



|                   | Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
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| English           | <p><b>Pig Heart Boy</b><br/>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><b>Blood - ActiveLearn</b></p> <p>PoR</p>   | <p><b>Letters from the Lighthouse – Emma Carroll</b></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><b>Word detectives Week</b></p>  | <p><b>The Final Year - Poetry</b></p> <p>The Graveyard Book<br/>Neil Gaiman</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><b>Novel by significant author</b><br/><b>Harry Miller's Run – David Almond</b><br/>POR</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>Reading and SPAG revision</p>  | <p>Reading and SPAG revision</p> <p><b>Floodland by Marcus Sedgewick</b><br/>Advocates for change</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><b>The Journey</b><br/>PoR</p> <p>Advocates for change</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</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)</p> <p>Coverage of all KS2 Grammar, Vocabulary and Punctuation objectives.</p>   |
| Maths             | <p><b>Number</b></p> <p><b>Unit 1 - Place value within 10,000,000</b></p>   | <p><b>Number</b></p> <p><b>Unit 4 - Fractions (1)</b></p>   | <p><b>Unit 7 - Ratio and proportion</b></p>   | <p><b>Number</b></p> <p><b>Unit 10 – Percentages</b></p>   | <p><b>Unit 12 - Statistics</b></p>   | <p><b>Geometry</b></p> <p><b>Unit 14 – Position and direction</b></p>   |

|                         | <p><b>Number</b></p> <p>Unit 2 – Four operations (1)</p> <p><b>Number</b></p> <p>Unit 3 - Four operations (2)</p>  | <p><b>Number</b></p> <p>Unit 5 - Fractions (2)</p> <p><b>Measurement</b></p> <p>Unit 6 - imperial and metric measures</p>  | <p><b>Unit 8 - Algebra</b></p> <p><b>Number</b></p> <p>Unit 9 - Decimals</p>   | <p><b>Measurement</b></p> <p>Unit 11 - perimeter, area and volume</p>  | <p><b>Geometry</b></p> <p>Unit 13 - Properties of shapes</p> <p><b>KS2 SATS</b></p>  | <p><b>Number</b></p> <p>Unit 15 – Problem solving</p>   |
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| <p><b>Science</b></p>   | <p><b>Why do we have blood?</b><br/>(circulatory system and exercise)</p> <ul style="list-style-type: none"> <li>• Why do we have blood?</li> <li>• How does blood get around our body?</li> <li>• What happens when we exercise?</li> <li>• What are the effects of diet, drugs and lifestyle?</li> </ul> <p>(GG3 Advocates for Change)<br/>(GG14 and 15 Advocates for Change)</p> <p><b>Children to be given opportunities to look at what they need to be physically and mentally well.</b></p> | <p><b>Can I play with light?</b></p> <ul style="list-style-type: none"> <li>• Light travels in straight lines.</li> <li>• What happens when light hits an object?</li> <li>• How do shadows form?</li> </ul> <p><b>Celebrate the beauty of the spectrum of light and shadow.</b></p> | <p><b>Was Charles Darwin correct?</b><br/>(evolution and inheritance)</p> <ul style="list-style-type: none"> <li>• What are fossils?</li> <li>• What is inheritance?</li> <li>• How do living things adapt to the environment?</li> <li>• How do living things change?</li> </ul> <p>(GG13 Advocates for Change)<br/>Extinction</p> <p><b>Appreciate all life forms and celebrate the different species that we are able to have in our world.</b></p> | <p><b>British Science week</b></p>   | <p><b>Why does this bulb get brighter?</b></p> <ul style="list-style-type: none"> <li>• How can we change the amount of energy flowing around a circuit?</li> <li>• Conductors and insulators.</li> <li>• What happens to energy as it flows around a circuit?</li> </ul> <p>(GG7 Advocates for Change)</p> <p><b>Children to consider the impact on the planet of the use of electric and the impact it has on our planet. How can we be more energy conscious?</b></p> | <p><b>What did Carl Linnaeus create?</b><br/>(living things and habitats)</p> <ul style="list-style-type: none"> <li>• How are living things classified?</li> <li>• What types of invertebrates are there?</li> <li>• Who is Mrs Gren?</li> <li>• Where can we find microbes?</li> </ul> <p><b>Appreciate all life forms and celebrate the different species that we are able to have in our world.</b></p> |
