

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	- <u>Novel as a Theme</u> Outcome: A survival/adventure story based on a plot inspired by a novel. - <u>Biography</u> Outcome: Carry out research and write a biography (Mary Anning, Charles Darwin or Alfred Wallace).	- <u>Classic Fiction</u> Outcome: A new story or chapter using characters and/or plot structures from a classic novel. - <u>Poetry; songs and lyrics</u> Outcome: Lyrics for their own composition.	- <u>Older Literature</u> Outcome: A retelling of older literature drawing on what they have read (use of literary language) as model for their own writing. - <u>Information text hybrid</u> Outcome: A hybrid text about a hero/heroine or a villain.	- <u>Detective / Crime Fiction</u> Outcome: A detective story to entertain/intrigue. - <u>Explanations</u> Outcome: An explanation linked to the theme e.g. how evidence assists in solving a crime and/or linked to learning experiences in another subject.	- <u>Short Stories with Flashbacks</u> Outcome: A story told in a flashback. - <u>Classic Narrative Poetry</u> Outcome: Written response to the poem in another text type and form, e.g. a newspaper report; a series of diary entries; a letter of complaint; an accident report; a cartoon strip.	- <u>Novel as a Theme</u> Outcome: A new chapter or ending for a novel. - <u>Poems on a Theme</u> Outcome: Interesting and engaging poem(s) which are based on a model and linked to the theme.
Maths	- <u>Place value</u> – numbers to 10,000,000 including rounding - <u>Addition and subtraction</u> – integers - <u>Multiplication and division</u> – short and long division, common factors and multiples, primes to 100, squares and cubes, order of operations	- <u>Fractions</u> – simplify, add and subtract, multiply and divide including mixed numbers - <u>Measurement</u> – converting metric and imperial	- <u>Ratio</u> – calculating and using fractions, scale factors and ratio and proportion including problem solving - <u>Algebra</u> – finding a rule, forming expressions, substitution, formulae, solving 2-step equations - <u>Decimals</u> – to 3 d.p., multiply and divide by integers, convert between fractions and decimals	- <u>Fractions, decimals and percentages</u> – FDP equivalents, percentage of an amount, missing values - <u>Perimeter, area and volume</u> - including triangles and parallelograms - <u>Statistics</u> – pie charts, circles and the mean average	- <u>Properties of shape</u> – angles with shapes including triangles, special quadrilaterals and polygons, vertically opposite angles - <u>Shape</u> - Draw shapes accurately, draw nets of 3D shapes using a protractor - <u>Geometry</u> – 4 quadrants, reflection and translation	Consolidation and themed projects

Science	<u>Evolution and Inheritance</u> -Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. -Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. -Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	<u>Electricity</u> -Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. -Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. -Use recognised symbols when representing a simple circuit in a diagram.	<u>Animals Including Humans</u> -Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. -Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. -Describe the ways in which nutrients and water are transported within animals, including humans.	<u>Light</u> -Recognise that light appears to travel in straight lines. -Use this idea to explain that objects are seen because they give out or reflect light into the eye. -Explain that we see because light travels from light sources to our eyes or from light sources to objects and then to our eyes. -Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	<u>Living things and Their Habitats</u> -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. -Give reasons for classifying plants and animals based on specific characteristics.	
History			<u>World War II</u> A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.			<u>Crime and Punishment</u> Explore using different historical disciplinary concepts, how crime and punishment has changed over time in Britain.

Geography	<u>UK Fieldwork Opportunity</u> -Compare and contrast the different countries of the UK. -Identify where I live in the UK and locate the UK's major cities. -Identify physical characteristics of the United Kingdom. -Understand how people have affected the United Kingdom's landscape. -Describe and explain the sorts of industries in which people in the United Kingdom work. -Understand the different types of energy sources used in the United Kingdom. Evaluate the advantages and disadvantages of wind energy.				<u>Local Area and Region</u> -To investigate the local area, focusing on human and physical features. -Plan an investigation: use maps, observational skills and field sketches. -Present gathered information in a variety of ways.	
P.E.	<u>Dance</u> -Perform dances using a range of movement patterns. <u>Invasion Games – Rugby</u> -Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	<u>Gymnastics</u> -Develop flexibility, strength, technique, control and balance. <u>Invasion Games – Netball</u> -Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	<u>OAA – Teambuilding</u> -Take part in outdoor and adventurous activity challenges both individually and within a team. <u>Striking and Fielding – Cricket</u> -Play competitive games, modified where appropriate.	<u>Net and Wall – Tennis</u> -Play competitive games, modified where appropriate. <u>Gymnastics</u> -Develop flexibility, strength, technique, control and balance.	<u>Striking and Fielding – Rounders</u> -Play competitive games, modified where appropriate. <u>Dance</u> Perform dances using a range of movement patterns.	<u>Athletics</u> -Use running, jumping, throwing and catching in isolation and in combination. <u>OAA – Orienteering</u> -Take part in outdoor and adventurous activity challenges both individually and within a team.

