



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Pig Heart Boy</p> <p><u>Writing Opportunities:</u> Newspaper Article Balanced Argument</p> <p>Blood (Non-Fiction)</p> <p><u>Writing Opportunities:</u> Information text</p>	<p>Letters from the Lighthouse – Emma Carroll</p> <p><u>Writing Opportunities:</u> Letter (in role) Diary Entry Historical Fiction (Set in WW2)</p>	<p>Love that dog - Sharon Creech - Poetry</p> <p><u>Writing Opportunities:</u> Freeverse Poetry</p> <p>Seven Ghosts Chris Priestly</p> <p><u>Writing Opportunities:</u> Monologue (retelling) Horror Narrative</p>	<p>Novel by significant author Harry Miller's Run – David Almond</p> <p><u>Writing Opportunities:</u> Information Leaflet Flashback narrative</p> <p>Town is by the sea</p> <p><u>Writing Opportunities:</u> Descriptive guide (travel brochure)</p> <p>Reading and SPAG revision</p>	<p>Reading and SPAG revision</p> <p>Floodland by Marcus Sedgewick</p> <p><u>Writing Opportunities:</u> Survival Guide (Instructional Text) Persuasive letter/Argument Dialogue</p>	<p>The Journey</p> <p><u>Writing Opportunities:</u> News report Short story from another culture Persuasive writing (formal letter)</p> <p>JLV Transition Unit TBC</p>
Year 6 SPAG focus	<p>Core revision (Y3–5 objectives revisited at greater depth):</p> <ul style="list-style-type: none"> Identifying and using: <ul style="list-style-type: none"> Nouns, verbs, adjectives, adverbs Determiners Pronouns (including relative pronouns) Expanded noun phrases Adverbials (time, place, manner, frequency) Fronted adverbials (comma after) Prepositions and prepositional phrases <p>Year 6 statutory content introduced:</p> <ul style="list-style-type: none"> Formal vs informal vocabulary Standard English forms (was/were; did/done; we was → we were) <p>Punctuation focus:</p> <ul style="list-style-type: none"> Secure use of: <ul style="list-style-type: none"> Capital letters and full stops Commas in lists Commas after fronted adverbials Apostrophes for contraction and possession Relative clauses (who, which, that, where, when, whose) Parenthesis: <ul style="list-style-type: none"> Brackets Dashes Commas Passive voice (recognition and construction) Subjunctive form (formal structures: <i>If I were...</i>) <p>Revision of earlier KS2 content:</p> <ul style="list-style-type: none"> Subordinating conjunctions Coordinating conjunctions Multi-clause sentences Embedded clauses 		<p>Advanced Structures & Precision</p> <p>Year 6 statutory content:</p> <ul style="list-style-type: none"> Active and passive comparison Hyphens to avoid ambiguity Modal verbs (might, could, should, must, shall, will) Formal tone (modal verbs + subjunctive) Cohesive devices across paragraphs: <ul style="list-style-type: none"> Adverbials of time/place Repetition of key nouns Synonyms <p>Spelling–Grammar Links:</p> <ul style="list-style-type: none"> Verb prefixes (re-, de-, over-, mis-) Word class shifts (verb → noun via suffix) <p>Punctuation focus:</p> <ul style="list-style-type: none"> Semi-colons (linking closely related clauses) Colons (introducing a list or explanation) Bullet points (consistent structure) <p>Rationale: Semi-colons and colons are heavily assessed and need explicit teaching + application before revision cycle.</p> <p>Spring 2 – SATs Readiness & Consolidation Full statutory coverage completed by this point. Focus on:</p> <ul style="list-style-type: none"> Multi-clause sentence control Shifts in formality Tense consistency Subject–verb agreement Pronoun clarity Determiners (less/fewer; many/much) 		<p>Light Revision Before SATs</p> <ul style="list-style-type: none"> Rapid-fire retrieval of all PoS content Terminology recall Timed practice papers Personalised gap plugging <p>Post-SATs Deepening & Mastery This is not new content, but refinement and sophistication.</p> <p>Focus Areas for Deeper Understanding:</p> <ul style="list-style-type: none"> Stylistic impact of: <ul style="list-style-type: none"> Passive voice Subjunctive Parenthesis choices Manipulating sentence rhythm Balancing multi-clause sentences Precision punctuation in extended writing Editing for effect rather than just accuracy <p>Project-Based Application:</p> <ul style="list-style-type: none"> Formal debate writing Balanced arguments Narrative voice manipulation Newspaper reports (formal register) <p>Bridging to KS3:</p> <ul style="list-style-type: none"> Colons for emphasis Rhetorical devices Varied sentence openings Controlled shifts in tone 	

