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| YEAR 6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Key Question/  statement | The Great American Road Trip | Mayan have some chocolate? | William Shakespeare | Around the World in 80 days | World War II | Micro-organisms – toxic or nutritious? |
| Quality Texts | Holes | The Explorer Katherine Rundall (Literacy Shed)  A Christmas Carol | Richard III  Hamlet  The Highwayman | Northern Lights | Letters from the Lighthouse  Goodnight Mr Tom  Once  Anne Frank extracts  Alan Turing companion text  Hitler’s Canary  When Hitler Stole Pink Rabbit  Blackout (Literacy Shed) | Kensuke’s Kingdom |
| Enhancement opportunities | Fieldwork – geography  Rivers in Tamworth | Chocolate Sale  Cadbury’s World | Laches Woods  Bosworth Battlefield – outreach options  Shakespeare Library |  | Shugborough |  |
|  |  |  |  |  |  |  |
| English | **Holes:**  Explanation text  Narrative retold by a new perspective  Diary Entry  **One School One Book – Look Up:**  **TBC** | **The Explorer:**  Fictional Biography (LS)  Setting Description  Narrative openers  **A Christmas Carol:**  Free verse | **Richard III:**  Explanation Text  **The Highwayman**  **Hamlet:**  Discussion Text (LS) who is most responsible for the tragedy  Narrative mystery  News Report  lambic pentamer | **Northern Lights:**  Discussion Text  Narrative with a dilemma  Persuasive letter | **World War II (Text TBC)**  Explanation text  Narrative set in a historical context  Ottava Rima | **Kensuke’s Kingdom:**  Travel Review  Recount  Narrative adventure. |
| Maths  Taken from PH mat long term overview. | Number and Place value  Addition and subtraction (mental and written)  Multiplication and division (factors and multiples)  Multiplication and division (written and mental calculations)  Fractions  Percentages  Ratio and proportion  Geometry (properties of shapes 2D and 3D) | Number and place value  Measurement (time, length, mass and volume)  Statistics (pie charts and line charts)  Geometry (properties of shapes (angles)  Geometry (properties of 2D shapes)  Addition, subtraction, multiplication and division (word problems) | Number and place value  Algebra  Addition, subtraction, multiplication and division  Algebra  Fractions  Geometry (position and direction  Measurements  Geometry (properties of shapes)  Number and place value | Measurement  (area)  Measurement  (volume)  Fractions (multiplying and dividing fractions)  Algebra  Ratio and Proportion  Number and place value  (place value) | **Year 6 Consolidation** | **Year 6 Consolidation** |
| Science | **Body pump** – heart and circulatory system  **Body health** – links to diet changing.  How to be healthy during the war?  **Biology**  **Famous Scientist -** | **Everything changes** – **survival of the fittest** – evolution links  **Biology**  **Famous Scientist – Charles Darwin.** | **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** | **Our changing world**  build on and apply their knowledge of living things and how they are adapted to particular environments  **Biology**  **Famous Scientist -** | **Nature library** - grouping living things and micro-organisms.  **Biology**  **Famous scientist – Edward Jenner.** | **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 -** |
| History Topic  Add skills from skills grid |  | The Mayans | Tudor Britain |  | World War II |  |
| History Skills |  | **Chocolate Tree**  **To investigate and interpret the past:**  • Understand that no single source of evidence gives the full answer to questions about the past.  • Refine lines of enquiry as appropriate.  • Use sources of evidence to deduce information about the past.  • Select suitable sources of evidence, giving reasons for choices.  • Use sources of information to form testable hypotheses about the past.  • Seek out and analyse a wide range of evidence in order to justify claims about the past.  **To build an overview of world history:**  • Compare some of the times studied with those of the other areas of interest around the world.  • Describe the social, ethnic, cultural or religious diversity of past society.  **To communicate historically:** | **Richard III – Hero or murderer?**  **To investigate and interpret the past:**  • Use sources of evidence to deduce information about the past.  • Select suitable sources of evidence, giving reasons for choices.  • Use sources of information to form testable hypotheses about the past.  • Seek out and analyse a wide range of evidence in order to justify claims about the past.  **To build an overview of world history:**  • Identify continuity and change in the history of the locality of the school.  • Compare some of the times studied with those of the other areas of interest around the world.  • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.  **To communicate historically:**  • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).  • Identify periods of rapid change in history and contrast them with times of relatively little change.  • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.  • Use dates and terms accurately in describing events.  • Use appropriate historical vocabulary to communicate, including:  • dates  • time period  • era  • chronology  • continuity  • change  • century  • decade  • legacy. |  | **Evacuation of British Children.**  **Kinder transport.**  **Propaganda**  **To investigate and interpret the past:**  • Use sources of evidence to deduce information about the past.  • Select suitable sources of evidence, giving reasons for choices.  • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.  • Understand that no single source of evidence gives the full answer to questions about the past.  • Refine lines of enquiry as appropriate.  **To build an overview of world history:**  • Give a broad overview of life in Britain from medieval until the Victorian times.  • Describe the social, ethnic, cultural or religious diversity of past society.  • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.  **To communicate historically:**  • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).  • Identify periods of rapid change in history and contrast them with times of relatively little change.  • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.  • Use dates and terms accurately in describing events.  • Use appropriate historical vocabulary to communicate, including:  • dates  • time period  • era  • chronology  • continuity  • change  • century  • decade  • legacy. |  |
| Geography  Add skills from skills grid | Mountains and River topic.  **Great American road trip** |  |  | Time Zones |  | European Study linked to WW2. **Germany** |
| Geography Skills | **To investigate places:**  Collect and analyse statistics and other information in order to draw clear conclusions about locations.  • Identify and describe how the physical features affect the human activity within a location.  • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.  • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.  • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London’s Tube map).  • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.  **To investigate patterns:**  • Describe how locations around the world are changing and explain some of the reasons for change.  **To communicate geographically:**  • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. |  |  | **To investigate places:**  • Name and locate the countries of North and South America and identify their main physical and human characteristics.  **To investigate patterns:**  • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).  **To communicate geographically:**  Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.  • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).  • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. |  | **To investigate places:**  Identify and describe how the physical features affect the human activity within a location.  **To investigate patterns:**  • Understand some of the reasons for geographical similarities and differences between countries.  • Describe how locations around the world are changing and explain some of the reasons for change.  • Describe geographical diversity across the world.  • Describe how countries and geographical regions are interconnected and interdependent.  **To communicate geographically:**  • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. |
| 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. |  |  | **Printing** | **Drawing**  Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). |  |
| DT |  | **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. | **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). |  | **Computing**  Write a code to control and monitor models or products. |  |
| IT – Taken from Purple Mash | Coding – 6 Weeks | Online safety 2  Weeks  Spreadsheets – 5 weeks | Blogging – 4 weeks | Text adventures – 5 weeks | Networks – 3 weeks | Quizzing – 6 weeks |
| Music | World Unite | Journeys | Growth | Roots | Class awards | Moving on |
| French | Le Weekend | Le Vetements | Ma Journee | Les Transport | Le Sport | On Va Faire la fete |
| 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 Safety | Me and my relationships | Happy and healthy me | Me and other people | Me in the world |
| PE Theme | Dance | Health Related Fitness | Gymnastics – Counter Balancing | Badminton | Athletics | Tag Rugby |
| PE Skills |  |  |  |  |  |  |
| Opportunities for outdoor learning |  |  | Outdoor Adventurous Activities.  (Residential/Laches Wood) |  |  |  |

