| Year 6 | **Advent 1** | | **Advent 2** | | **Lent 1** | | **Lent 2** | | | **Pentecost 1** | | | **Pentecost 2** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **English**  Progress will be supported through our Spellings and Accelerated Reader programme. | **The Curse of the Maya,**  A fiction text by Johnny Pearce  **SPaG:** review Year 5 objectives such as adjectives (expanded noun phrase) and verbs including verb endings, correct tenses, adverbs and modal verbs.  **Composition:** diary entries; focusing on formal and informal language and grammar, cohesion, non-chronological report and a letter. | | **Journey to the River Sea**  A fiction text by Eva Ibbotson.  **SPaG:** speech, adverbials, punctuation for parenthesis, prepositions, subordinate clauses, adverbial phrases.  **Composition:** writing from different character perspectives, narratives: integrating dialogue to advance the action and convey character and describing settings, characters and atmosphere | | **The Adventures of Odysseus**  An adaptation from the oral retelling by Hugh Lupton.  **SPaG:** focusing on revision of all spelling, punctuation and grammar learnt in KS2. Formal and informal writing, tenses, relative clauses, adverbials of time, reported speech, adverbials for cohesion.  **Composition:** writing for purpose and audience, letter writing, poetry (figurative language), persuasive writing, newspaper report, narrative, balanced argument. | | **Macbeth**  A tragedy by William Shakespeare.  **SPaG:** subjunctive form, active/passive voice, playscript conventions, incorporating a range of punctuation, revisit speech, cohesion within balanced arguments  **Composition:** letter writing, balanced argument, narratives and play scripts; diary entry. | | | **Letters from the Lighthouse**  A fiction text by Emma Carroll.  **SPaG:** revisit and revise KS2 objectives. Writing effectively for a range of audiences and purposes independently. Direct/reported speech, complex sentences  **Composition:** narratives, comparative writing, writing from different character’s perspective, diary entry and information texts including leaflets/poster (propaganda) | | | **The Viewer**  A fiction text by Gary Crew.  **SPaG:** consolidation of key objectives throughout primary and developing the independent writer. Preparation for KS3 including developing spoken English through rehearsing and performance  **Composition:** newspaper reports, balanced arguments, narratives and poems | |
| **Maths** | Using White Rose Maths (WRM), we will continue to learn maths through a cumulative approach to the curriculum; once a topic is covered, it is revisited many times again in other contexts. We also make use of WRM’s Flashback 4 which has spaced repetition of key topics throughout and between years to best support our children with their rehearsal and retrieval of maths skills. Our approach will also continue to support the transition from manipulation of concrete objects to pictorial and mental representations, the development of mathematical language and the internalisation of strategies to operate mathematically.  **Place value  Addition, subtraction, multiplication and division  Fractions  Converting Units  Algebra Decimals  FDP  Ratio  Perimeter, area and volume  Statistics  Properties of ShapePosition and Direction**  **Revision (including Fractions, Percentages, Decimals and Arithmetic)  WRM Themed Projects, Consolidation and Problem Solving** | | | | | | | | | | | | | |
| Image result for times tables rockstars x1 to x12 | | Image result for times tables rockstars x1 to x12 | | Image result for times tables rockstars x1 to x12 | | Image result for times tables rockstars x1 to x12 | | | Image result for times tables rockstars x1 to x12 | | | Image result for times tables rockstars x1 to x12 | |
| **RE** | Domestic Church: Loving, God who never stops loving | | Baptism & Confirmation: Vocation and Commitment, the vocation of priesthood and religious life | | Local Church: Sources, the Bible, the special book for the church | | Lent & Easter: Death and New Life, celebrating Jesus’s death and resurrection | | Reconciliation & Anointing the Sick: Healing, sacrament of the sick | | | Universal Church: Common good, work of the worldwide Christian family | | |
|  | Judaism: Rosh Hashanah, Yom Kippur | | Advent/Christmas: Expectations, Jesus born to show God to the world | | Eucharist: Unity, Eucharist enabling people to live in communion | | Pentecost: Witness, the Holy Spirit enables people to become witnesses | | | Islam: Belonging and values | | |  |
| **Science** | **Animals Including Humans**  Pupils will be taught to:   * 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. | | **Living Things and Their Habitats**   * Pupils will 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 * Pupils will give reasons for classifying plants and animals based on specific characteristics. | | **Evolution and Inheritance**  Pupils will be taught to:   * 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. | | **Changing Materials**  Pupils will be taught to:   * know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution * to decide how mixtures might be separated, including through filtering, sieving and evaporating * use comparative and fair tests, to give uses of everyday materials, including metals, wood and plastic * demonstrate that dissolving, mixing and changes of state are reversible changes * explain that some changes result in the formation of new materials. | | | Electricity  Pupils will be taught to:   * 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. | | | Science Revision  By the end of year 6 pupils will:   * planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary * taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate * recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs * using test results to make predictions to set up further comparative and fair tests * reporting and presenting findings from enquiries, including conclusions, * identifying scientific evidence that has been used to support or refute ideas or arguments. | |
| **History and Geography** | ***Why should we remember the Maya?***  In this unit, the children will:   * Establish clear narratives within and across periods they study * Regularly address historically valid questions about similarity and difference and significance * Construct informed responses that involve thoughtful selection and organisation of relevant historical information * Understand how our knowledge of the past is constructed from a range of sources * Note connections, contrasts and trends over time * Develop the appropriate use of historical terms * Address and devise historically valid questions about change, cause and significance. | | ***What is life like in the Amazon?***  In this unit children will:   * Extend their knowledge and understanding beyond their local area to include South America * Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge * Locate the world’s countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities * Understand geographical similarities and differences through the study of human and physical geography of a region in South America * Describe and understand key aspects of physical and human geography * Use maps, atlases, globes and digital/ computing mapping to locate countries and describe features studied. | | ***What did the Greeks do for us?