</p> <p>Wants</p> <p>Needs</p> <p>Maslow</p> <p>Democracy</p> <p>Decision</p> <p>Proud</p> <p>Illegal</p> <p>Unlawful</p> <p>Laws</p> <p>Participation</p> <p>Motivation</p>
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Music

Skill	Knowledge	Key Vocabulary		
<p>PERFORMING</p> <p>When singing, show greater mastery and control of tone, diction, posture and breathing consistently.</p> <p>Use the interrelated dimensions of music when singing and playing.</p> <p>Maintain a third part in a vocal or instrumental piece with an understanding of harmony and texture.</p> <p>Perform using conventional rhythmic and melodic notation to play a variety of ostinato and simple pieces or songs, including expression and articulations.</p> <p>Can direct others to start and stop using gestures or counting in, setting tempi and dynamics, articulation and show how to change these within a piece.</p> <p>COMPOSING</p>	<p>PERFORMING</p> <p>Understands and responds to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant</p>	<p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Tempo</p> <p>Dynamics</p> <p>Notation</p> <p>Musicals</p> <p>Motown,</p> <p>Soul</p> <p>Disco</p> <p>Funk</p>	<p>RnB</p> <p>Rock</p> <p>Reggae</p> <p>Pop</p> <p>Film/Classical</p> <p>Improvise</p> <p>Notation</p> <p>Notes</p> <p>Stave</p> <p>Ostinato</p> <p>Syncopation</p>	<p>Hip Hop</p> <p>Big Band</p> <p>Jazz</p> <p>Dynamics</p> <p>Solo</p> <p>Ensemble</p> <p>Introduction</p> <p>Verse</p> <p>Chorus</p> <p>Key signature</p> <p>Coda</p>

<p>Construct a piece with a more complex structure (e.g. Rondo, Twelve-bar Blues). Improvise with increasing confidence. (e.g. using a scale pattern). Can use different scale patterns to construct melodies (e.g. major, minor, pentatonic). Compositions show sensitivity to mood/time/location through use of inter-related dimensions of music, including experimenting with harmonies and chords to create texture. Works independently within a group composition showing thought in selection of instruments and playing techniques, Notate compositions using a variety of methods, incorporating the inter-related dimensions of music.</p> <p>AURAL AWARENESS Recognise and identify instrumental families aurally, including instruments from different genres, cultures and traditions, comparing and contrasting them with their own musical practices and experiences. Memorise more complex rhythmic and melodic patterns and match to conventional notation. Compare and discuss differences in performances of the same piece of music. Recognise a variety of metres.</p> <p>EVALUATING Make constructive and refined comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music. Make connections and comparisons with music being listened to and own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence). Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to their own cultures, traditions and experiences.</p>	<p>sounds and/or fading away, tempi, dynamics and articulation with greater accuracy. COMPOSING Know how to notate compositions using a variety of methods. AURAL AWARENESS Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</p>	<p>Bridge Hook Backing/ accompaniment</p>	<p>Cannon</p>
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PE

Skills	Knowledge	Key Vocabulary
<p>Outdoor activities I can use a map correctly and I can point out positions based upon the 6-figure grid reference. I can use a compass correctly and I am beginning to follow compass directions and 6 figure grid references within simple routes. I can use a compass and coordinates to create a route for my peer to follow, testing it out for accuracy. I can create my own key using correct map symbols that is effective and appropriate. I can work with a variety of personalities effectively and lead/support/guide them during group work effectively.</p>	<p>I know how to find my location on a map by using key land marks I can see around me and I can orientate (rotate) it so that it's in situ. I know how to read coordinates (maths link), 6 figure grid reference and apply it to PE. I know how to use a compass to follow degrees and direction. I know that there are more possibilities in terms of compass points e.g. north-north-west, north-west-west etc.</p>	<p>Map Location Coordinates Compass Degrees North, north-east, east, south east, south west, west, north west</p>

