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| YEAR 6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Key Question/  statement | We Are Champions! | Mayan have some chocolate? | Danger! Low Voltage | Light up your World | The Great American Road Trip | Micro-organisms – toxic or nutritious? |
| Quality Texts | You are a Champion  Titanium (visual)  Holes | Holes  Elf | Northern Lights | Good night Mr Tom | Way of the Wolf – Bear Grylls  (Alaskan Mountains) | Shakespeare  Richard III |
| Enhancement opportunities | American enrichment day, diversity across America. | Making our own Mayan food.  Cadburys world | Building habitats for animals to improve our school grounds. | Making food using rationing. |  | Re-enactment one of the Shakespeare plays – Video to send to parents. |
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| English | Genre:  Informal letter writing  Diary entry  Instructions  Formal letter  Flashback  Non-Chronological report | Genre:  Persuasive advert  Setting description  Newspaper articles  Book review | Genre:  Persuasive letter  Advert and persuade  Descriptions of different characters  Story writing | Genre:  Diary entry  Letter writing  Non-chronological report  Story writing | Genre:  Balanced argument/Bias argument  Formal writing  Biography of Hidden figures or other influential scientists | Genre:  Play scripts  Poetry  Historical information text  Character description |
| Maths  Taken from PH mat long term overview. | Number and place value  Addition and subtraction  Properties of shape  Multiplication and division  Addition, subtraction and multiplication word problems  Measurement – length, mass and volume. | Multiplication and Division  (mental and written division)  Fraction  Percentages  Ratio and Proportion  Statistics (pie charts and line graphs)  Measurement  Geometry: Properties of Shapes (angles)  Geometry: Properties of Shapes | Number and place value (place value)  Algebra  Addition, Subtraction, Multiplication and Division  Algebra  Fractions  Geometry: Position and Direction  (co-ordinates, translation and reflection)  Measurement  Geometry: Properties of Shape | Number and place value  (place value)  Measurement  (area)  Measurement  (volume)  Fractions (multiplying and dividing fractions)  Algebra  Ratio and Proportion | SATs revision | SATs revision and prep for Y7. |
| Science | **Body pump** – heart and circulatory system  **Body health** – links to diet changing.  How to be healthy during the war?  **Biology**  **Famous Scientist -** | **Nature library** - grouping living things and micro-organisms.  **Biology**  **Famous scientist – Edward Jenner.** | **Danger! Low Voltage** -  The children learn to use the recognised electrical symbols to record circuits, particularly as the circuits become more complex.  **Physics**  **Famous Scientist – Tim Peake** | **Light up your world** –  how light enables us to see by reflecting from objects and how different objects reflect different amounts of light and shadows  **Physics**  **Famous Scientists -** | **Everything changes** – **survival of the fittest** – evolution links  **Biology**  **Famous Scientist – Charles Darwin.** | **Our changing world**  build on and apply their knowledge of living things and how they are adapted to particular environments  **Biology**  **Famous Scientist -** |
| History |  | Mayans | Settlements | Links to Geography unit and WWII. |  | Time of Shakespeare – Tudor Britain.  Richard III – Hero or murderer? |
| Geography | Great American road trip – Mountains and river topic. | The World  (Time zones, latitude, longitude...) |  | European Study linked to WW2.  Evacuation of British Children.  Kinder transport  Moving of people to camps??  Propaganda  No single source  Geography – Built up v countryside why did the children move?  Diversity in the countryside  Rapid change | American Mountains and Rivers |  |
| Art | **Painting**  Sketching lightly before painting to combine line and colour.  Create e a colour palette based upon colours observed in the natural and built world. |  |  | **Drawing**  Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). |  | **Printing**  Building up a night scene with night sky, fires and bombs. |
| DT |  | **To design, make, evaluate and improve**  Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). | **Food technology**  Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms)  Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.  Demonstrate a range of baking and cooking techniques.  Create and refine recipe, including ingredients, methods, cooking times and temperatures. |  | **Computing**  Write a code to control and monitor models or products. |  |
| IT – Taken from Purple Mash | Coding – 6 Weeks | Online safety 3  Weeks  Spreadsheets – 5 weeks | Blogging – 4 weeks | Text adventures – 5 weeks | Networks – 3 weeks | Quizzing – 6 weeks |
| Music  Stand alone | World Unite | Journeys | Growth | Roots | Class awards | Moving on |
| French | Salut | A L’école | La nourriture | En ville | En vacances | Majourneé |
| RE | Commitment | Words of wisdom | Taking part | Belief in action | The importance of hope | Justice - rich or poor |
| PSHE | Me and my school | Me and my relationships | Me and my Safety | Happy and healthy me | Me and other people | Me in the world |
| PE Theme | Team Games. | Dance – Composition. | Outdoor Adventurous Activities.  (Residential/Laches Wood) | Gymnastics- Composition. | Sportsmanship. | Athletics – Throwing Events. |
| PE Skills | Choose the most appropriate tactics for a game. (KS2 2)    Work both individually and as part of a team. (KS2 2,4)    Work alone, or with team-mates in order to gain points or possession. (KS2 2,4)    Quickly assess changing conditions and adapt plans to ensure safety comes first. (KS2 5) | Express an idea in original and imaginative ways. (KS2 4)    Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. (KS2 4 | Select appropriate equipment for outdoor and adventurous activity. (KS2 5)    Work both individually and as part of a team. (KS2 5)    Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. (KS2 5)    Use a range of devices in order to orientate themselves. (KS2 5) | Include in a sequence set pieces, choosing the most appropriate linking elements. (KS2 3)    Vary speed, direction, level and body rotation during floor performances. (KS2 3)    Create complex and well-executed sequences that include a full range of movements including:  Travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting gestures, linking skills. (KS2 3) | Embrace both leadership and team roles and gain the commitment and respect of a team. (KS2, 1)    Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. (KS2 6)    Remain positive even in the most challenging circumstances, rallying others if need be. (KS2 6)    Uphold the spirit of fair play and respect in all competitive situations. (KS2 6)    Lead others when called upon and act as a good role model within a team. (KS2 2) | Throw accurately and refine performance by analysing technique and body shape. (KS2 1)    Show control in take-off and landings when jumping. (KS2 3)    Compete with others and keep track of personal best performances, setting targets for improvement. (KS2 6) |
| Opportunities for outdoor learning |  |  |  |  |  |  |

