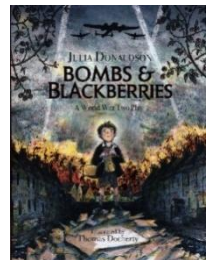
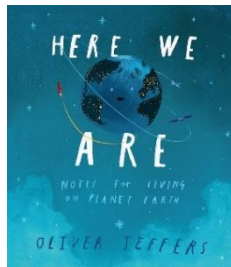
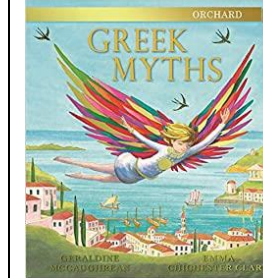
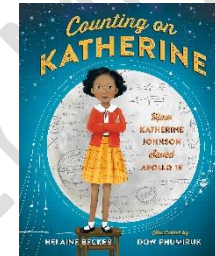
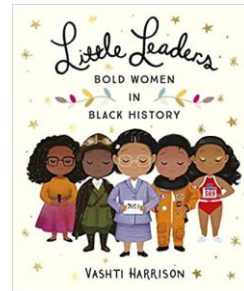
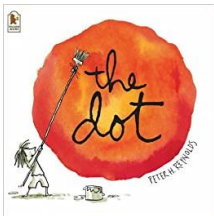
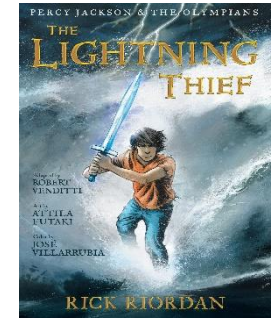
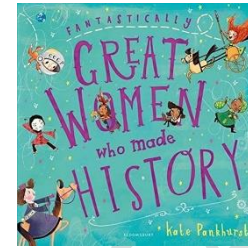
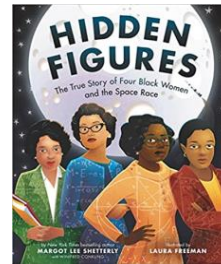
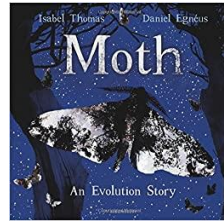
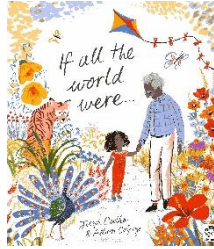


YEAR 6	Autumn	Spring	Summer
<p>English: texts to inspire writing</p>	 <p>High Rise Mystery</p> <ul style="list-style-type: none"> • Police report • Newspaper article 	<p>The Lost Happy Ending</p> <ul style="list-style-type: none"> • Setting description • Newspaper article 	<p>Francis</p> <ul style="list-style-type: none"> • Suspense writing 
	<p>Old Possum's Book of Practical Cats</p> <ul style="list-style-type: none"> • Character description • Wanted poster • Explanation text • Biography 	<p>Hidden Figures</p> <ul style="list-style-type: none"> • Non-chronological report • Balanced argument • Biography 	<p>The lightning Thief</p> <ul style="list-style-type: none"> • Setting description • Non-chronological report 
	<p>Letters from a Lighthouse</p> <ul style="list-style-type: none"> • Character description • Diary entry • Setting description 	<p>Ali Baba and the Forty Thieves</p> <ul style="list-style-type: none"> • Narrative • Recount 	
	 <p>My Secret War Diary</p> <ul style="list-style-type: none"> • Informal writing (scrapbook)  <p>A Christmas Carol</p> <ul style="list-style-type: none"> • Persuasive letter • Biography 	<p>Can You See Me?</p> <ul style="list-style-type: none"> • Diary entry  <p>Roger McGough</p> 	<p>Transition Work</p>

Guided reading



Lyrics – ‘Topic Specific’ , ‘Self-Love’ and ‘Thinking of Others’