<p>Football</p> <p>I can use different parts of my foot to pass the direct with aim. (include sole.) These skills are used confidently within a game. I kick the ball in various directions due to my foot direction and my body direction confidently. I can judge the distance and used a weighted pass based upon the distance required. I can use the 'step kick' technique to pass to my partner both stationary and during movement. (towards the goal) I can use my whole body maintaining a low position and shift body weight to balance while using all defence techniques. (standing, block and jockey-ing) I can use my knowledge of the rules to referee a match with precision and confidence. I manage conflict with diplomacy and democracy. I understand how to create a 5v5/7v7 including goalkeepers, defenders' midfielders and attackers. I am able to be part of a team and lead it with great sportsmanship, diplomacy and democracy.</p>	<p>I know that I use different parts to create different results when kicking a ball and wherever I make contact with the ball, that it the direction the ball will travel in. I know that for a weighted pass, I need to be able to 'push' the ball rather than just kick it. I know how to intercept a ball (using prior knowledge year2/3) and do it without contact. I know that jockeying is where I stand opposite my opponent and move backwards maintaining my line with my opponent's ball. I know that when I tackle I must be safe in my movements and avoid control with my opponent's foot. I know that being a referee is a position of authority, but I must be clear in my instructions, advice and support. I know that I must use Moorhill values when speaking to my peers.</p>	<p>Toe, side, laces Direction Weighted pass Step-kick Position Attackers Goal keeper Jockeying Block tackle Standing tackle Non-contact Referee</p>
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RE

Skills	Knowledge	Key Vocabulary
<p>Au1 Islam - Beliefs and practices Values and commitments I can talk about my own personal commitments. I can decide which way I think is the best way for a Muslim to show commitment to God. I can explain why there might be different ways of showing commitment. I can think of some ways of showing commitment to God that would be better than others for Muslims. I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life.</p>	<p>Practices and ways of life Understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way. Understand how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.</p>	<p>Islam Muslim Commitment Zakah (giving money to charity) Ramadam / Sawm (fasting) Mosque 5 pillars of Islam Pilgrimage</p>
<p>Au2 Christianity - Christmas Meaning, purpose and truth I can talk about what I find puzzling or interesting about the nativity story. I can start to think about some of the questions people ask about Jesus' birth. I can start to think through why Mary being Jesus' mother is important to Christians and what I think about this. I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views. I can explain my own response to the Christian belief in the Virgin birth.</p>	<p>Beliefs, teachings and sources Learn to analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians. Understand the significance to Christians that Mary was Jesus' mother. Remember the story of Jesus' birth.</p>	<p>Christianity Christmas Humble Symbolism Incarnation Conceived Virgin Birth Mary Jesus</p>

MFL

Skills		
<p>Listening</p> <p>I can understand the main points and simple opinions in a spoken story, song or passage.</p> <p>I can understand longer and more complex sentences or passages.</p> <p>I can listen for clues to meaning (e.g. tone of voice, key words.)</p> <p>I can reinforce and extend recognition of word classes and understand their function.</p> <p>I can match sounds to sentences and paragraphs.</p> <p>I can look and listen for visual and aural clues.</p> <p>I can make predictions about words and sentences based on existing knowledge.</p>	<p>Francophonie</p> <p>Know Francophonie countries and continents.</p> <p>Identify and describe Francophonie flags</p>	<p>Key vocabulary</p> <p>Francophonie countries list</p> <p>Continents list</p> <p>La mosquée, le fleuve, le pont, la falaise, le village, la capitale, le marché, l'hippo, le désert.</p> <p>La population de..... est</p> <p>La capitale de... est ...</p> <p>La monnaie de... est...</p> <p>Le premier ministre de... s'appelle...</p> <p>Le président de... s'appelle...</p> <p>Le roi de ... s'appelle...</p> <p>La reine de... s'appelle...</p> <p>Le drapeau est (colour)...</p> <p>On aime...</p> <p>On joue...</p> <p>On mange...</p> <p>Il y a...</p>
<p>Speaking</p> <p>I can identify different text types and read short, authentic texts for enjoyment or information.</p> <p>I can learn and perform simple rhymes, songs and stories.</p> <p>I can use spoken language confidently to initiate and sustain conversations and to tell stories.</p> <p>I can devise own questions for authentic use.</p> <p>I can ask for repetition and clarification in the target language.</p> <p>I can use knowledge of words, text and structure to build simple spoken passages.</p> <p>I can vary language and produce extended responses.</p> <p>I can develop accuracy in pronunciation and intonation.</p> <p>Pronounce/read aloud unknown words.</p> <p>I can be understood with little or no difficulty.</p> <p>I can give short prepared talks that include opinions on a range of topics.</p>	<p>La deuxieme guerre mondiale</p> <p>List items for an evacuee suitcase in French.</p> <p>Decipher and describe how to cook a wartime meal.</p> <p>Use adjectives to describe feelings</p> <p>Use imperative verbs</p> <p>Use opinions</p>	<p>Key vocabulary</p> <p>Je m'appelle</p> <p>J'ai ans</p> <p>J'habite a Paris.</p> <p>Je me sens... excité(e), déprimé(e), fâché(e), content(e), anxieux(euse), seul(e), triste, détendu(e)</p> <p>Suitcase items: chocolat, ours en peluche, brosse a dents, chaussures, bonbons, fruit, sous-vetements, sandwich, pantalons, masque a gaz, chemise, pyjamas, Imperméable Pardessus, Veste, Chemise / chemisier, Pull / gilet, Pantalon Short, Jupe, Bottes / Chaussures, Chemise de nuit / pyjama Slip / Culotte / Gilet, Chaussettes / Bas</p> <p>Rationing: Dans mon jardin je vais grandir..... et..</p> <p>le brocoli la carotte le céleri le champignon, le concombre, le maïs, l'oignon, les petit pois, la pomme de terre, le potiron, la tomate, l'avocat, la banane, la cerise, la fraise, l'orange, la poire, la pomme, les raisins, la pastèque, le citron</p>

