

| Year 6          |  |   |  |   |          |          |
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| Subject         | Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1 | Summer 2 |
| <b>Literacy</b> | <ul style="list-style-type: none"> <li>To know the difference between the active and passive</li> <li>Ellipses</li> <li>Punctuating direct and reported speech</li> <li>To know the difference between a clause and a phrase</li> <li>To understand subject, verb and object in a clause</li> <li>Synonyms</li> <li>Planning, writing and self-assessing a ghost story</li> <li>Exam technique</li> </ul>    | <ul style="list-style-type: none"> <li>Poetry looking at language, imagery and rhyme scheme</li> <li>Adverbials and adverbs</li> <li>Similes and metaphors</li> <li>Scanning text and picking out key information</li> <li>Exam technique</li> </ul>                | <ul style="list-style-type: none"> <li>Comparing style in different genres</li> <li>Formal and informal language</li> <li>Asking questions and developing understanding of inference using evidence from the text</li> <li>Write a story for a younger reader</li> <li>To understand boundaries between main clauses</li> <li>To explore a character's thoughts, feelings and emotions.</li> <li>The Subjunctive Form</li> <li>Clauses, coordinating conjunctions, and subordinating conjunctions</li> </ul> | <ul style="list-style-type: none"> <li>Scanning and Extracting key information from a text</li> <li>Writing a Non-chronological report</li> <li>Abstract nouns</li> <li>Synonyms and antonyms</li> <li>To know how to form an argument and the key features necessary to attempt to win a debate</li> </ul> |          |          |
| <b>Maths</b>    | <ul style="list-style-type: none"> <li>Read/write/compare digits to 1000000</li> <li>Negative numbers</li> <li>Knowledge of operations to carry out calculations using all operations</li> <li>Long multiplication</li> <li>Short division with remainders</li> <li>Converting fractions to decimals</li> <li>Place value with numbers with 3 decimal places</li> <li>Compare and order fractions</li> </ul> | <ul style="list-style-type: none"> <li>Improper and mixed fractions</li> <li>Percentages</li> <li>Divide proper fractions by whole numbers</li> <li>Estimate volume</li> <li>Areas of parallelograms and triangles</li> <li>Area/perimeter</li> <li>nets</li> </ul> | <ul style="list-style-type: none"> <li>Round any numbers to a required degree or accuracy</li> <li>Addition and subtraction with 7-digit numbers</li> <li>Use estimation to check accuracy</li> <li>Solve problems involving all four operations</li> <li>Long multiplication</li> <li>Common factors/common multiples/prime numbers</li> <li>Ratios</li> <li>Convert measurements</li> </ul>  | <ul style="list-style-type: none"> <li>2D shape dimensions and angles</li> <li>Radius, diameter and circumference</li> <li>Describe positions on a full coordinate grid</li> <li>Translate shapes</li> <li>Mean average</li> <li>Line graph</li> <li>Pie charts</li> </ul>                                  |          |          |

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| <b>History/Geography</b> | <p><b><u>History</u></b><br/><b><u>The Tudors</u></b></p> <ul style="list-style-type: none"> <li>Henry VII and the Battle of Bosworth Field</li> <li>Who were the Tudors</li> <li>Why did Henry VIII marry so many times?</li> <li>His six wives</li> <li>What problems did Henry have in his reign?</li> </ul> <p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>River studies—physical and human geography</li> </ul> | <ul style="list-style-type: none"> <li>Life for the poor in Tudor Times</li> <li>Mini project—Tudor houses—rich and poor</li> </ul>   | <p><b><u>History</u></b><br/><b><u>Britain Since World War 2</u></b></p> <ul style="list-style-type: none"> <li>What were the causes of the war?</li> <li>Who were the leaders, Hitler and Churchill? Compare.