



Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>English</b></p> 	<p><b>Vehicle Text-</b> Rose Blanche- Ian McEwan</p> <p><b>Writing Outcomes:</b> Recount- diary Recount- bravery speech</p> <p><b>Non-fiction Links:</b> <b>History- War (Steps to Read)</b></p> <p><b>Poet Focus:</b> John Agard</p> <p><b>Non-fiction Links:</b> The Missing- Michael Rosen</p> <p>13 Architects Children Should Know- Florian Heine and Paul Kelly</p> <p>Amazing Evolution Anna Claybourne</p> <p>What Mr Darwin Saw Evolution and Inheritance</p> <p>The Story of Life: A first book about Evolution Catherine Barr</p> <p>A Short History of Nearly Everything- Bill Bryson</p>	<p><b>Vehicle Text-</b> A Story Like the Wind- Gill Lewis</p> <p><b>Writing Outcomes:</b> Narrative- flashback narrative Recount- Newspaper report</p> <p><b>Non-fiction Links:</b> <b>Science- Evolution and Inheritance (Steps to Read)</b></p> <p><b>Poetry Focus:</b> Free verse</p> <p><b>Non-fiction Links:</b> Why Waters Worth It- Lorri Harrison</p> <p>The Drop in my Drink -Meredith Hooper</p>	<p><b>Vehicle Text-</b> The Origin of the Species- Sabina Radeva</p> <p>Darwin- An Exceptional Voyage- Fabien Grolleau/ Jeremie Royer</p> <p><b>Writing Outcomes:</b> Narrative- discovery narrative Explanation- Adaptation</p> <p><b>Poetry Focus:</b> Poetry Enjoyment- The Day I Fell Down the Toilet and Other Poems Steve Turner</p> <p><b>Non-fiction Links:</b> What Makes Me Me? Robert Winston</p>	<p><b>Vehicle Text-</b> The Ways of the Wolf- Smriti Prasad- Halls</p> <p>The Wolves in the walls- Neil Gaiman</p> <p><b>Writing Outcomes:</b> Recount- first person narrative Discussion- balanced argument Information Text- wolves Narrative- Suspense Narrative</p> <p><b>Poetry Focus:</b> Structured Poetry- Ode</p> <p><b>Non-fiction Links:</b> Learn the Language of Social Media- Kirsty Holmes</p> <p>Staying Safe Online- Louie Stowell</p> <p>Mapping South America</p>	<p><b>Vehicle Text-</b> Shackleton's Journey- William Grill</p> <p><b>Writing Outcomes:</b> Narrative- endurance narrative Recount- magazine article</p> <p><b>Poetry Focus:</b> The Lost Words Specific Pages</p> <p><b>Non-fiction Links:</b> All About Politics- Andrew Marr</p> <p>Crime and Punishment in Britain- Anne Rooney</p> <p>Aspects of British History Beyond 1066: Crime and Punishment Through the Ages- Ben Hubbard</p>	<p><b>Vehicle Text-</b> Hansel and Gretel- Neil Gaiman &amp; Lorenzo Mattotti</p> <p><b>Writing Outcomes:</b> Narrative- Dual narrative Persuasion- letter</p> <p><b>Non-fiction Links:</b> <b>Geography -Coasts (Steps to Read)</b></p> <p><b>Poetry Focus:</b> Concrete poetry- 'Black out' poems</p> <p><b>Non-fiction Links:</b> Our Planet- Matt Whyman</p> <p>How things work Coran Mason</p> <p>A Beginner Guide to Circuits</p> <p>Science in a Flash: Electricity</p>