***  In this unit children will:   * Develop the use of historical terms * Address and devise historically valid questions * Understand how our knowledge of the past is constructed from a range of sources * Construct informed responses that involve thoughtful selection and organisation of relevant historical information * Continue to develop a chronologically secure knowledge and understanding of world history * Consistently answer and ask historically valid questions about similarity and difference. | | ***Are we damaging our world?***  In this unit children will:   * Describe and understand key aspects of the distribution of natural resources including energy, minerals and water * Use maps, atlases and globes to locate countries and describe features studied * Use the eight points of a compass, symbols and keys to build their knowledge of the UK and the wider world * Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | | | **D*id WWI or WWII have the biggest impact on our locality?***  In this unit children will:   * Develop a chronologically secure knowledge and understanding of British, local and world history * Address and devise historically valid questions about change, cause and significance Understand how our knowledge of the past is constructed from a range of sources Note connections, contrasts and trends * Construct informed responses that involve thoughtful selection and organisation of historical information * Develop the use of appropriate historical terms. | | | **H*ow will our world look in the future?***  In this unit children will:   * Describe and understand key aspects of: − physical geography − human geography * Learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the UK * Use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | |
| **Computing** | **Coding & Online Safety**  Understand how code can be used to create an adventure game.  To understand the importance of positive online behaviours and how to manage negative situations. | | **Spreadsheets**  To explore the functions of spreadsheets and use as a tool in planning a school charity day. | | **Blogging**  To understand how to write a positive blog and recognise the importance of commenting on other blogs. | | **Text Adventures**  **To use written plans to code a map-based adventure.** | | | **Networks**  **To gain an understanding of the creation of the internet and consider future possibilities.** | | | **Quizzing & Binary**  **To understand the benefit of quizzing in education and creating a quiz for parents.** | |
| **Languages**  French | Let’s Visit a French Town | | Let’s Go Shopping | |  | |  | | | This is France | | | All in a Day | |
| **Design Tech** |  | |  | | Digital World- Navigating the World Design and program a navigation tool to produce a multifunctional device for trekkers using CAD 3D modelling software. Pitch and explain. | |  | | |  | | |  | |
| **Art and Design** | Drawing – Making my voice heard  From the Ancient Maya to modern-day street art, children look at how artists convey a message | |  | |  | |  | | | Making memories: portrait, pencil sketching, paint, collage and texture | | |  | |
| **Music** |  | | Film music  Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film. | |  | | Songs of World War 2: Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts. | | |  | | | Year 6 production  Leaver’s Song | |
| **PE** | Net Games - Swimming | | Football – Swimming – Gym - Outdoor Adventurous Activities - Games | | Invasion Games - Gym | | Dance | | | Badminton | | | Athletics - Striking & Fielding - Games | |
| **PSHE** | **Being Me in My World**  Knowledge: Children’s universal rights; The lives of children in other parts of the world; That personal choices can affect others locally and globally  Skills:Know own wants and needs; Compare their life with the lives of those less fortunate; Demonstrate empathy and understanding towards others; Demonstrate attributes of a positive role-model | | **Celebrating difference**  Knowledge:That people can hold power over others - individually or in a group; That power can play a part in a bullying or conflict situation; Different perceptions of ‘being normal’ and where these might come from; That difference can be a source of celebration as well as conflict  Skills: Empathise with people who are different and be aware of my own feelings towards them; Identify feelings associated with being excluded; Be able to recognise when someone is exerting power negatively in a relationship; Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens | | **Dreams and Goals**  Knowledge: Their own learning strengths; What their classmates like and admire about them; A variety of problems that the world is facing; Some ways in which they could work with others to make the world a better place  Skills: Understand why it is important to stretch the boundaries of their current learning; Be able to give praise and compliments to other people when they recognise that person’s achievements; Empathise with people who are suffering or living in difficult situations | | **Healthy Me**  Knowledge: How to take responsibility for their own health; What it means to be emotionally well; How to make choices that benefit their own health and well-being; That some people can be exploited and made to do things that are against the law; Why some people join gangs and the risk that this can involve  Skills: Are motivated to care for their own physical and emotional health; Suggest strategies someone could use to avoid being pressured; Can use different strategies to manage stress and pressure | | | **Relationships**  Knowledge: That it is important to take care of their own mental health; Ways that they can take care of their own mental health; The stages of grief and that there are different types of loss that cause people to grieve  Skills: Recognise that people can get problems with their mental health and that it is nothing to be ashamed of; Can resist pressure to do something online that might hurt themselves or others; Can take responsibility for their own safety and well-being | | | **A Journey in Love/Changing Me**  Knowledge: That sexual intercourse can lead to conception; How a baby develops through pregnancy and how it is born; Being physically attracted to someone changes the nature of the relationship; The importance of self-esteem and what they can do to develop it; What they are looking forward to and what they are worried about when thinking about transition to secondary school  Skills: Understand that mutual respect is essential in a relationship and that they shouldn’t feel pressured into doing something that they don’t want to; Recognise ways they can develop their self-esteem; Use strategies to prepare themselves emotionally for the transition to secondary school | |
| ***Home Learning*** | Spellings (Friday to Wednesday) | Maths (Friday to Wednesday) | English (Friday to Wednesday) | Reading (20 minutes a day) | Times Tables (10 garage games a week) | | | | | | | | | | | | | |

SPAG

Revise SPAG- Autumn 1, Spring 1 and Summer 1

Composition

What are you teaching

Genre