</li> </ul> <p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>Different environments worldwide leading to study of mountain environments</li> </ul> | <ul style="list-style-type: none"> <li>What was life like in the Blitz?</li> </ul>  | <p><b><u>World War 2</u></b></p> <ul style="list-style-type: none"> <li>Writing the diary in the Blitz</li> <li>Rationing</li> <li>Life of an evacuee – letter home</li> </ul> <p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>Managing coastlines</li> </ul> | <p><b><u>Vikings and Anglo-Saxons</u></b></p> <ul style="list-style-type: none"> <li>Clothing and housing</li> <li>The raids and their ships</li> <li>Viking ship burials</li> <li>Alfred the Great</li> <li>Beowulf</li> </ul> |
| <b>Science</b>           | <p><b><u>Introduction to the laboratory</u></b></p> <ul style="list-style-type: none"> <li>Basic Rules and Lab safety</li> <li>Using a Bunsen Burner</li> <li>Using a microscope</li> <li>Investigating the energy content of food</li> <li>Protein, fat and starch in food</li> </ul>  | <p><b><u>The Human Body</u></b></p> <ul style="list-style-type: none"> <li>Organs and their purposes</li> <li>The human heart</li> <li>To know what makes a good diagram</li> <li>Blood and the circulatory system</li> </ul> | <p><b><u>Electricity and Light</u></b></p> <ul style="list-style-type: none"> <li>Electrical symbols</li> </ul>   | <p><b><u>Healthy Living</u></b></p> <ul style="list-style-type: none"> <li>To know the impact of diet and exercise on human health</li> <li>To understand how a scientific idea can be tested and evidence used to support the idea</li> <li>To know what we need to stay healthy (food groups)</li> <li>Drugs and medicines</li> <li>Alcohol</li> <li>Smoking</li> </ul> |   |   |
| <b>Art</b>               | <p><b><u>Portraits</u></b></p> <p>" This is me" All about me t-shirt</p> <ul style="list-style-type: none"> <li>Magazine portraits</li> <li>Film painting</li> <li>Half and half symmetry</li> <li>Proportion</li> </ul>  |   | <p><b><u>Street Art</u></b></p> <ul style="list-style-type: none"> <li>Mixed media</li> <li>Marbelling</li> <li>Banksy</li> <li>Street Art</li> <li>Print making</li> <li>Media and Propaganda posters</li> </ul>   |   | <p><b><u>Animals /African Art</u></b></p> <ul style="list-style-type: none"> <li>4x close up studies</li> <li>3d Animals form card</li> </ul>   |   |

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|           | <ul style="list-style-type: none"> <li>Picasso and cubism</li> <li>Mixed media</li> <li>Selfies</li> <li>Cardboard 3d selfies</li> </ul> <p>Pencil and pen work</p> <p><b><u>Outcomes</u></b></p> <p>Sketch book work<br/>Cartridge paper self portrait</p>   |  |  |   |  |   |
| <b>DT</b> | <p><b><u>Material research: Plastics</u></b></p> <ul style="list-style-type: none"> <li>Recall and name appropriate plastic-related workshop tools and equipment</li> <li>Apply understanding to safe cutting and shaping of plastics</li> <li>Experiment and practice cutting and shaping</li> <li>Demonstrate independent workshop skills and understanding</li> <li>Distinguish and describe properties of polymer materials</li> <li>Employ accuracy in removing material</li> <li>Select/choose relevant tools and equipment for appropriate tasks</li> <li>Compare/contrast different polymers, evaluating their properties.</li> </ul> | <p><b><u>Phone holder</u></b></p> <ul style="list-style-type: none"> <li>Compare similar products for research</li> <li>Critique/review similar and existing products</li> <li>Identify a target client</li> <li>Summarise findings from research tasks</li> <li>Apply knowledge gained from research</li> <li>Propose improvements via design concepts</li> <li>Develop design concept</li> <li>Construct, model and test chosen concept</li> <li>Revise and modify in light of appraisal</li> <li>Justify development intentions</li> <li>Design and manufacture accurately</li> </ul> | <p><b><u>Material research: Timber</u></b></p> <ul style="list-style-type: none"> <li>Recall and name appropriate timber-related workshop tools and equipment</li> <li>Apply understanding to safe cutting and shaping of timber</li> <li>Experiment and practice cutting and shaping</li> <li>Demonstrate independent workshop skills and understanding</li> <li>Distinguish and describe properties of timber materials</li> <li>Employ accuracy in removing material</li> <li>Select/choose relevant tools and equipment for appropriate tasks</li> <li>Compare/contrast different timbers, evaluating their properties.