



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Pig Heart Boy (3 weeks) POR</p> <p>Children will show empathy to Cameron when he is feeling left out from the activities his friends are taking part in. They will think about the impact of xenotransplantation on the medical world.</p> <p>ADVOCATES FOR CHANGE</p> <p>Blood - ActiveLearn (3 weeks) PoR</p>	<p>Letters from the Lighthouse – Emma Carroll (4 weeks)</p> <p>Children will explore the morals based around the Second World War and what it would have felt like to be an evacuee and a refugee.</p> <p><i>A Christmas Carol</i> <i>Charles Dickens</i> (2 weeks)</p> <p>Children will consider the concept of giving rather than receiving and how it feels to share.</p>	<p>Powerful Poetry - ActiveLearn (1 week)</p> <p>Tales of Terror Writing Narrative using suspense (3 weeks)</p> <p>Children will consider the things in the world that scare them and how to rationalise their fears and how to overcome them.</p>	<p>Novel by significant author Harry Miller's Run – David Almond POR (2 Weeks)</p> <p>Children will think about it what it means to have somewhere feel like home. What is it that makes you feel secure and happy in a place?</p> <p>Town Is by the Sea by Joanne Schwartz (2 weeks)</p> <p>Children will think about the gifts the world gives us and the impact it can have on our lives.</p> <p>Reading and SPAG revision (2 Week)</p>	<p>Reading and SPAG revision (3 Weeks)</p> <p>Floodland by Marcus Sedgewick <i>Advocates for change</i> 3 weeks</p> <p>Children will think about how precious the world is and how we can play an active part in helping to slow down climate change.</p>	<p>The Journey PoR <i>Advocates for change</i></p> <p>Children will consider how we are able to support refugees and empathise with how it must feel to have to leave your home through conflict or disaster.</p> <p>JLV Transition Unit <i>The Boy Who Made Everyone Laugh</i></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>

<p>Maths</p>	<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 Unit 3 – 4 weeks</p> <p>Draw, compose and decompose shapes Unit 4 – 2 weeks</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 Unit 7 – 6 weeks</p> <p>Children will take part in The Big Plastic Count- considering the impact of plastic on our planet and supporting Greenpeace to gather evidence about the plastic waste problem</p>		<p>Statistics Unit 8 – 1 week (2)</p> <p>KS2 SATS Revision</p> <p>Ratio and proportion - 2 weeks Unit 9</p> <p>Calculating using knowledge of structures (2) Unit 10 - 1 week</p> <p>Solving problems with two unknowns Unit 11 - 1 week</p> <p>Order of operations Unit 12 - 1 week</p> <p>Mean average Unit 13 - 1 week</p>	
<p>Science</p>	<p>Why do we have blood? (circulatory system and exercise)</p> <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? <p>(GG3 Advocates for Change) (GG14 and 15 Advocates for Change)</p> <p>Children to be given opportunities to look in at what they need to be physically and mentally well.</p>	<p>Why does this bulb get brighter?</p> <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? <p>(GG7 Advocates for Change)</p> <p>Children to consider the impact on the planet of the uses of electric and the impact it has on our planet. How can we be more energy conscious?</p>	<p>Was Charles Darwin correct? (evolution and inheritance)</p> <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? <p>(GG13 Advocates for Change) Extinction</p> <p>Appreciate all life forms and celebrate the different species that we are able to have in our world.</p>	<p>British Science week</p>	<p>Can I play with light?</p> <ul style="list-style-type: none"> • Light travels in straight lines. • What happens when light hits an object? • How do shadows form? <p>Celebrate the beauty of the spectrum of light and shadow.</p>	<p>What did Carl Linnaeus create? (living things and habitats)</p> <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? <p>Appreciate all life forms and celebrate the different species that we are able to have in our world.</p>
<p>Computing</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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) To think about how stories can be used to express feelings.</p>	<p>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)</p>	<p>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.</p>

	<p>(Unit 6.1 Coding)</p> <p>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. To begin to understand how information online can persist. To understand the importance of balancing game and screen time with other parts of their lives. To identify the positive and negative influences of technology on health and the environment. (Unit 6.2 Online Safety)</p> <p>Children will be given opportunities to consider how to show respect and tolerance to the diverse range of people around them.</p>	<p>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)</p>	<p>To understand how and why blog posts are approved by the teacher (Unit 6.4 Blogging)</p>		<p>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)</p>	<p>To represent states of object in their own program using binary. (Unit 6.8 Binary)</p>
RE	<p>U2.2 Creation and science: conflicting or complementary? (UC- Creation) Vine Lesson- Should we treat some animals better than others?</p> <p>Through comparisons of creation and science children produce artwork representing the way the world was created.</p>	<p>U2.11 Why do some people believe in God and some people not?</p> <p>Children consider what it is that gives us comfort and security and talk about how this affects why people believe in God.</p>	<p>U2.7 Why do Hindus want to be good?</p> <p>(Karma/dharma/samsara/moksha)</p> <p>Children will talk about whether any of the things Hindus gain from their faith are good for people who are not Hindus, and good for pupils themselves.</p>	<p>U2.5 What do Christians believe Jesus did to 'save' people? (UC- Salvation)</p> <p>Visitor- John will visit the children to share his experience and beliefs about salvation as a Christian.</p>	<p>U2.6 For Christians, what kind of king is Jesus? (UC – Kingdom of God)</p> <p>Children to consider the question 'Who is God and what are his qualities?' and create art to show this.</p>	<p>U2.12 How does faith help people when life gets hard? Vine Lesson- What is the Golden Rule, and should it only apply to human beings?</p> <p>Children consider the way in which we are able to ask God for help. How can his support help us?</p>
History and Geography	<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? Explore how/why the outbreak of the war began. Learn about rationing, evacuation and the role of women in the war. Understand what the Holocaust was and how it has impacted on the present day.</p>	<p>Would you like to live in the desert? KAPOW Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.</p> <p>Children to find out about life forms that can be found in the desert and the ways</p>	<p>What can we learn about the local area and the workforce in history?</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 	<p>Why do oceans matter? OCEAN KAPOW (Advocates of change GG13, GG7)</p> <p>Investigation and enquiry -Changing world: erosion, natural disasters and climate change. Sustainable living</p> <p>Children to find out conservation and how to sustainably use the</p>	<p>Why does population change? KAPOW</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</p>