Art		<u>Sculpting vases</u> -Explore designs and designers -Develop techniques of tools, techniques and clay -Make, decorate and evaluate a vase	<u>Frida Kahlo</u> -Analyse and study self-portraits -Explore her background and surrealism -Explore how she painted emotions and moments in her life		<u>Street Art</u> -Sketch and develop ideas -Express ideas -Stencilling	
D. T.	<u>Programming Pioneers</u> -Develop ideas for a product with an embedded computer system. -Write programmes to monitor and control. -Evaluate the design.			<u>Bird House Builders</u> -Investigate appearance, purpose and materials used. -Plan and practice woodwork skills. -Create the birdhouse and evaluate design.		<u>Burgers</u> -Explore nutrition, making of patties, sauces and sustainability of buns. -Plan, make and evaluate a burger.
R.E. <u>Underlying question for the year:</u> Is life like a journey?	<u>Christianity – God</u> How do Christians mark the ‘turning points’ on the journey of life? -Explain how rituals might reflect Christian beliefs about their relationship with God. -Explain how these rituals might differ	<u>Hindu Dharma</u> Is there one journey or many? -Analyse Hindu beliefs about samsara, karma and moksha and how these are linked. -Explain how belief in reincarnation might affect the way in which a Hindu views the ‘journey of life’.	<u>Islam</u> What is Hajj and why is it important to Muslims? -Analyse the Five Pillars of Islam and how they are linked. -Explain how the beliefs and values of Islam might guide a person through life. -Explain the importance of the Ummah for Muslims	<u>Christianity – Jesus</u> Why do Christians believe Good Friday is good? -Retell the events leading up to and including the death of Jesus. -Explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a	<u>Buddhism</u> What do we mean by a ‘good’ life? Analyse Buddhist beliefs and teachings about how to be content. -Explain Buddhist beliefs and values contained within the story of Prince Siddhartha. -Make links between the story	<u>Christianity – Church</u> If life is like a journey, what’s the destination? -Explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian. -Explain (simply) Christian beliefs about salvation and how beliefs about life after death might

	between different denominations. -Analyse the importance of Christian rites of passage as an expression of faith and commitment. -Use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies. -Discuss how people change during the course of their lifetime – and the key events that humans might mark on the journey of life. -Consider the value of celebrating landmarks in life – for individuals and communities. -Ask and respond thoughtfully to questions about how they have changed during their life so far – and how they might continue to change. -Discuss where they might find wisdom and guidance to help prepare them for the	-Describe and explain the four ashramas (stages of life) in the life of a Hindu and how a person might change on their journey. -Consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama. -Discuss the special milestones that we might celebrate during a person's lifetime. -Discuss how our rights, responsibilities and relationships with others might change as we go through life. -Consider how events and influences so far have made them the person they are today and what has been important learning to prepare them for the future.	and that this is a community of diverse members. -Describe and explain the importance of Hajj, including the practices, rituals and impact and how a person might change once becoming a hajji. -Consider how important it is for a Muslim to go on hajj – and what this means for those who are unable to make the pilgrimage. -Discuss the various events that might happen on the journey of life and how people might change over the course of their life. -Consider what support people might need on life's journey. -Ask and respond thoughtfully to questions about their own journey of life – consider how they have changed so far, how they will continue to change and the support and guidance that might be needed.	Christian during difficult times in their own life. -Explain how and why Christian individuals and communities might celebrate the events of Holy Week. -Use religious vocabulary to describe and explain the Eucharist and explain different Christian beliefs about its importance. -Consider how people might mature and become stronger through overcoming difficulties. -Consider the value of being part of a community on the 'journey of life'. -Raise questions and discuss the extent to which they agree that 'suffering makes you stronger'. -Discuss own experiences and attitudes towards	of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths. -Describe and explain what is involved in following the Eight-Fold Path of Buddhism – and the impact that following this might have on the life of a Buddhist. -Consider the importance of daily meditation in Buddhism. -Discuss the meaning of contentment – is it the same as happiness, or something different? -Raise questions about the human experience of being unsatisfied – why do humans so often want more than they have? To what extent does this prevent people from ever being happy?	affect a believer's sense of purpose and behaviour throughout the journey of life. -Explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven. -Analyse Christian teachings about the importance of forgiveness and examples of people who have put these teachings into practice. -Discuss differing ideas and opinions about the purpose of human life – and how these beliefs might influence relationships with others. -Discuss the importance of saying sorry and forgiveness in maintaining relationships with others. -Raise questions about the meaning and purpose of life and explain their own ideas and opinions.
--	---	--	---	--	--	--