</li> </ul> | <p><b><u>Wooden key fobs</u></b></p> <ul style="list-style-type: none"> <li>Sketch, illustrate ideas</li> <li>Discuss and describe concepts</li> <li>Critique of concepts</li> <li>Develop chosen design concept</li> <li>Prepare template for material</li> <li>Employ accuracy in removing material</li> <li>Select/choose relevant tools and equipment for appropriate tasks</li> <li>Assess, appraise and evaluate final product</li> </ul> | <p><b><u>Graphics skills</u></b></p> <ul style="list-style-type: none"> <li>Sketch and illustrate</li> <li>Practice, reiterate and explain sketching processes</li> <li>Critique own work</li> <li>Inspect and diagnose issues, faults in 3D sketching</li> <li>Construct, devise and build upon foundation of 3D sketching and increase complexity (of shapes, products, styles, etc)</li> <li>Evaluate sketching and communication skills</li> </ul> | <p><b><u>3 dimensional CAD</u></b></p> <ul style="list-style-type: none"> <li>Name specific CAD tools</li> <li>Define individual tools functionality</li> <li>Select appropriate function tools</li> <li>Reproduce exemplar CAD work</li> <li>Translate exemplar sketches to 3D CAD drawings.</li> <li>Use measurements in CAD with accuracy</li> </ul> |

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| <b>ICT</b>               | <u><b>Emails</b></u> <ul style="list-style-type: none"> <li>Send, receive, copy and attach documents to email.</li> <li>Learn about email signatures, CC and BCC and email etiquette.</li> </ul>  | <u><b>Word Processing</b></u> <ul style="list-style-type: none"> <li>Formatting Skills</li> <li>Writing a letter</li> <li>Researching on the internet</li> <li>Trusted websites</li> <li>Plagiarism and copying work</li> </ul>   | <u><b>PowerPoint</b></u> <ul style="list-style-type: none"> <li>Creating slides</li> <li>Formatting slides</li> <li>Hyperlinking</li> <li>Slide transitions and animations</li> <li>Flash animations</li> </ul>   | <u><b>Flash</b></u><br>Animating in Flash<br><br><u><b>Spreadsheets</b></u><br>Creating a spreadsheet   | <u><b>Spreadsheets</b></u> <ul style="list-style-type: none"> <li>Formatting spreadsheets</li> <li>Using formulas</li> <li>Creating and using graphs</li> </ul>  | <u><b>Programming</b></u> <ul style="list-style-type: none"> <li>Scratch project</li> </ul>   |
| <b>Music</b>             | "I'll Be There" Charanga Scheme <ul style="list-style-type: none"> <li>Michael Jackson + Jackson 5 Music</li> <li>Performing in small groups—blend</li> </ul> Preparation for Whole School Harvest Festival   | "I'll be there cont'd."<br><br>Preparation for Whole School Carol Service   | "Classroom Jazz 2" <ul style="list-style-type: none"> <li>Glockenspiel / Xylophone Improvisation using Pentatonic + Whole Tone Scale</li> <li>Listening and Appraising Jazz</li> </ul>  | Introduction to the music of Joseph + Musical Theatre<br><br>RE Links, Singing + Performing   | 6J Joseph Preparation (Performing Arts Lesson with Miss Jones)<br><br>6Y: Pop History as well as Performing Arts Lesson  | Perform Joseph + Prize Day + Moving Up Assembly.  |