| <p><b>Computing</b></p> | <p><b>Communication and collaboration (6.1)</b></p> <p>Exploring how data is transferred by working collaboratively online.</p> <p><b>Additional Unit - Making The Right Cyber Choice</b></p>  | <p><b>Web page creation (6.2)</b></p> <p>Designing and creating webpages, giving consideration to copyright, aesthetics and navigation.</p>  | <p><b>Variables in games (6.3)</b></p> <p>Exploring variables when designing and coding a game.</p>  | <p><b>Spreadsheets (6.4)</b></p> <p>Answering questions by using spreadsheets to organise and calculate data.</p>  | <p><b>3D modelling (6.5)</b></p> <p>Planning, developing, and evaluation 3D computer models of physical objects.</p>   | <p><b>Sensing movement (6.6)</b></p> <p>Designing and coding a project that captures inputs from physical devices.</p>  |
| <p><b>RE</b></p>        | <p>U2.2 Creation and science: conflicting or complementary? (UC- Creation)</p> <p><b>Vine Lesson- Should we treat some animals better than others?</b></p> <p><b>Through comparisons of creation and science children produce artwork representing the way the world was created.</b></p>  | <p>U2.11 Why do some people believe in God and some people not?</p> <p><b>Children consider what it is that gives us comfort and security and talk about how this affects why people believe in God.</b></p>   | <p>U2.7 Why do Hindus want to be good?</p> <p>(Karma/dharma/samsara/moksha)</p> <p><b>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.</b></p>  | <p>U2.5 What do Christians believe Jesus did to 'save' people?<br/>(UC- Salvation)</p> <p><b>Visitor- John will visit the children to share his experience and beliefs about salvation as a Christian.</b></p> | <p>U2.6 For Christians, what kind of king is Jesus?<br/>(UC – Kingdom of God)</p> <p><b>Children to consider the question 'Who is God and what are his qualities?' and create art to show this.</b></p>  | <p>U2.12 How does faith help people when life gets hard?<br/><b>Vine Lesson- What is the Golden Rule, and should it only apply to human beings?</b></p> <p><b>Children consider the way in which we are able to ask God for help. How can his support help us?</b></p>  |

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| <p>History and Geography</p>   | <p><b>How did the Maya civilisation compare to the Anglo-Saxons?</b></p> <ul style="list-style-type: none"> <li>To recognise when and where the ancient Maya lived.</li> <li>To evaluate the challenges of settling in the rainforest and investigate traditions including dress.</li> <li>To compare and contrast Anglo-Saxon and Maya houses.</li> <li>To explain the importance of Maya gods and goddesses.</li> <li>To design a map of a Maya city.</li> <li>To evaluate the reasons for the decline of the Maya cities.</li> <li>To discover the Maya number system, architecture and the way of life.</li> </ul> | <p><b>What was the impact of World War 2 on the people of Britain?</b></p> <ul style="list-style-type: none"> <li>To understand the causes of World War 2.</li> <li>To understand how the Battle of Britain was won.</li> <li>To make inferences about the Blitz using images.</li> <li>To understand the emotions and experiences of children during the evacuation.</li> <li>To identify the impact of WW2 on women's lives.</li> <li>To explain why migrants come to Britain.</li> <li>To learn about rationing.</li> <li>To understand what the Holocaust was and how it has impacted on the present day.</li> <li>To understand the impact antibiotics and penicillin had on healthcare throughout WW2</li> </ul> <p>Children will have the opportunity to make connections with the past. Asking questions and finding out about the past from their older relatives.</p> | <p><b>Would you like to live in the desert? KAPOW</b></p> <p>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 in which animals and plants are able to survive because of their unique design.</p> | <p><b>What does the census tell us about our local area?</b></p> <ul style="list-style-type: none"> <li>To use the census to make inferences about people from the past.</li> <li>To use the census to investigate how the lives of people in the past changed.</li> <li>To use primary sources to find out about the working conditions of children in factories.</li> <li>To reconstruct the lives of people in a household using the census.</li> <li>To compare census returns and identify continuities and changes in a household.</li> <li>Recognise the significance of local pit villages and contribution to coal mining in the Victorian period.</li> </ul> <p>Children will have the opportunity to make connections with the past. Asking questions and finding out about the past from their older relatives.</p> | <p><b>Why do oceans matter? OCEAN KAPOW</b><br/>(Advocates of change GG13, GG7)</p> <p><b>Investigation and enquiry</b><br/>-Changing world: erosion, natural disasters and climate change.<br/>Sustainable living</p> <p>Children to find out conservation and how to sustainably use the oceans as responsible Global Citizens look at the impact of pollution in the water.</p> | <p><b>Why does population change? KAPOW</b></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> <p>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.</p> |