Non-Fiction – Famous women through History

Picture Books – Famous women through History

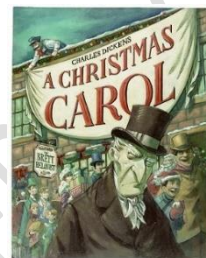
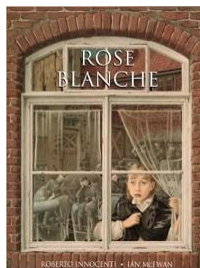
Poetry – Inspired by the Suffrage Movement & resilience

Lyrics – ‘Film & TV’

Non-Fiction – The Ancient Greeks

Picture Books – Animals including Humans

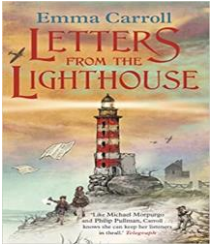
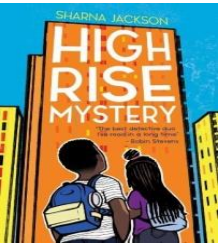
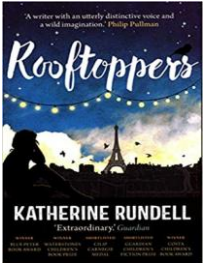
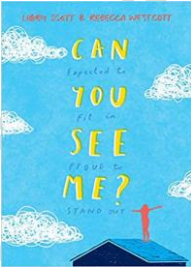
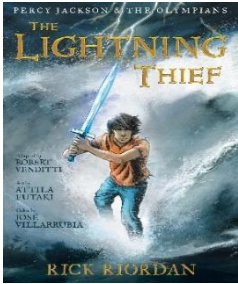
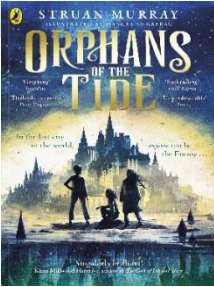
Fiction – The Lightning Thief



Lyrics – ‘Life & Death’ , ‘friendship’ and ‘musicals’

Non-Fiction – Electricity

Picture Books – World War Two

	Fiction – Charles Dickens		
<p>Reading for pleasure</p>	<p>Letters from a Lighthouse – Emma Carroll</p>  <p>High Rise Mystery – Sharna Jackson</p> 	<p>Rooftoppers - Katherine Rundell</p>  <p>Can you see me? - Libby Scott</p> 	<p>The Lightning Thief - Rick Riordan</p>  <p>Orphans of the Tide - Struan Murray</p> 
<p>Spelling</p>	<ul style="list-style-type: none"> • Words ending ‘-able/ably’, ‘-ible/ibly’ • Revise words with the /i:/ sound spelt ‘ei’ after ‘c’. • Adding suffixes beginning with vowel letters to words ending in ‘-fer’. • Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (<i>precious, ambitious</i>) • Homophones • Proofreading in smaller chunks – sentences and paragraphs. • Learn words from the Years 5 and 6 word list. 	<ul style="list-style-type: none"> • Revisit words containing the letter string ‘-ough’ • Generating words from prefixes and suffixes • The /jəl/ sound, words ending ‘tial’ and ‘cial’ (<i>official, special, artificial, partial, confidential, essential</i>) • Homophones • Proofreading someone else’s writing. • Learn words from the Years 5 and 6 word list. 	<ul style="list-style-type: none"> • Revise words with rare GPCs from the Years 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>) • Words ending in ‘-ant’, ‘-ance’/‘-ancy’, ‘-ent’, ‘-ence’/‘-ency’ • Homophones and near homophones • Embedding proofreading strategies when reviewing own writing independently. • Learn words from the Years 5 and 6 word list.

Science

Evolution & Inheritance

- 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.

Electricity

- 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.

Light

- recognise that light appears to travel in straight lines
- 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
- 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
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Living Things

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

Animals Including Humans

- 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.