				<p>South America</p> <p>South America: Everything you ever wanted to know</p> <p>North and South America Study Book- CGP</p> <p>Light UKS2 Foxton Primary Science</p> <p>Light: Science in a Flash Georgia Amson Bradshaw</p>		<p>Foxton primary Science- Electricity</p> <p>Trade and Commerce Mesopotamia for Kids</p> <p>Juliana's Bananas: Where do your bananas come from? Ruth Walton</p>
<p><b>Maths</b></p> 	<p><b>Basic Skills:</b> Fluent in Five</p> <p><b>Number and Place Value:</b> Numbers to 10,000,000</p> <p><b>Calculations:</b> Four Operations on Whole Numbers.</p>	<p><b>Basic Skills:</b> Fluent in Five</p> <p><b>FDP:</b> Fractions <b>FDP:</b> Decimals.</p>	<p><b>Basic Skills:</b> Fluent in Five</p> <p><b>Measurement:</b> Measurements. Word Problems</p> <p><b>FDP:</b> Percentage</p> <p><b>Ratio and Proportion:</b> Ratio.</p>	<p><b>Basic Skills:</b> Fluent in Five</p> <p><b>Algebra:</b> Algebra</p> <p><b>Measurement:</b> Area and Perimeter</p> <p><b>Measurement:</b> Volume</p> <p><b>Geometry – Properties and Shapes:</b> Geometry</p>	<p><b>Basic Skills:</b> Fluent in Five</p> <p>SAT revision.</p>	<p><b>Basic Skills:</b> Fluent in Five</p> <p>Review of key chapters including Position and Movement, Graphs and Negative Numbers.</p>
<p><b>Science</b></p>	<p><b>Evolution and inheritance</b></p> <p>-recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>-recognise that living things produce offspring of the same kind, but normally</p>	<p><b>Evolution and inheritance</b> (continue from autumn 1)</p>	<p><b>Animals including humans</b></p> <p>-identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>-recognise the impact of diet, exercise, drugs and</p>	<p><b>Light</b></p> <p>-recognise that light appears to travel in straight lines</p> <ul style="list-style-type: none"> <li>• use the idea that light travels in straight lines to explain that objects are seen because they give out or</li> </ul>	<p><b>Living things and their habitats</b></p> <p>-describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences,</p>	<p><b>Electricity</b></p> <p>-associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>-compare and give reasons for</p>

	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		lifestyle on the way their bodies function -describe the ways in which nutrients and water are transported within animals, including humans	reflect light into the eye -explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes -use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	including microorganisms, plants and animals -give reasons for classifying plants and animals based on specific characteristics	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			
<b>RE- Come and See</b>	<b>Domestic Church- family</b>  <b>Loving</b> God who never stops loving	<b>Baptism/ confirmation belonging</b>  <b>Vocation &amp; commitment</b> The vocation of priesthood and religious life	<b>Advent/ Christmas loving</b>  <b>Expectations</b> Jesus born to show God to the world	<b>Local church community</b>  <b>Sources</b> The Bible, the special book for the Church	<b>Eucharist relating</b>  <b>Unity</b> Eucharist enables people to live in communion.	<b>Lent/Easter giving</b>  <b>Death &amp; new life</b> Celebrating Jesus' death & resurrection	<b>Pentecost serving</b>  <b>Witnesses</b> The Holy Spirit enables people to become witnesses	<b>Reconciliation Inter-relating</b>  <b>Healing</b> Sacrament of the Sick	<b>Universal Church world</b>  <b>Common good</b> Work of the worldwide Christian family
<b>History and Geography</b>	<b>History- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b>  World War II (Local aspect- Liverpool May 1941 Blitz)	<b>Geography - locational and place knowledge and human and physical geography</b>  Mountains and the water cycle			<b>Geography- A region in South America</b> Brazil Rio	<b>History changes in an aspect of social history</b>  Crime and Punishment	<b>Geography- Economic Activity (including trade: seize trade – maritime museum)</b>		

<b>PSHE</b>	<b>Mental and emotional health_ *Safeguarding</b>  Mental health wellbeing and techniques for self-care Importance of sleep Changes in last year of primary school	<b>Drugs and Alcohol education *Safeguarding</b>  Legal and illegal harmful substances Making informed choices and peer pressure  Antibullying week- Gang workshop	<b>Sex education Love *Safeguarding</b>  Key facts of puberty Consent Conception Differences between appropriate and inappropriate physical contact  Mental health awareness week	<b>E-safety and social media *Safeguarding</b>  Pros and cons of being online Keeping safe Respectful behaviour and rules for keeping safe online and how to be 'in control' online	<b>Anti-social behaviour and the role of the police and the law *Safeguarding</b>  Human rights Roles of police and community Consequences of antisocial behaviour Conventions of the rights of the child	<b>Global sustainable development goals</b>  Conservation of energy Rights, responsibilities and duties How humans have damaged the world around them
<b>Journey in Love</b>	<b>Social and emotional</b> Develop a secure understanding that stable and caring relationships which may be of different		<b>Physical</b> Explain how human life is conceived			<b>Spiritual</b> Beattitudes
<b>PE</b>	<b>Swimming</b>	<b>Swimming</b>	Teacher led <b>gymnastics</b>	Teacher led <b>basketball</b>	Teacher led <b>cricket</b>	<b>Dance</b> with the LSSP coach
<b>Art and DT</b>	<b>DT -Cooking and Nutrition</b>  Designing a 3-course meal in the style of 'Come Dine with Me'	<b>Art- Drawing</b> Architecture- technical drawings focus, drawing buildings from observing.	<b>DT Structures</b> Design and make and model playground	<b>Art Painting-</b> Begin to develop own painting style and mix own colours needed. Frida Kahlo- imagery	<b>DT Textiles</b> Design and make a leavers waistcoat.	<b>Art Printing</b> Overprinting. Make Andy Warhol style pop art print linked to Brazilian topic
<b>Computing</b>	<u>Information Technology</u> WHAT IS A COMPUTER? <ul style="list-style-type: none"> <li>Pupils describe computer parts</li> <li>What roles do computers play within society?</li> </ul>	<u>Computer Science</u> UNPLUGGED ALGORITHMS <ul style="list-style-type: none"> <li>Continue to explore algorithms</li> </ul> How to debug an algorithm	<u>Computer Science</u> SCRATCH JNR <ul style="list-style-type: none"> <li>Pupils use Scratch to write their own code</li> </ul> Cross curricular coding projects.	<u>Digital Literacy</u> STORING & PRESENTING DATA. <ul style="list-style-type: none"> <li>What is data?</li> <li>Compare different methods of data storage.</li> </ul>	<u>Information Technology</u> MODIFYING TEXT & IMAGES <ul style="list-style-type: none"> <li>Building on previous learning about keyboard skills &amp; format texts.</li> </ul>	<u>Digital Literacy</u> PRESENTING DATA <ul style="list-style-type: none"> <li>Pupils present a class topic using <i>APP Shadow Puppet EDU</i></li> </ul>