| <p>MFL<br/>Children will look out towards French speaking countries and encounter different cultures to their own.</p>                   | <p>Phonetics lesson 1-4 (C)<br/>Selection of core vocabulary lessons</p>   | <p>World War 2 (P)</p>  | <p>The weekend (P)</p>   | <p>At School (P)</p>  | <p>Healthy lifestyle (P)</p>   | <p>Me in the world (P)</p>   |
| <p>PSHCE with Relationships and Sex</p> <p>Throughout PSHE sessions children will look in at themselves considering their own ideas.</p> | <p><b>Healthy and Happy Friendships</b><br/>How do relationships and feelings change when moving on?</p> <ul style="list-style-type: none"> <li>Evolving relationships</li> <li>Changes</li> <li>Emotions</li> <li>Risks</li> <li>Staying safe</li> </ul>  | <p><b>Our Similarities and Differences</b><br/>What does respectful behaviour look like online and offline?</p> <ul style="list-style-type: none"> <li>Online identities and behaviour</li> <li>Identifying and responding to bullying</li> <li>Feelings</li> </ul>   | <p><b>Caring and Responsibility</b><br/>How can we take more responsibility for self-care and who cares for us as we grow older?</p> <ul style="list-style-type: none"> <li>Discriminate</li> <li>Prejudice</li> <li>Response</li> </ul>   | <p><b>Families and Committed Relationships</b><br/>What is human reproduction and how can we start a family?</p> <ul style="list-style-type: none"> <li>Commitment</li> <li>Care</li> <li>Trust</li> <li>Safe</li> </ul>  | <p><b>Healthy Body, Healthy Mind</b><br/>How can I be the healthiest me and how can I prevent and manage mental ill-health?</p> <ul style="list-style-type: none"> <li>Medicines</li> <li>Vaccines</li> <li>Immunisations</li> <li>Disease</li> <li>Wellbeing</li> </ul>   | <p><b>Coping with Change</b><br/>How can I manage the increasing responsibilities and emotions of life changes?</p> <ul style="list-style-type: none"> <li>Transitions</li> <li>Separation</li> <li>Emotional changes</li> <li>Managing feelings</li> <li>Aspirations and goals</li> </ul>   |

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| <p>opinions and thoughts on a range of topics and will look out towards others by showing respect for others opinions ideas and feelings.</p>          | <p><b>Additional unit - Consent</b></p> <p>Children will consider their own talents and gifts.</p>  | <p><b>Additional unit - Firework Safety</b></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><b>What are the risks associated with money?</b></p> <ul style="list-style-type: none"> <li>• Won</li> <li>• Lost</li> <li>• Stolen</li> <li>• Gambling</li> <li>• Health</li> </ul> <p><b>Additional unit - Cyber Detectives</b></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>Children will look out at different families to their own and diversify their experience of the world</p>   | <p><b>Additional unit - Health Education KS2 lesson 5</b></p> <p>Children to be given opportunities to look at what they need to be physically and mentally well.</p> | <p><b>Additional unit - Embracing Change</b></p> <p>Children to be given opportunities to look at what they need to be physically and mentally well.</p>  |
| <p><b>Music</b><br/>Children to be given opportunities to be mindful and in the moment and to express themselves creatively with music.</p>            | <p><b>World Unite-</b> (Performing)<br/>Explore rhythm and melody in singing, movement and dance. Learn about beat, syncopation, pitch and harmony. Celebrate the universal language of music.<br/>(Cross curricular link- PE)<br/><br/>Visit to church for Harvest</p>   | <p><b>Journeys-</b> (Performing)<br/>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.<br/>(Cross curricular link- PSHE)<br/><b>Christmas Performance</b><br/>Visit to church for Christmas</p>   | <p><b>Growth-</b> (Performing)<br/>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.<br/>(Cross curricular link- Geography)</p>  | <p><b>Roots-</b> (Performing)<br/>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.<br/>(Cross curricular link- English)<br/><br/>Visit to church for Easter</p>   | <p><b>Rock Band</b><br/>Learn to sing, play, perform, compose and improvise together using a range of instruments.<br/>Specialist teacher MPN</p>                     | <p><b>Rock Band</b><br/>Learn to sing, play, perform, compose and improvise together using a range of instruments.<br/>Specialist teacher MPN</p>   |