<h2>Geography</h2>	<h3>World in Danger</h3> <ul style="list-style-type: none"> • To explain what volcanoes, hurricanes and earthquakes are. • To identify why some countries have more extreme weather than others. • To understand what is happening to the British coastline • To balance opinions for and against 'climate change' being a real geographical change • To discuss the factors affecting reaction times to natural disasters • To understand how I can help the effort to reduce global warming • To attempt to predict what may happen to the world around us in the future. 		<h3>Globalisation</h3> <ul style="list-style-type: none"> • To research global companies, who owns them and where they are based. • To describe what Globalisation is. • To explain how the development of technology has aided Globalisation. • To justify whether globalisation has had a positive or negative impact on the local environment. • To explain how fashion is affected by Globalisation. • To justify whether Globalisation affects the gap between rich and poor.
<h2>History</h2>	<h3>Crime and Punishment</h3> <ul style="list-style-type: none"> • To describe the Roman Legacy and how it affected law and order in the UK. • To discuss how Viking and Anglo-Saxon law systems differed. • To explain why I think medieval (Tudor) punishments are sometimes described as gruesome or unfair. • To describe how the Victorian era changed Crime and Punishment in the UK. • To discuss how our legal system is influenced by the past and why it has changed over time. • To debate which modern day issues might cause change in legal systems around the world (including the UK). 	<h3>Herstory</h3> <ul style="list-style-type: none"> • To summarise the suffragette movement in a timeline. • To discuss different perspectives about the Suffragette movement (forming an opinion). • To show empathy for Rosa Parks actions in role play. • To show an understanding of how one person's actions can start a revolution. • To use historical sources to improve my understanding of a period of time. • To show understanding of why some bias affects the reliability of resources. 	<h3>Ancient Greeks</h3> <ul style="list-style-type: none"> • To summarise how Ancient Greece has impacted upon Modern Britain. • To develop a Greek God/Goddess based on my understanding of Greek Religion. • To show an understanding of the purpose of Greek Myths and Legends. • use primary sources to understand events from Ancient Greece. • To develop a chronologically secure knowledge and understanding of Ancient Greece. • To orally retell an iconic event using historical terminology. • To research how the legacy of Ancient Greek culture is evident in today's society.

PE	Football Basketball Dance	TAG Rugby Netball Gymnastics	Athletics Cricket Rounders
	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. • Perform dances using a range of movement patterns. • Take part in outdoor and adventurous activity challenges both individually and within a team. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
RE	What do religions say to us when life gets hard? <ul style="list-style-type: none"> • Raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life. • Express ideas about how and why religion can help believers when times are hard, giving examples. • Outline Christian, Hindu and non-religious beliefs about life and death. • Explain what difference belief in judgement/ heaven/ karma/ reincarnation might make to how someone lives. • Explain some reason why Christians and Humanists have different ideas about afterlife. • Explain some similarities and differences 	What does it mean to be a Muslim in Britain today? <ul style="list-style-type: none"> • Describe the 5 pillars of Islam and give examples of how these affect the everyday lives of Muslims. • Comment thoughtfully on the value and purpose of religious practices and rituals. • Make connections between Muslim practice of the 5 pillars and their beliefs about God and the Prophet Mohammed. • Make connections between the key functions of the mosque and the beliefs of Muslims. 	Is it better to express your religion In Arts and Architecture or in Charity and generosity? <ul style="list-style-type: none"> • Describe and make connections between examples of religious creativity. • Show an understanding of the value of sacred building and art. • Apply ideas about values and from sculptures to the title question. • Examine the title question from different perspectives, including their own. • Outline how and why some humanists criticise spending on religious buildings and art. • Suggest reasons why some believers see generosity and charity as more important