	<p>Punctuation focus:</p> <ul style="list-style-type: none"> • Commas to clarify meaning • Commas for clauses • Brackets and dashes for parenthesis • Apostrophes for plural possession <p>Rationale: Secure grammatical terminology and sentence structure before moving into complex sentence construction.</p>		<ul style="list-style-type: none"> • Word class identification in SATs-style questions <p>Punctuation consolidation:</p> <ul style="list-style-type: none"> • Semi-colons vs colons • Parenthesis choices (impact differences) • Commas for clarity vs grammatical necessity 			
Handwriting and transcription	<p>Securing Fluency & Presentation Standards Handwriting (Letter-join Focus)</p> <ul style="list-style-type: none"> • Re-establishing consistent joined script • Even letter sizing and orientation • Clear ascenders/descenders • Maintaining joins at speed • Writing across lines accurately • Consistent spacing between words and sentences <p>Letter-join emphasis:</p> <ul style="list-style-type: none"> • Refining tricky joins (e.g. br, pr, vr, fl) • Maintaining legibility during extended writing • Developing personal but legible style <p>Application & Stamina</p> <ul style="list-style-type: none"> • Sustaining legibility in timed tasks • Writing with consistent slant and rhythm • Developing automaticity (no pauses to think about joins) • Presentation across subjects (science/history) <p>Letter-join emphasis:</p> <ul style="list-style-type: none"> • Speed without loss of clarity • Refining capital letter size in relation to lowercase • Clear differentiation between similar letters (a/o, n/m, r/v) 		<p>Precision & Editing Handwriting</p> <ul style="list-style-type: none"> • Writing neatly at speed in test-style conditions • Maintaining presentation under timed constraints • Paragraphing clearly and consistently • Controlled descenders that sit neatly on lines <p>Letter-join emphasis:</p> <ul style="list-style-type: none"> • Automatic joins in all contexts • Confident personal style that remains fully legible <p>SATs Preparation & Mastery Handwriting</p> <ul style="list-style-type: none"> • Sustained fluency in multi-page writing • Presentation suitable for secondary transition • No loss of legibility under pressure 		<p>Light Consolidation (Pre/Post SATs depending on timing)</p> <ul style="list-style-type: none"> • Maintaining presentation standards • Independent proofreading routines <p>Refinement & Secondary Readiness Handwriting Mastery</p> <ul style="list-style-type: none"> • Developing efficient, mature writing style • Controlled note-taking • Writing quickly without loss of clarity • Adapting style for purpose (formal exam vs quick notes) <p>Bridging to KS3:</p> <ul style="list-style-type: none"> • Independent dictionary use • Editing extended essays • Academic vocabulary development 	
Maths	<p>Number Unit 1 - Place value within 10,000,000 Number Unit 2 – Four operations (1) Number Unit 3 - Four operations (2)</p>	<p>Number Unit 4 - Fractions (1) Number Unit 5 - Fractions (2) Measurement Unit 6 - imperial and metric measures (Not PM unit)</p>	<p>Unit 7 - Ratio and proportion Unit 8 - Algebra Number Unit 9 - Decimals</p>	<p>Number Unit 10 – Percentages Measurement Unit 11 - perimeter, area and volume KS2 Revision</p>	<p>Unit 12 - Statistics Geometry Unit 13 - Properties of shapes KS2 Revision KS2 SATS</p>	<p>Geometry Unit 14 – Position and direction Number Unit 15 – Problem solving</p>
Science	<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)</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>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>British Science week</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>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?

	(GG14 and 15 Advocates for Change) Children to be given opportunities to look at what they need to be physically and mentally well.		(GG13 Advocates for Change) Extinction Appreciate all life forms and celebrate the different species that we are able to have in our world.		(GG7 Advocates for Change) 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?	Appreciate all life forms and celebrate the different species that we are able to have in our world.