| <b>PE/Games/Swimming</b> | <u><b>Autumn 1</b></u><br><br><u><b>Football</b></u><br><br>Children will further develop their ability to: <ul style="list-style-type: none"> <li>Dribble</li> <li>Pass</li> <li>Outwit an opponent</li> <li>Shoot</li> </ul> <u><b>Netball</b></u> <ul style="list-style-type: none"> <li>To be able to use basic skills effectively in a game situation</li> <li>Develop teamwork skills</li> <li>Develop understanding of attacking and defending skills</li> <li>To be able to use simple systems of play</li> </ul> | <u><b>Autumn 2</b></u><br><br><u><b>Football</b></u><br><br>Children will further develop their ability to: <ul style="list-style-type: none"> <li>Dribble</li> <li>Pass</li> <li>Outwit an opponent</li> <li>Shoot</li> </ul> <u><b>Netball</b></u> <ul style="list-style-type: none"> <li>To be able to use basic skills effectively in a game situation</li> <li>Develop teamwork skills</li> <li>Develop understanding of attacking and defending skills</li> <li>To be able to use simple systems of play</li> </ul> | <u><b>Spring 1</b></u><br><br><u><b>Rugby</b></u> <ul style="list-style-type: none"> <li>Children will focus on how to use basic principles of attack and defence to plan strategy and tactics for rugby.</li> <li>Children will work on improving the quality of their skills with the intention of outwitting opponents.</li> <li>In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition.</li> </ul> <u><b>Hockey</b></u> | <u><b>Spring 2</b></u><br><br><u><b>Rugby</b></u> <ul style="list-style-type: none"> <li>Children will focus on how to use basic principles of attack and defence to plan strategy and tactics for rugby.</li> <li>Children will work on improving the quality of their skills with the intention of outwitting opponents.</li> <li>In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition.</li> </ul> <u><b>Hockey</b></u> <ul style="list-style-type: none"> <li>Children will focus on how to use basic</li> </ul> | <u><b>Summer 1</b></u><br><br><u><b>Cricket</b></u> <ul style="list-style-type: none"> <li>Children will improve the basic skills of sending, receiving, batting and bowling.</li> <li>Children will work on quality of replication with the intention of outwitting opponents.</li> <li>Children will play and make up small-sided and modified competitive striking/fielding games. To implement skills and tactics to form</li> </ul> | <u><b>Summer 2</b></u><br><br><u><b>Cricket</b></u> <ul style="list-style-type: none"> <li>Children will improve the basic skills of sending, receiving, batting and bowling.</li> <li>Children will work on quality of replication with the intention of outwitting opponents.</li> <li>Children will play and make up small-sided and modified competitive striking/fielding games. To implement skills and tactics to form an</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>Understand and be able to apply rules of the game</li> <li>Begin to develop ability to evaluate strengths and weaknesses of own and other performances</li> <li>Begin to develop understanding of how skills/techniques/tactics are successful and could be improved.</li> </ul> <p><b><u>Volleyball</u></b></p> <ul style="list-style-type: none"> <li>To Introduce the game of Volleyball.</li> <li>To play a Volleyball related game in a group.</li> <li>To learn the Dig</li> <li>To introduce the serve</li> <li>To play a game of volleyball over a badminton net.</li> </ul> | <ul style="list-style-type: none"> <li>Understand and be able to apply rules of the game</li> <li>Begin to develop ability to evaluate strengths and weaknesses of own and other performances</li> <li>Begin to develop understanding of how skills/techniques/tactics are successful and could be improved.</li> </ul> <p><b><u>Swimming</u></b></p> <ul style="list-style-type: none"> <li>To continue to develop technique when swimming front crawl, back crawl, breaststroke and butterfly.</li> <li>To further develop the ability to dive and produce an effective start in the water.</li> </ul> | <ul style="list-style-type: none"> <li>Children will focus on how to use basic principles of attack and defence to plan strategies and tactics for hockey.</li> <li>Children will work on improving the quality of their skills with the intention of outwitting opposition.