	<p>between beliefs about life after death.</p>		<p>than buildings and art.</p> <p>What matters most to Christians and to Humanists?</p> <ul style="list-style-type: none"> • Apply ideas about what really matters in life for themselves. • Describe some humanist values simply. • Express their own ideas about some big moral concepts, such as fairness or honesty. • Suggest ideas about why humans can be both good and bad, making links with humanist and Christian ideas. • Give examples of similarities and differences between Christian and humanist values. • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.
<p>Computing</p>	<p>We are APP planners</p> <ul style="list-style-type: none"> • develop an awareness of the capabilities of smartphones and tablets • understand geolocation, including GPS • identify interesting, solvable problems • evaluate competing products • pitch a proposal for a smartphone or tablet app. <p>We are Project Managers</p> <ul style="list-style-type: none"> • scope a project to identify different components that must be successfully 	<p>We are Market Researchers</p> <ul style="list-style-type: none"> • create a set of good survey questions • analyse the data obtained from a survey • work collaboratively to plan questions • conduct an interview or focus group • analyse and interpret the information obtained from interviews or a focus group • present their research findings. <p>We are Interface Designers</p> <ul style="list-style-type: none"> • work collaboratively to design the app's 	<p>We are APP Developers</p> <ul style="list-style-type: none"> • become familiar with another programming toolkit or development platform • import existing media assets to their project • write down the algorithms for their app • program, debug and refine the code for their app • thoroughly test and evaluate their app.

	<p>combined</p> <ul style="list-style-type: none"> • identify their existing talents and plan how they can develop further knowledge and skills • identify the component tasks of a project and develop a timeline to track progress • identify the resources they'll need to accomplish a project • use web-based research skills to source tools, content and other resources • consider strategies to ensure the quality of a collaborative project. 	<p>interface</p> <ul style="list-style-type: none"> • use wire framing tools to create a design prototype of their app • develop or source the individual interface components (media assets) they will use • address accessibility and inclusion issues • document their design decisions and the process they've followed. 	
ART	<p style="text-align: center;">Fashion Design</p> <ul style="list-style-type: none"> • Proportion • Texture • Shapes 	<p style="text-align: center;">Lowry</p> <ul style="list-style-type: none"> • Silhouettes - charcoal/ pastel • Composition • Arranging multiple figures • Perspective 	<p style="text-align: center;">Wonders of the World</p> <ul style="list-style-type: none"> • Choose appropriate media to make copies • discussion of relevant architects
DT	<p style="text-align: center;">Hydra Eyes</p> <ul style="list-style-type: none"> • Use tools to carve, model and decorate clay. Slip joining techniques. 	<p style="text-align: center;">Fairground Rides</p> <ul style="list-style-type: none"> • Use electrical systems to create movement. Use axels, construct with wood, saw, strengthen, join, decorate, refine. 	<p style="text-align: center;">Enterprise</p> <ul style="list-style-type: none"> • Design and develop own ideas for enterprise. Work collaboratively, manage finances, design publicity information. Pitch idea to audience. Evaluate. <p style="text-align: center;">Cooking - Making Burgers</p> <ul style="list-style-type: none"> • Food preparation using local produce, sustainability, seasonality, food hygiene, meat-free option.

PSHE

Beginning and Belonging

- be able to collaborate with other children to develop strategies and approaches to make the classroom a safe and happy place to learn.
- know the names of everyone in their class and be able to build new relationships.
- know how it feels to be in a new situation in different contexts, and have strategies for managing those emotions.
- be able to identify a range of people in their Support Networks, and know how to access help and support.
- have ideas for making new people feel welcome and be able to offer support to others who need help.

My Emotions

- be able to recognise and describe feelings in themselves and others, including mixed emotions and moods.
- be able to communicate effectively how they are feeling, including reasons for that feeling.
- regularly use some strategies to manage their feelings, including calming and relaxing themselves.
- begin to develop strategies for understanding and responding sensitively to others' emotions.
- use some strategies to regain a more positive outlook if necessary.
- understand why and how they might become overwhelmed by strong emotions

Rights, Rules and Responsibilities

- be able to state some of the rights in the United Nations Convention on the Rights of the Child and explain why they are important.
- identify some of the links between rights, rules and responsibilities.
- be able to suggest useful ground rules and give examples of what following the rules looks like.
- understand how rights and responsibilities can sometimes conflict with each other and suggest ways of resolving this in different situations.
- know why rules and laws are needed in society and explain some reasons why people sometimes break them.
- understand the role of parliament, MPs, local councils and councillors and link this with school councils.
- be able to express their views on a moral or social question and listen to the views of others.