Computing	<u>Networks (4 weeks)</u> Identifying examples of networks Recognising types of networks Understanding internet services Discussing positive and negative use of networks. <u>Graphing (4 weeks)</u> Creating a range of graph types Incorporating multiple datasets Using graphs to solve a problem Exporting and importing files	<u>Blogging (4 weeks)</u> Planning the theme, content and structure Writing, editing and publishing a blog. Understanding blog moderation. Reviewing and commenting on blog posts <u>Data Detectives (4 weeks)</u> Filtering and sorting data Grouping data Linking tables	<u>Coding (6 weeks)</u> Using functions Understanding flowcharts and control simulations Coding for user input	<u>Coding (Python) (4 weeks)</u> Coding Calculations Repetition Libraries Python in Pieces <u>Spreadsheets (Excel) (2 weeks)</u> Basic formatting Basic functions	<u>Spreadsheets (Excel) (4 weeks)</u> Create and format charts Sort and filter data Advanced functions <u>3D modelling (2 weeks)</u> Develop simple 3D models using CAD software. Explore the effect of moving points when designing.	<u>3D modelling (2 weeks)</u> Plan, design and begin creating packaging to meet a design brief. Refine, assemble and evaluate the finished packaging prototype. <u>Binary (4 weeks)</u> digital systems represent all types of data using number codes in patterns of 1s and 0s (called binary digits). represent decimal (whole) numbers in a binary format. explore how division by two can be used as a technique to determine the binary representation of any whole number by collecting remainder terms. represent the state of an object in a game as active or inactive using the respective binary values of 1 or 0.
Computing (E-safety - Besafe)	Self-Image and Identity	Online relationships and reputation	Online Bullying	Managing information online	Health, well-being and lifestyle	Privacy and security Copyright and Ownership
RE	U2.2 Creation and science: conflicting or complementary? (UC- Creation) Vine Lesson- Should we treat some animals better than others? Through comparisons of creation and science children produce artwork representing the way the world was created.	U2.11 Why do some people believe in God and some people not? Children consider what it is that gives us comfort and security and talk about how this affects why people believe in God.	U2.7 Why do Hindus want to be good? (Karma/dharma/samsara/moksha) Children will talk about whether any of the things Hindus gain from their faith are good for people who are not	U2.5 What do Christians believe Jesus did to 'save' people? (UC- Salvation) Visitor- John will visit the children to share his experience and beliefs about salvation as a Christian.	U2.6 For Christians, what kind of king is Jesus? (UC – Kingdom of God) Children to consider the question 'Who is God and what are his qualities?' and create art to show this.	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? Children consider the way in which we are able to ask God for help. How can his support help us?

			Hindus, and good for pupils themselves.			
History and Geography	<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 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>What was the impact of World War 2 on the people of Britain?</p> <ul style="list-style-type: none"> To understand the causes of World War 2. To understand how the Battle of Britain was won. To make inferences about the Blitz using images. To understand the emotions and experiences of children during the evacuation. To identify the impact of WW2 on women's lives. To explain why migrants come to Britain. To learn about rationing. To understand what the Holocaust was and how it has impacted on the present day. To understand the impact antibiotics and penicillin had on healthcare throughout WW2. <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>Would you like to live in the desert? KAPOW</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>What does the census tell us about our local area?</p> <ul style="list-style-type: none"> To use the census to make inferences about people from the past. To use the census to investigate how the lives of people in the past changed. To use primary sources to find out about the working conditions of children in factories. To reconstruct the lives of people in a household using the census. To compare census returns and identify continuities and changes in a household. Recognise the significance of local pit villages and contribution to coal mining in the Victorian period. <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>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 oceans as responsible Global Citizens look at the impact of pollution in the water.</p>	<p>What was the Sikh Empire?</p> <ul style="list-style-type: none"> To explain how the Sikh Empire was established using a timeline and map. To describe the impact of Sikh beliefs on society during the Sikh Empire. To recognise the significance of Lahore in the Sikh Empire. To evaluate the historical significance of Ranjit Singh. To analyse different interpretations of the Sikh Empire. To compare the achievements of Ranjit Singh and Sophia Duleep Singh.