</li> <li>In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition</li> </ul> <p><b><u>Health Related Fitness</u></b></p> <p>Children take part in a series of fitness tests:</p> <ul style="list-style-type: none"> <li>The Cooper 12 minute run</li> <li>Test of Power</li> <li>Test of coordination</li> <li>The Bleep Test</li> <li>Test of Skill</li> <li>Test of Agility</li> </ul> | <p>principles of attack and defence to plan strategies and tactics for hockey.</p> <ul style="list-style-type: none"> <li>Children will work on improving the quality of their skills with the intention of outwitting opposition.</li> </ul> <p>In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.</p> <p><b><u>Swimming</u></b></p> <ul style="list-style-type: none"> <li>To continue to develop technique when swimming front crawl, back crawl, breaststroke and butterfly.</li> <li>To further develop the ability to dive and produce an effective start in the water.</li> </ul> | <p>an attacking and defending principle.</p> <ul style="list-style-type: none"> <li>To develop an attitude of fair play, sportsmanship and enjoyment.</li> </ul> <p><b><u>Rounders</u></b></p> <ul style="list-style-type: none"> <li>To consolidate and further develop throwing and catching skills.</li> <li>To effectively field the ball from at least one fielding position.</li> <li>To be able to hit consistently from a range of bowls</li> <li>To understand the rules of the game.</li> <li>To work effectively in a game situation</li> </ul> | <p>attacking and defending principle.</p> <ul style="list-style-type: none"> <li>To develop an attitude of fair play, sportsmanship and enjoyment.</li> </ul> <p><b><u>Rounders</u></b></p> <ul style="list-style-type: none"> <li>To consolidate and further develop throwing and catching skills.</li> <li>To effectively field the ball from at least one fielding position.</li> <li>To be able to hit consistently from a range of bowls</li> <li>To understand the rules of the game.</li> <li>To work effectively in a game situation</li> </ul> <p><b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>Children will develop their ability to throw, using a range of objects, over increasing height and distance and with greater accuracy.</li> <li>Children will accurately replicate challenges and competitions that require precision, speed and stamina.</li> <li>In all athletic activity, Children will engage in performing skills, measuring and recording their own performance over a period of time.</li> <li>To be able to follow safety procedures and handle equipment.</li> </ul> |
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|                  |   |   |   |  | <b><u>Swimming</u></b> <ul style="list-style-type: none"> <li>To work towards achieving the next stage of the Rookie Lifeguard Award.</li> </ul> |
| <b>PSHEE</b>     | <ul style="list-style-type: none"> <li>Setting targets – to reflect on and celebrate their own achievements, identify their strengths and areas for improvement, set high aspirations and goals (i)</li> <li>Growing independence – to recognise that their increasing independence brings increased responsibility to keep themselves and others safe (i) Rights and responsibilities: Freedom – <b>(Go Givers)</b></li> <li>New skills – enterprise – the skills that makes someone enterprising (i) <b>(Go Givers)</b></li> <li>Respecting others (v)</li> <li>Saving for the future – the role money plays in their own lives and others' lives, including how to manage their own money and about being a critical consumer (I &amp; iii) <b>(Go Givers)</b></li> <li>Personal safety including cycling proficiency course (I &amp; iii)</li> <li>Copying with pressure (i) Copying with worries and stress. <b>(Go Givers)</b></li> </ul> | <ul style="list-style-type: none"> <li>Telling the truth (i)</li> <li>Consequences of actions, sharing responsibilities – teamwork – working collaboratively towards shared goals (iii)</li> <li>Preparing for new change, new responsibilities (I &amp; iii) Changes through puberty. Changes as you go into Secondary school <b>(Go Givers)</b></li> <li>Mental health, drugs, reducing infection. What positively and negatively affects their physical, mental and