Safety Context

- be able to explain basic road safety rules, e.g. Green Cross Code.
- know some hazards associated with cycling and describe precautions they can take.
- understand that sunburn is bad for you and suggest ways to reduce the risk of sunburn.
- recognise that exposure to electricity

Financial Capability

- have a broad view of what money is, including history, trade and currencies.
- understand that occupations require different skills and allow for different earnings, the deductions from which support others in the community.
- know that the choices we make and the ideas we have about money change according to individual circumstances, values, beliefs and culture.
- understand how our choices can have an impact on the local and wider communities.
- understand that managing money is complex and may involve risk but there are people who can help.
- have a broad view of what we mean by poverty and know something of its links with trade and charities.
- understand that feelings around money can be complex, difficult and changeable.
- be able to manage money effectively in real life situations, making informed choices, tracking spending and keeping within a budget.

Managing Change

- be able to identify a range of situations which involve loss and change.
- recognise emotions associated with loss and change, and understand how these feelings can change.
- be able to identify what might help when experiencing difficult emotions.

	<p>and have some strategies to help themselves, including asking for help.</p> <ul style="list-style-type: none"> • be able to use a simple problem solving process and sometimes support others to do so too. • know what it feels and looks like to be assertive and understand some situations where being assertive might be important. <p style="text-align: center;">Anti-bullying</p> <ul style="list-style-type: none"> • Can I define bullying? • Do I understand why a person or group of people may feel the need to have power over another person or group of people? • Can I respond to bullying and seek support where necessary? • How can bullying affect people's behaviour and wellbeing? • How might people's responses to bullying improve or worsen a situation? • Can I identify ways of preventing bullying in school and the wider community? 	<p>can be dangerous and describe</p> <ul style="list-style-type: none"> • a range of risks in the home and how to avoid these. • know some of the reasons that trains can be dangerous and • describe how to behave safely around trains. • be able to describe rules for maintaining safety at school and • suggest ways in which the possibilities of accidents can be reduced. <p style="text-align: center;">Warning Zone trip</p>	<ul style="list-style-type: none"> • know how they can access support and how they can support other people. • be able to reflect on their own experiences of change and describe some ways they have affected them. • have developed strategies for coping with future changes, including transition to secondary school. <p style="text-align: center;">Sex & Relationships</p> <ul style="list-style-type: none"> • know and understand the appropriate use of the scientific names for the external and internal sexual parts of the body, and be able to explain basic functions. • understand the main changes that will happen at puberty, know some ways to manage them, and how it affects people differently. • have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others. • understand the importance of washing regularly and of maintaining other hygiene routines during puberty. • understand ways they can prevent the spread of common diseases, and have a rudimentary understanding of HIV.
<p>French</p>	<p style="text-align: center;">Adjectives Emotions and Feelings</p>	<p style="text-align: center;">Food</p>	<p style="text-align: center;">Dictionary Skills Comparison of France & England</p>

Music

Digital Music Project

- Develop listening skills
- Record own sounds
- Use Soundplant and Audacity to sample sounds and add effects
- Compose own digital music

Listening and Appraising 'Genre'

- Classical/choral/opera
- Jazz/pop/gospel/musical
- Different styles of music
- Own opinions
- Identify the elements of music

Steel Pans WCET

- Singing/ Acting/ Dancing/ Choreographing

Leavers' Concert
Singing songs about Ancient Greece

PROPERTY OF THISTLY MEADOW