



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------|---|---|---|--|--|--|
| English | <p>Pig Heart Boy (3 weeks) POR</p> <p>ADVOCATES FOR CHANGE</p> <p>Blood - ActiveLearn (3 weeks) PoR</p> | <p>Letters from the Lighthouse – Emma Carroll (4 weeks)</p> <p><i>A Christmas Carol</i> Charles Dickens (2 weeks)</p> | <p>Powerful Poetry - ActiveLearn (3 weeks)</p> <p>Tales of Terror Writing Narrative using suspense (3 weeks)</p> | <p>Novel by significant author Harry Miller's Run – David Almond POR (2 Weeks)</p> <p>Town Is by the Sea by Joanne Schwartz (2 weeks)</p> <p>Reading and SPAG revision (2 Week)</p> | <p>Reading and SPAG revision (3 Weeks)</p> <p>Floodland by Marcus Sedgewick Advocates for change 3 weeks</p> | <p>The Journey PoR Advocates for change</p> <p>JLV Transition Unit The Boy Who Made Everyone Laugh</p> |
| Year 6 SPAG focus | <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>Indicating degrees of possibility using modal verbs [for example, might, should, will, must]</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely]</p> <p>Using brackets, dashes or commas to indicate parenthesis</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Using commas to clarify meaning or avoid ambiguity in writing</p> | <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little]</p> <p>Word classes (subject and object)</p> <p>Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p> <p>Recognising subjunctive forms</p> | <p>Using a colon to introduce a list</p> <p>Use of semicolons within lists</p> <p>Punctuation of bullet points to list information</p> <p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]</p> <p>Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms</p> | <p>Using semi-colons to mark boundaries between independent clauses</p> <p>Using colons to mark boundaries between independent clauses</p> <p>Using dashes to mark boundaries between independent clauses</p> <p>Use of the semi-colon to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>Use of the colon to mark the boundary between independent clauses</p> <p>Use of the dash to mark the boundary between independent clauses</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p> | <p>Revision</p> <p>Cohesion Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> | <p>Consolidation (Key Stage 2) Coverage of all KS2 Grammar, Vocabulary and Punctuation objectives.</p> |
| Maths | <p>Calculating using knowledge of structures (addition, subtraction, multiplication and Division) Unit 1 – 6 weeks</p> <p>Multiples of 1,000 Unit 2 – 2 weeks</p> <p>Numbers up to 10,000,000</p> | | <p>Multiplication and division Unit 5 – 4 weeks</p> <p>Area, perimeter, position and direction Unit 6 – 2 weeks</p> <p>Fractions and percentages</p> | | <p>Statistics Unit 8 – 1 week (2)</p> <p>KS2 SATS Revision</p> <p>Ratio and proportion - 2 weeks Unit 9</p> | |

| | | | | | | |
|-----------|--|--|--|---|---|--|
| | Unit 3 – 4 weeks Draw, compose and decompose shapes Unit 4 – 2 weeks | | Unit 7 – 6 weeks | | Calculating using knowledge of structures (2) Unit 10 - 1 week Solving problems with two unknowns Unit 11 - 1 week Order of operations Unit 12 - 1 week Mean average Unit 13 - 1 week | |
| Science | Why do we have blood? (circulatory system and exercise) <ul style="list-style-type: none"> • Why do we have blood? • How does blood get around our body? • What happens when we exercise? • What are the effects of diet, drugs and lifestyle? (GG3 Advocates for Change) (GG14 and 15 Advocates for Change) | Why does this bulb get brighter? <ul style="list-style-type: none"> • How can we change the amount of energy flowing around a circuit? • Conductors and insulators. • What happens to energy as it flows around a circuit? (GG7 Advocates for Change) | Was Charles Darwin correct? (evolution and inheritance) <ul style="list-style-type: none"> • What are fossils? • What is inheritance? • How do living things adapt to the environment? • How do living things change? (GG13 Advocates for Change) Extinction | British Science week | Can I play with light? <ul style="list-style-type: none"> • Light travels in straight lines. • What happens when light hits an object? • How do shadows form? | What did Carl Linnaeus create? (living things and habitats) <ul style="list-style-type: none"> • How are living things classified? • What types of invertebrates are there? • Who is Mrs Gren? • Where can we find microbes? |