		Children will have the opportunity to make connections with the past. Asking questions and finding out about the past from their older relatives.	in which animals and plants are able to survive because of their unique design.	past, both on the domestic and industrial side of life. Children will have the opportunity to make connections with the past. Asking questions and finding out about the past from their older relatives.	oceans as responsible Global Citizens look at the impact of pollution in the water.	population in Britain and its impacts. Children will have the opportunity to consider their place in the world thinking about the impact of our population on the world including over-population.
MFL Children will look out towards French speaking countries and encounter different cultures to their own.	Phonetics lesson 1-4 (C) Selection of core vocabulary lessons	At the tea room (I)	The weekend (I)	At School (P)	Healthy lifestyle (P)	Me in the world (P)
PSHCE with Relationships and Sex Throughout PSHE sessions children will look in at themselves considering their own ideas, opinions and thoughts on a range of topics and will look out towards others by showing respect for others opinions ideas and feelings.	Negotiating rules. How do relationships and feelings change when moving on? KAPOW Primary – Lesson 1: Wonderful Me Evolving relationships Changes Emotions Risks Staying safe NATIONAL RECYCLE WEEK 20 th – 26 th September ROBINWOOD RESIDENTIAL WORLD MENTAL HEALTH DAY Global Handwashing Day 15 th October One World Week with Black History day, October Children will consider their own talents and gifts.	What does respectful behaviour look like online and offline? KAPOW Primary – Lesson 3: Meaning and Purpose Online identities and behaviour Identifying and responding to bullying Feelings FRIENDSHIP WEEK 15 th – 19 th November CHILDREN IN NEED Nov 12 th Giving, Charity, Help, support ROAD SAFETY WEEK 15 th – 21 st November Children will be given opportunities to consider how to show respect and tolerance to the diverse range of people around them.	How can we take more responsibility for self-care and who cares for us as we grow older? KAPOW Primary – Lesson 4: Resilience Discriminate Prejudice Response Children's Mental Health Week 4 th – 11 th Feb SAFER INTERNET DAY 8 th 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	What is human reproduction and how can we start a family? KAPOW Primary – Lesson 2: People Around Me Commitment Care Trust Safe FAIRTRADE FORTNIGHT 22 nd Feb – 7 th March Spending decisions Global neighbours Help and support Science – Evolution and Inheritance Changes Offspring Adaptations Evolution Children will look out at different families to their own and diversify their experience of the world	How can I be the healthiest me and how can I prevent and manage mental ill-health? KAPOW Primary – Lesson 5: Healthy body, healthy brain Medicines Vaccines Immunisations Disease Wellbeing National Sunscreen Day 27 th May Children to be given opportunities to look in at what they need to be physically and mentally well.	How can I manage the increasing responsibilities and emotions of life changes? KAPOW Primary – Lesson 6: Relaxation Transitions Separation Emotional changes Managing feelings Aspirations and goals Child Safety Week 3 rd JUNE HEALTHY EATING WEEK last week of term Children to be given opportunities to look in at what they need to be physically and mentally well.
Music	World Unite- (Performing)	Journeys- (Performing)	Growth- (Performing)	Roots- (Performing)	Rock Band	Rock Band

<p>Children to be given opportunities to be mindful and in the moment and to express themselves creatively with music.</p>	<p>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) Visit to church for Harvest</p>	<p>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 Visit to church for Christmas</p>	<p>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) Visit to church for Easter</p>	<p>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) Visit to church for Easter</p>	<p>Learn to sing, play, perform, compose and improvise together using a range of instruments. Specialist teacher MPN</p>	<p>Learn to sing, play, perform, compose and improvise together using a range of instruments. Specialist teacher MPN</p>
<p>Art and Design and D&T Children to be given opportunities to be mindful and in the moment when creating art throughout the year.</p>	<p>ART: Observational drawing/clay sculpture of a human heart</p>	<p>DT: Mechanisms - Design a lighthouse</p>	<p>DT Making African Instruments Children will make links with their global neighbours and produce musical instruments.</p>	<p>Art: Pitmen Painters Children reflect upon the people who produced the pitmen paintings and what life would have been like for them.</p>	<p>ART: Lino Printing</p>	<p>DT: Design a waterproof container to survive a flood. Children will think about the impact humans have on global warming and become outward looking in thinking about how best to protect themselves.</p>
<p>PE</p>	<p>Swimming 6ER Football Cricket 6JB</p>	<p>Swimming 6JB Cricket 6ER Badminton</p>	<p>Gymnastics Tag Rugby</p>	<p>Tennis Dodgeball</p>	<p>Athletics Netball</p>	<p>Hockey Fitness Children will be given the opportunity to reflect on what their body needs to be fit and healthy and to think about how to improve their fitness levels.</p>