	changes and responsibilities of different stages of life.			the importance of having companionship on the journey of life.	-Ask and respond thoughtfully to questions about their own happiness – consider this as something that they are in control of. -Discuss the potential barriers to their happiness and what they can do to overcome these.	-Reflect on the benefits and difficulties of forgiveness.
R.S.E. (Plus <u>additional careers work throughout the academic year</u>).	<u>Me and my relationships</u> -Working together -Solve the friendship problem -Assertiveness -Behave yourself	<u>Valuing difference</u> -OK to be different -Things in common -Respecting differences -Gender stereotypes	<u>Keeping myself safe</u> -Think before you click -To share or not -Drugs -Alcohol	<u>Rights and responsibilities</u> -Two sides to every story - Fakebook friends -What's it worth? -Caring for the environment -Laws and democracy	<u>Being my best</u> -This will be your life -Our recommendations -What's the risk? -Basic first aid -Wellbeing	<u>Growing and changing</u> -I look great! -Media manipulation -Pressure online -Changes
Music	<u>Developing melodic phrases</u> How does music bring us together? -Do what you want to (soul). -It's all about love (pop).	<u>Understanding structure and form</u> How does music connect us with our past? -My best friend (soul). -Singing, swinging star (jazz/swing).	<u>Gaining confidence through performance</u> How does music improve our world? -Disco fever (disco). -La bamba (rock 'n' roll). -Change (pop).	<u>Exploring notation further</u> How does music teach us about our community? -Let's rock (rock). -Simple gifts (folk). -Friendship should never end (pop).	<u>Using chords and structure</u> How does music shape our way of life? -Wake up (hip-hop). -Down by the riverside (gospel).	<u>Respecting each other through composition</u> How does music connect us with the environment? -Heal the Earth (reggae). -Let's go surfin' (pop).

	-Sunshine on a rainy day (soul).	-Roll Alabama (rock).			-Dance the night away (salsa).	-So amazing (soul).
Computing	<u>Communication and Collaboration</u> -To identify how to use a search engine. -To describe how search engines select results and how these are ranked. - To recognise why the order of results is important, and to whom. - To recognise how we communicate using technology. - To evaluate different methods of online communication.	<u>Webpage Creation</u> - To review an existing website and consider its structure. - To plan the features of a web page. - To consider the ownership and use of images (copyright). - To outline the need for a navigation path. - To recognise the implications of linking to content owned by other people.	<u>Variables in Games</u> -To define a 'variable' as something that is changeable. - To explain why a variable is used in a program. -To choose how to improve a game by using variables. - To design a project that builds on a given example. - To use my design to create a project. - To evaluate my project.	<u>Introduction to Spreadsheets</u> - To identify questions which can be answered using data. - To explain that objects can be described using data. - To explain, and apply, formula to produce calculated data. - To create a spreadsheet to plan an event. - To choose suitable ways to present data.	<u>3D Modelling</u> - Create and manipulate 3D digital objects. - To compare 2D and 3D graphics. - To construct a digital 3D model of a physical object. - To identify that physical objects can be broken down into a collection of 3D shapes. - To design, develop and improve a digital 3D model.	<u>Sensing – Designing and Coding a Project</u> - To create a program to run on a controllable device. - To explain that selection can control the flow of a program. - To use a conditional statement to compare a variable to a value. - To design, and develop, a project that uses inputs and outputs on a controllable device.
MFL	<u>Do you have a pet?</u> -Grammar recap -Tell somebody if you do/do not have a pet -Ask somebody if they have a pet -Longer phrasing	<u>What is the date?</u> -Days of the week -Months of the year -Numbers to 31 -Say the date -Say your birthday	<u>Habitats</u> -Key elements animals and plants need to survive -Common habitats -Habitats animals and plants live in	<u>The weather</u> -Weather vocab -Describe the weather -Weather maps (with symbols)	<u>Clothes</u> -Clothes vocab -Clothes for different weather/situations -Clothing colours -Clothing possessives	<u>Olympics</u> -Facts -Reading of texts -Sports -Irregular verbs -Understand 'de la', 'de l' and 'du' when playing sport