| Computing | How can we master our coding skills? To use the program design process, including flowcharts, to develop algorithms for more complex programs using and understanding of abstraction and decomposition to define the important aspects of the program. To code, test and debug from these designs. To use functions and tabs in 2Code to improve the quality of the code. To code user interactivity using input functions. (Unit 6.1 Coding) What does appropriate online behaviour look like? Identify benefits and risks of mobile devices broadcasting the location of the user/device. Identify secure sites by looking for privacy seals of approval. Identify the benefits and risks of giving personal information. To review the meaning of a digital footprint. To have a clear idea of appropriate online behaviour. | How can we put 2Calculate to practical use as a tool for computational modelling and problem solving in the 'real world'? To use a spreadsheet to investigate the probability of the results of throwing many dice. Using the formula wizard to add a formula to a cell to automatically make a calculation in that cell. To create graphs showing the data collected. To type in a formula for a cell to automatically make a calculation in that cell. Using a spreadsheet to create computational models and answer questions. (Unit 6.3 Spreadsheets) | Can we create a blog for our school website and add to it? To identify the purpose of writing a blog and its key features. To plan the theme and content for a blog and write the content. To consider the effect upon the audience of changing the visual properties of the blog. To understand the importance of regularly updating the content of a blog. To understand how to contribute to an existing blog. To understand how and why blog posts are approved by the teacher (Unit 6.4 Blogging) | Can we create an adventure story using 2Create a Story? To find out what a text adventure is. To plan a story adventure. To make a story-based adventure. To introduce map-based text adventures. To code a map-based text adventure. (Unit 6.5 Text Adventures) | What can we find out about the Internet? To learn about what the Internet consists of. To find out what a LAN and a WAN are. To find out how the Internet is accessed in school. To research and find out about the age of the Internet. To think about what the future might hold. (Unit 6.6 Networks) Who wants to be a quizmaster? To create a picture-based quiz for young children. To learn how to use the question types within 2Quiz. To explore the grammar quizzes. To make a quiz that requires the player to search a database. (Unit 6.7 Quizzing) | How are numbers used as the basis for representing all types of data in digital systems? To know what the terms binary and denary mean and how they relate to the number system, the digital system and the terms base-10 and base-2 To relate binary to the on and off states of electrical switches. To convert numbers from decimal to binary. To convert numbers from binary to decimal. To represent states of object in their own program using binary. (Unit 6.8 Binary) |

| | | | | | | |
|----------------------------------|---|--|--|--|--|---|
| | <p>To begin to understand how information online can persist.</p> <p>To understand the importance of balancing game and screen time with other parts of their lives.</p> <p>To identify the positive and negative influences of technology on health and the environment.</p> <p>(Unit 6.2 Online Safety)</p> | | | | | |
| RE | <p>U2.2 Creation and science: conflicting or complementary? (UC- Creation)</p> <p>Vine Lesson- Should we treat some animals better than others?</p> | <p>U2.11 Why do some people believe in God and some people not?</p> | <p>U2.7 Why do Hindus want to be good?</p> <p>(Karma/dharma/samsara/moksha)</p> | <p>U2.5 What do Christians believe Jesus did to 'save' people?</p> <p>(UC- Salvation)</p> | <p>U2.6 For Christians, what kind of king is Jesus?</p> <p>(UC – Kingdom of God)</p> | <p>U2.12 How does faith help people when life gets hard?</p> <p>Vine Lesson- What is the Golden Rule, and should it only apply to human beings?</p> |
| History | <p>Who were the ancient Maya people?</p> <ul style="list-style-type: none"> Learn who the ancient Maya people were and where/when they lived. Discover the Maya number system, architecture and the way of life. | <p>How did World War II change the world?</p> <p>Explore how/why the outbreak of the war began.</p> <p>Learn about rationing, evacuation and the role of women in the war.</p> <p>Understand what the Holocaust was and how it has impacted on the present day.</p> | | <p>Why was coal so important to the North east?</p> <ul style="list-style-type: none"> Recognise the significance of their local pit villages and their contribution to coal mining in the Victorian period. Focus on historical enquiry, centred around the working arrangements of the coal mining communities in the past, both on the domestic and industrial side of life. | | |