emotional health (including the media) (i)</li> <li>Interpreting right and wrong, why laws are needed – why different rules are needed in different situations. How to take part in making and changing rules (ii) Democracy <b>(Go Givers)</b></li> <li>Individual and common rights (ii &amp; vi) Look at societies <b>(Go Givers)</b></li> <li>Anti-social behaviour – to realise the consequences of anti-social and aggressive behaviours such as discrimination of others (ii) <b>(Go Givers)</b></li> </ul> | <ul style="list-style-type: none"> <li>Different kinds of love (i)</li> <li>Choices (I &amp; iii)</li> <li>Pressure groups, making a difference (iii)</li> <li>Keeping good friends (i)</li> <li>Resolving differences (i &amp; iii)</li> <li>Bullying – homophobic bullying and cyber bullying (I, ii &amp; iii)</li> <li>Celebrating variety and diversity – to recognise and challenge stereotypes (v &amp; vi)</li> </ul> |  |  |
| <b>Languages</b> | <u><b>Spanish</b></u> <ul style="list-style-type: none"> <li>Revision of greetings and introductions</li> <li>Leading and serving at the Tapas Bar on the European Day of Languages</li> <li>Revision of the sounds of Spanish</li> <li>Revision of definite and indefinite article</li> <li>Numbers beyond 20</li> <li>Colours</li> <li>Parts of the head and face</li> <li>More verbs in the first person</li> <li>How are you?</li> <li>I am...</li> <li>Christmas</li> </ul>  | <u><b>Spanish</b></u> <ul style="list-style-type: none"> <li>Parts of the body</li> <li>Using adjectives of colour</li> <li>I have/He has</li> <li>The verb "estar" in the present tense</li> <li>Expressing feelings</li> <li>Independent or paired research on a chosen area of the culture of Spain. Designing and creating a PowerPoint and presenting it to peers/</li> </ul>  | <u><b>Spanish</b></u> <ul style="list-style-type: none"> <li>Laying the table</li> <li>Directions</li> <li>Food chains</li> <li>Residential Trip to Spain for immersion in Spanish language and culture</li> <li>Food</li> <li>I like/I adore/I do not like</li> </ul>  |  |  |
| <b>RE</b>        | <b>Introduction to RE</b> <ul style="list-style-type: none"> <li>What is Religious Education as a Discipline?</li> <li>How can we agree and disagree amicably about something so important?</li> <li>How should we handle discussions in RE in sensitive ways? Are there important rules we should follow?</li> </ul>   | <b>The Story of Joseph:</b> <ul style="list-style-type: none"> <li>Overview of the story.</li> <li>What can we learn about jealousy? Are there positive ways to deal with it?</li> </ul>  | <b>Philosophy:</b> <ul style="list-style-type: none"> <li>Introduction to the big questions.</li> <li>Utilitarianism / Virtue Ethics. How do we make decisions? Are there big overriding systems we use or do we do things on a case by case basis? Deontology</li> </ul>   |  |  |

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|  | <ul style="list-style-type: none"> <li>Original Languages / Cultures of Christianity, Islam and Judaism</li> </ul> <p><b>Christmas / Using Holy Texts</b></p> <ul style="list-style-type: none"> <li>Introduction to Matthew and Luke's Gospel. Why were they written?</li> <li>Comparison of the birth accounts between the two Gospels</li> <li>What do the differences and similarities tell us about the two authors?</li> <li>Building a timeline / synthesis version.</li> </ul> | <ul style="list-style-type: none"> <li>Joseph's faithfulness to God and to his friends: what can we learn from this? Are their similarities even for those who have no faith?</li> <li>The 'Mrs Potiphar Incident': How should we treat others in our relationships? Should our values impact our relationships?</li> </ul> | <ul style="list-style-type: none"> <li>Theories of knowledge: Ontology, can we really know anything? Do we actually rest on faith even on the things we are certain about?</li> <li>Evidence for the existence of God—the problem of evil.</li> </ul> |
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