		<p>J'aime/ Je n'aime pas...parce que c'est... bon/ce n'est pas bon pour la santé.</p> <p>Imperative verbs: Epluchez, Mettez, Farinez, Tamisez, Badigeonnez, Ajoutez, Battez, Coupez, Cuire, Retirez</p>
<p>Reading</p> <p>I can identify different text types and read short, authentic texts for enjoyment or information.</p> <p>I can apply phonic knowledge of the target language to support reading and writing.</p> <p>I can read confidently a variety of short texts.</p> <p>I can read and understand the main points and some detail from a short-written passage.</p> <p>I can use context, previous knowledge and understanding of grammar conventions to support my reading skills.</p> <p>I can use a dictionary to investigate word meanings, check spellings and find alternatives and correct forms when reading and writing texts.</p> <p>I can sort words into grammatical categories.</p>	<p>En vacances</p> <p>Know key words and phrases for:</p> <ul style="list-style-type: none"> - asking and saying where you're going on holiday and how you will get there - expressing opinions about holidays - holiday activities and plans - forms of transport 	<p>Key vocabulary</p> <p>Où vas-tu en vacances?</p> <p>Je vais à la campagne. Je vais à la montagne. Je vais au bord de la mer. Je vais au camping. Je vais au parc d'attractions.</p> <p>J'aime ça, Je n'aime pas ça, J'adore ça, Je déteste ça....parce que...</p> <p>Qu'est-ce que tu vas faire en vacances?</p> <p>Je vais faire du bateau. Je vais faire du ski. Je vais nager. Je vais faire du sport. Je vais faire du vélo. Je vais voir mes grands-parents. Je vais faire les manèges.</p> <p>Où vas-tu? Je vais à/ en... en voiture, en bus, en train, en métro, à pied, à vélo, en avion, en bateau</p> <p>Où vas-tu? Comment vas-tu... ?</p> <p>Je vais... à la boulangerie, au marché, à la piscine, au centre sportif, au château, au jardin public, au supermarché, à l'école... en voiture, etc.</p> <p>Samedi, à 10 heures... D'abord, ensuite, enfin...</p> <p>Qu'est-ce qu'on va faire?</p> <p>On va... aller au parc d'attractions, prendre le train/l'avion, acheter des souvenirs, faire des manèges, regarder un film</p>

<p>English links: (reading and writing) Creating brochures and leaflets Comparing and evaluating the impact of different maps</p>	<p>Maths links: Map work where will be using our knowledge of: co-ordinates compass directions scaling up and down ratio Inputting data and analysing data in science, using ICT forums.</p>	<p>ICT links: Using google earth to explore features of Cannock Chase Using publisher to create their brochure or leaflet Science circulatory system, inputting data from heart rates onto a spreadsheet.</p>
<p><u>Community engagement:</u> Cannock Chase visit Inviting parents into school to view learning</p>	<p><u>Values included:</u> Respect Teamwork</p>	<p><u>Moorhill moment to be delivered:</u> Learn something about your local area Build a den</p>
<p><u>Current affairs</u> Looking after the local environment</p>		