| Geography | | | <p>Would you like to live in the desert?</p> <p>Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.</p> | | <p>Why do oceans matter? OCEAN KAPOW</p> <p>(Advocates of change GG13, GG7)</p> <p>Investigation and enquiry</p> <p>-Changing world: erosion, natural disasters and climate change.</p> <p>Sustainable living</p> | <p>Why does population change?</p> <p>Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.</p> |
| MFL | <p>What vocabulary do I know?</p> <p>Phonetics lesson 1-4 (C)</p> <p>Selection of core vocabulary lessons</p> | <p>What is a day in school like?</p> <p>School (P)</p> | <p>Healthy lifestyle (P)</p> | <p>Habitats (P)</p> | <p>Me in the world (P)</p> | <p>The planets (P)</p> |
| PSHCE with Relationships and Sex | <p>Negotiating rules.</p> <p>How do relationships and feelings change when moving on?</p> <p>KAPOW Primary – Lesson 1: Wonderful Me</p> <p>Evolving relationships</p> <p>Changes</p> <p>Emotions</p> <p>Risks</p> <p>Staying safe</p> | <p>What does respectful behaviour look like online and offline?</p> <p>KAPOW Primary – Lesson 3: Meaning and Purpose</p> <p>Online identities and behaviour</p> <p>Identifying and responding to bullying</p> <p>Feelings</p> <p>FRIENDSHIP WEEK 15th – 19th November</p> | <p>How can we take more responsibility for self-care and who cares for us as we grow older?</p> <p>KAPOW Primary – Lesson 4: Resilience</p> <p>Discriminate</p> <p>Prejudice</p> <p>Response</p> | <p>What is human reproduction and how can we start a family?</p> <p>KAPOW Primary – Lesson 2: People Around Me</p> <p>Commitment</p> <p>Care</p> <p>Trust</p> <p>Safe</p> <p>FAIRTRADE FORTNIGHT 22nd Feb – 7th March</p> | <p>How can I be the healthiest me and how can I prevent and manage mental ill-health?</p> <p>KAPOW Primary – Lesson 5: Healthy body, healthy brain</p> <p>Medicines</p> <p>Vaccines</p> <p>Immunisations</p> <p>Disease</p> <p>Wellbeing</p> | <p>How can I manage the increasing responsibilities and emotions of life changes?</p> <p>KAPOW Primary – Lesson 6: Relaxation</p> <p>Transitions</p> <p>Separation</p> <p>Emotional changes</p> <p>Managing feelings</p> <p>Aspirations and goals</p> |

| | | | | | | |
|-----------------------------------|---|--|---|---|--|--|
| | NATIONAL RECYCLE WEEK 20th – 26th September ROBINWOOD RESIDENTIAL WORLD MENTAL HEALTH DAY Global Handwashing Day 15 th October One World Week with Black History day, October | CHILDREN IN NEED Nov 12th Giving, Charity, Help, support ROAD SAFETY WEEK 15th – 21st November | Children's Mental Health Week 4th – 11th Feb SAFER INTERNET DAY 8th Feb Science – Animals including humans Diet Exercise Drugs Lifestyle Nutrients Circulatory system What are the risks associated with money? Won Lost Stolen Gambling Health BIG SPRING CLEAN UP | Spending decisions Global neighbours Help and support Science – Evolution and Inheritance Changes Offspring Adaptations Evolution | National Sunscreen Day 27th May | Child Safety Week 3rd JUNE HEALTHY EATING WEEK last week of term |
| Music | World Unite- (Performing) Explore rhythm and melody in singing, movement and dance. Learn about beat, syncopation, pitch and harmony. Celebrate the universal language of music. (Cross curricular link- PE) | Journeys- (Performing) The theme of challenging journeys in life resonated through this selection of songs with thoughts of change and transition binding them in an optimistic and uplifting song-cycle performance. (Cross curricular link- PSHE) Christmas Performance | Growth- (Performing) Explore Ravel's Bolero through rhythmical mime, learn songs with instrumental accompaniments and create a dance to build into a thrilling street performance. The 'street' is the setting for this unit of buskers and flash mobs. (Cross curricular link- Geography) | Roots- (Performing) Providing a complete musical performance about the effects of the slave trade on a West African village, the integrated music features traditional Ghanaian songs, percussion rhythms and the infamous spider-man Anansi. (Cross curricular link- English) | Rock Band Learn to sing, play, perform, compose and improvise together using a range of instruments. Specialist teacher MPN | Rock Band Learn to sing, play, perform, compose and improvise together using a range of instruments. Specialist teacher MPN |
| Art and Design and D&T | ART: Observational drawing/clay sculpture of a human heart | DT: Mechanisms - Design a lighthouse | DT Making African Instruments | Art: Pitmen Painters | ART: Lino Printing | DT: Design a waterproof container to survive a flood. |
| PE | Swimming 6ER Football Cricket 6JB | Swimming 6JB Cricket 6ER Badminton | Gymnastics Tag Rugby | Tennis Dodgeball | Athletics Netball | Hockey Fitness |