

Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Frozen Kingdom		War		Africa	
Values 1	Generosity		Compassion		Courage	Forgiveness
Value 2	Thankfulness		Trust		Perseverance	Justice
Maths	Place value (2 weeks) 4 operations (4 weeks)	Fractions (4 weeks) Position and Direction (1 week)	Decimals (2 weeks) Percentages (2 weeks) Algebra (2 weeks)	Converting units (1 week) Perimeter, Area and Volume (2 weeks) Ratio (1 week)	Properties of shape (2 weeks) Statistics (2 weeks)	Problem-Solving Investigating
Reading (VIPERS)	The Dreadful Menace – Film/Poem Shackleton’s Journey – Picture Book/Information Text Selection of short explanation texts (Penguins, What Is Evolution, March of the Penguins (film), Automatic Shopper, The Shirt Machine) The Alchemist’s Letter – film clip Harry Potter and the Philosopher’s Stone – novel excerpt On-going Novel – Boy In The Girl’s Bathroom		Poetry – The Lion and Albert Biography – Roald Dahl Evacuee Letters Picture Book – The Arrival (Shaun Tan) Factual - The Unknown Soldier Short Animation – Beyond the Lines Novel – Once Novel - No Ballet Shoes in Syria		Novel - Journey to Jo’berg Advert – The Guardian’s Three Little Pigs. Speech	Novel - Pigheart Boy
Writing	Character description Letter Persuasive Poster Diary Atmosphere description Blog Explanation Text Setting Description Sports Report		Biography Evacuation Letter Narrative with dialogue Setting and Atmosphere Reverse Poetry			

<p>Science</p>	<p>Adaptation, habitats, classification, fossils, inheritance</p> <p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <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>Electricity</p> <p>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>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>use recognised symbols when representing a simple circuit in a diagram</p>	<p>Light</p> <p>recognise that light appears to travel in straight lines</p> <p>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>The Heart</p> <p>Identify and name main parts of the human circulatory system;</p> <p>describe functions of the heart, blood and blood vessels.</p> <p>Recognise impact of diet, exercise, drugs and lifestyle on the way bodies function.</p> <p>Describe ways in which nutrients and water are transported within animals, including humans.</p>
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*Ask simple questions and recognise that they can be answered in different ways

*Observe closely, using simple equipment

*Perform simple tests

*Use their observations and ideas to suggest answers to questions

*Gather and record data to help in answering questions

*Identify and classify

<p>Computing</p>	<p>Blogging On-line Safety What is a Blog? Planning a Blog Writing a Blog Sharing Posts and Commenting</p>	<p>Text Adventures On-line Safety Select use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Binary On-line Safety What is binary? Counting in binary Converting from decimal to binary Game States</p>	<p>Coding On-line Safety Designing and making a complex program Using Functions Flowcharts and Control Simulations User Input Text-based Adventures</p>	<p>Spreadsheets On-line Safety What is a spreadsheet? Basic Calculations Modelling Organising Data Advanced Formulae and Big Data Charts and Graphics Using a spreadsheet</p>	<p>Networks On-line Safety Children are able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole. Children understand and can explain in some depth the difference between the internet and the World Wide Web. Children know what a WAN and LAN are and can describe how they access the internet in school</p>
<p>Music</p>	<p>Happy Style: Pop/Motown</p>	<p>Classroom Jazz 2 Style: Jazz, Latin, Blues</p>	<p>A New Year Carol Style: Benjamin Britten (Western Classical Music), Gospel, Bhangra.</p>	<p>You've Got A Friend Style: Benjamin Britten (Western Classical Music), Gospel, Bhangra.</p>	<p>Music and Me Summer 1 Unit: Music and Me</p>	<p>Reflect, Re-wind and Replay</p>

					Style: Contemporary, music and identity	Style: Western Classical Music and your choice from Year 6
History					<p>Find out about beliefs, behaviour and of people, recognising that not everyone shares the same views and feelings</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p> <p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>	

					<p>Link sources and work out how conclusions were arrived at</p> <p>Bring knowledge gathered from several sources together in a fluent account</p> <p>Suggest omissions and the means of finding out</p> <p>Confidently use the library and internet for research</p>	
Art	<p>Funky Fish Jason Scarpace Perspective – draw a Seaworld Tunnel/ The Titanic Use of sketch books to record observations – shade, form, pattern and texture; concentrate on developing vocabulary to evaluate.</p>		<p>Zentangles Henry Moore</p>		<p>Batik? Tingatinga Art? https://art-educ4kids.weebly.com/african-art.html</p>	
<p>-Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>-Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>-Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>-Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>-Adapt their work according to their views and describe how they might develop it further.</p>						

- Demonstrate a wide variety of ways to make different marks with dry and wet media.
- Identify artists who have worked in a similar way to their own work.
- Develop ideas using different or mixed media, using a sketchbook.
- Manipulate and experiment with the elements of art: line, tone, pattern , texture, form,
- Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.
- Use ICT.
- Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.

Geography	Polar Regions – maps and keys; climate, population, settlements, animal and plant life, seasonal change. Climate, Biomes and vegetation belts.		• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. – Anne Frank/ Why did Germany choose to bomb specific areas of the UK?	The features of Earth, time zones and lines of latitude and longitude to pinpoint places on a map, map scales, grid references, contour lines and map symbols, climate change and the importance of global trade, analyse data and carry out fieldwork to find out about local road safety, study patterns of human settlements and carry out an enquiry to describe local settlement patterns.		
PE	Handball	OAA Rugby	Dance Fitness	Gymnastics Basketball	Tennis Dodgeball	Athletics Rounders
PSHE	Being me in my world	Celebrating difference	Changing me	Relationship	Healthy Me	Dreams & Goals
RE	Creation and science: conflicting or complementary?	U2.1: What does it mean if Christians believe God is holy and loving?	U2.8: How is faith expressed in Islam?	Christians. U2.6: What do Christians believe Jesus did to 'save' people?	U2.5: How do Christians decide how to live? 'What would Jesus do?'	How and why do some people inspire others? Examples from religions
French	<u>En classe – classroom routines and giving information:</u> answering the register, giving the	<u>La Famille, Les Occupations, Christmas</u> – revise family members; follow a story in French (Little Red	<u>House and Home</u> – recognise 8 rooms of the house; cultural differences in housing abroad	<u>'Une Maison à Louer', and 'Ma Maison Idéale'</u> – describe your ideal home; create estate agent	<u>Planning a holiday to French speaking country</u> – where are the French speaking countries in the	<u>Review of the year</u> Revise vocab, verbs, topics, songs and do quizzes. Create role plays using

	date today, describing the weather, asking for classroom objects, school uniform, likes and dislikes of colours, the verb 'to be' - être	Riding Hood); name 5 occupations in French; changing spellings according to gender e.g. il est vendeur/elle est vendeuse	and at home (une maison, un appartement); revise 'J'habite...'; adjectives to describe rooms	details for a house to rent; learn vocabulary for furniture and use 'Dans le salon, il y a...'	world? Investigate climates, select holiday dates. Use simple future i.e. on va aller/on va partir/on va rester/on va prendre; book accommodation, mode of transport, places of interest (museums, zoos, chateaux, pool, fairground)	amassed knowledge.
Design Technology			Structures – load, capacity and construction. Marble Runs Joining materials. - Construct products using permanent joining techniques To select from and use a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities	- Pin, sew and stitch materials together create a product To select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities.	Evaluate products Design and make healthy food. To select from and use a wider range of materials and components, including food according to their functional properties and aesthetic qualities.	
Potential Enrichment						