MFL Children will look out towards French speaking countries and encounter different cultures to their own.	Habitats (P)	World War 2 (P)	The weekend (P)	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	<p>Healthy and Happy Friendships How do relationships and feelings change when moving on?</p> <ul style="list-style-type: none"> Evolving relationships Changes Emotions Risks Staying safe 	<p>Our Similarities and Differences What does respectful behaviour look like online and offline?</p> <ul style="list-style-type: none"> Online identities and behaviour Identifying and responding to bullying Feelings 	<p>Caring and Responsibility 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"> Discriminate Prejudice Response 	<p>Healthy Body, Healthy Mind How can I be the healthiest me and how can I prevent and manage mental ill-health?</p> <ul style="list-style-type: none"> Medicines Vaccines Immunisations 	<p>Families and Committed Relationships What is human reproduction and how can we start a family?</p> <ul style="list-style-type: none"> Commitment Care Trust Safe 	<p>Coping with Change How can I manage the increasing responsibilities and emotions of life changes?</p> <ul style="list-style-type: none"> Transitions Separation Emotional changes Managing feelings

<p>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.</p>	<p>Additional unit - Consent</p> <p>Children will consider their own talents and gifts.</p>	<p>Additional unit - Firework 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>What are the risks associated with money?</p> <ul style="list-style-type: none"> • Won • Lost • Stolen • Gambling • Health <p>Additional unit - Cyber Detectives</p> <p>Children will be given opportunities to consider how to show respect and tolerance to the diverse range of people around them.</p>	<ul style="list-style-type: none"> • Disease • Wellbeing <p>Additional unit - Health Education KS2 lesson 5</p> <p>Children to be given opportunities to look at what they need to be physically and mentally well.</p>	<p>Children will look out at different families to their own and diversify their experience of the world</p>	<ul style="list-style-type: none"> • Aspirations and goals <p>Additional unit - Embracing Change</p> <p>Children to be given opportunities to look at what they need to be physically and mentally well.</p>
<p>Music</p> <p>Children to be given opportunities to be mindful and in the moment and to express themselves creatively with music.</p>	<p>World Unite- (Performing)</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)</p> <p>Visit to church for Harvest</p>	<p>Christmas Performance and Preparation</p> <p>Children will perform Christmas songs and carols to a crowd from memory and with confidence. Children will sing in parts, round and in harmony, controlling their pitch and breathing, with clear meaning and expression. To have the opportunity to take on the role of 'conductor' whilst leading songs. To rehearse with others, suggesting what has been successful and what may require improvements. To explore song structure and make decisions - who will sing the verse? Actions? Etc.</p> <p>St Nicholas' Church Christmas Service</p>	<p>Growth- (Performing)</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)</p>	<p>Stronger Together- (Performing)</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)</p> <p>Visit to church for Easter</p>	<p>Rock Band</p> <p>Learn to sing, play, perform, compose and improvise together using a range of instruments. Specialist teacher MPN</p>	<p>Rock Band</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</p> <p>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>Draw</p> <p>Increase proficiency in drawing and in handling different materials. Use a range of drawing techniques to record observations and to generate ideas.</p> <p>Sculpture</p> <p>To become proficient in sculpting techniques. Children can: plan and design a sculpture; use tools and materials to</p>	<p>DT - Mechanisms - Cams - design a moving toy</p> <p>Use observational drawings and questions to develop understanding of the products in the handling collection and those that children have researched. 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. Children use a range of hand tools safely and accurately to cut and mark out their product.</p>	<p>DT - Electrical - Design a rotating fairground ride.</p> <p>Children explore fairground rides and how they rotate. Children will design their own rotating fairground ride using a motor and electrical circuit. Drawing on science understanding, ask the children to explore a range of electrical systems that could be used to control their products, including a simple series circuit</p>	<p>Art: Pitmen Painters Paint</p> <p>Exploring use of acrylics paints Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Analyse and evaluate work to strengthen the visual impact.</p> <p>Collage</p> <p>To experiment with batik techniques. To experiment with a range of media to overlap and layer creating interesting colours and textures and effects. To create collage and scrap book pages in their sketch book.</p>	<p>ART: Lino Printing Print</p> <p>Adapt known works of art using print, layering and pattern.</p> <p>Create lino prints. Claude Flight</p>	<p>DT: Food Technology - Baking scones</p> <p>measure out, cut, shape and combine e.g. knead, beat, rub and mix ingredients. use appropriate utensils and equipment that the children may use safely and hygienically. following a basic recipe to prepare and cook a savoury food product. Ask questions about which ingredients could be changed or added in a basic recipe such as types of flour, seeds, garlic,</p>

	<p>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; Leonardo Da Vinci Ron Nagle</p>	<p>Children communicate ideas through detailed, annotated sketches from different views and/or exploded diagrams. Make high quality products, applying knowledge, understanding and skills.</p>	<p>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>To add collage to a painted, printed or drawn background. To use a range of media to create collages. The Pitmen Painters Children reflect upon the people who produced the pitmen paintings and what life would have been like for them.</p>		<p>vegetables. Consider texture, taste, appearance and smell. 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>
PE	<p>Football Dodgeball</p>	<p>Netball Badminton</p>	<p>Gymnastics Tag Rugby</p>	<p>Tennis Hockey</p>	<p>Athletics Cricket Swimming</p>	<p>Athletics Cricket Swimming 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>