| <p><b>Art and Design and D&amp;T</b><br/>Children to be given opportunities to be mindful and in the moment when creating art throughout the year.</p> | <p><b>ART: Observational drawing/clay sculpture of a human heart</b><br/><b>ART: Hapa Zome Prayer flags (additional unit)</b><br/><b>Draw</b><br/>Increase proficiency in drawing and in handling different materials.<br/>Use a range of drawing techniques to record observations and to generate ideas.<br/><b>Sculpture</b><br/>To become proficient in sculpting techniques.<br/>Children can: plan and design a sculpture; use tools and materials to carve, add shape, add texture and pattern; develop cutting and joining skills, e.g. using wire, coils, slabs and slips; use materials other than clay to create a 3D sculpture;<br/>Leonardo Da Vinci<br/>Ron Nagle</p> | <p><b>DT - Mechanisms - Cams - design a moving toy</b><br/>Use observational drawings and questions to develop understanding of the products in the handling collection and those that children have researched.<br/>Give children pre-cut cams made from MDF or wooden wheels to mount on a piece of board and observe their movement with a follower.<br/>Children use a range of hand tools safely and accurately to cut and mark out their product.<br/>Children communicate ideas through detailed, annotated sketches from different views and/or exploded diagrams.<br/>Make high quality products, applying knowledge, understanding and skills.</p> | <p><b>DT - Electrical - Design a rotating fairground ride.</b><br/><br/>Children explore fairground rides and how they rotate. Children will design their own rotating fairground ride using a motor and electrical circuit.<br/>Drawing on science understanding, ask the children to explore a range of electrical systems that could be used<br/>to control their products, including a simple series circuit where a single output device is controlled, a series circuit where two output devices are controlled by one switch and, where appropriate, parallel circuits where two output devices are controlled independently by two separate switches.</p> | <p><b>Art: Pitmen Painters Paint</b><br/><br/>Exploring use of acrylics paints<br/>Combine colours, tones and tints to enhance the mood of a piece.<br/><br/>Analyse and evaluate work to strengthen the visual impact.<br/><b>Collage</b><br/>To experiment with batik techniques.<br/>To experiment with a range of media to overlap and layer creating interesting colours and textures and effects.<br/>To create collage and scrap book pages in their sketch book.<br/>To add collage to a painted, printed or drawn background.<br/>To use a range of media to create collages.<br/>The Pitmen Painters<br/>Children reflect upon the people who produced the pitmen paintings and what life would have been like for them.</p> | <p><b>ART: Lino Printing Print</b><br/><br/>Adapt known works of art using print, layering and pattern.<br/><br/>Create lino prints.<br/>Claude Flight</p>            | <p><b>DT: Food Technology - Baking scones</b><br/>measure out, cut, shape and combine e.g. knead, beat, rub and mix ingredients.<br/>use appropriate utensils and equipment that the children may use safely and hygienically.<br/>following a basic recipe to prepare and cook a savoury food product.<br/>Ask questions about which ingredients could be changed or added in a basic recipe such as types of flour, seeds, garlic, vegetables. Consider texture, taste, appearance and smell.<br/>When using a basic dough recipe, explore making different shapes to change the appearance of the food product e.g. Which shape is most appealing and why?</p> |
| <p>PE</p>  | <p>Swimming 6ER<br/><br/>Football</p>   | <p>Swimming 6JB<br/><br/>Cricket 6ER</p>   | <p>Gymnastics<br/><br/>Tag Rugby</p>  | <p>Tennis<br/><br/>Dodgeball</p>   | <p>Athletics<br/><br/>Netball</p>   | <p>Hockey<br/><br/>Fitness</p>  |

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|  | Cricket 6JB | Badminton |  |  |  | <b>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.</b> |
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