	<i>Digital Literacy: Using a computer responsibly in terms of time and purpose.</i>	that is not working.		<ul style="list-style-type: none"> <li>Turning data into information through graphs and charts.</li> </ul> <i>Digital Literacy: Identifying what personal info is and whom it should be shared with.</i>	Editing images and editing them for a purpose. Cross-curricular links	Pupils will edit fonts and photos to improve their presentation.
<b>Music</b>	Children will be encouraged to learn to sing songs with syncopated rhythms. They will learn about the blues and improvise over a blues chord progression (Slidin' Blues SingUp).	<p><b>Teacher led:</b></p> <p><b>Listening and Appraising.</b></p> <p><b>Shadows</b></p> <p>This listening unit is based around the piece <i>Shadows</i> by Lindsey Stirling – an American violinist and dancer.</p>	Children will expand their round repertoire and experiment with how positioning, spatially, affects sound. They will perform 8 beat rhythms in 4 parts along with chordal accompaniment to Sea shanties.	<p><b>Teacher led:</b></p> <p><b>Listening and Appraising.</b></p> <p><b>You to me are everything.</b></p> <p>This listening unit is based on the song <i>You to me are everything</i> by The Real Thing – a British soul group formed in the 1970s. During this unit, pupils will explore the key musical features of this track and develop an understanding of the term 'cover version'.</p>	Children will be encouraged to sing songs, incorporating all that they have learned about posture, articulation and breathing, into their performance. They will listen and learn about Minimalism and compose their own piece of music influenced by Steve Reich, using YUMU on Charanga.	<p><b>Teacher led:</b></p> <p><b>Listening and Appraising.</b></p> <p><i>Ame sau vala tara bal</i></p> <p>During this unit, in addition to singing the song, pupils will learn about a variety of styles of Indian music, focussing on three in particular – bhangra, Bollywood, and classical</p>
<b>MFL</b>	<p><b>Self, family and friends</b></p> <p>Family members (with possessive adjective) Jobs (gender agreement) Complex sentences describing family and self, using third person</p>	<p><b>School life</b></p> <p>Time (all analogue times) + school routine- complex sentences Justifications for opinions on school</p>	<p><b>The world around us</b></p> <p>Places in town and describing locality Directions – understanding and giving directions</p>	<p><b>Animals and home environment</b></p> <p>Haunted castle mystery Character profiles, describing characters and</p>	<p><b>Leisure</b></p> <p>Food and café (transition project) Understanding and designing menus</p>	<p><b>Summer</b></p> <p>Food and cafe continued (transition project) Completion of written transition booklet for transfer)</p>

	<p>Further feelings (hot/cold/thirsty ect) At the doctors (dialogue) <b>Number: recall 1-100 (x10 – 100)</b></p>	<p>subjects (complex sentences using 'because') <b>Number: recall 1-100 (read/write 1-20 + x10-100)</b> Christmas – Cultural aspects</p>	<p><b>Number: up to 1,000,000 in multiples of ten + 1 – 1,000 (read/write)</b></p>	<p>events, eliciting information from longer text. Further use of prepositions <b>Number: counting x2, x3, x5, x10 to 1,000,000 and using decimals.</b></p>	<p>Preferences and habits – Complex sentences Writing sentences from memory and using a dictionary to write more independently Eliciting information from longer paragraphs Dialogue in café/restaurant <b>Number: using euros/giving and understanding prices</b></p>	<p><b>Number: Using euros/giving and understanding prices/calculating change</b></p>
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