






Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English 	<p>Vehicle Text- Rose Blanche-Ian McEwan</p> <p>Writing Outcomes: Recount- diary</p> <p>Reading: Ready Steady Read Together</p> <p>Non-fiction Links and opportunities for disciplinary reading: 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>Vehicle Text- A Story Like the Wind- Gill Lewis</p> <p>Writing Outcomes: Narrative- flashback narrative</p> <p>Reading: Ready Steady Read Together</p> <p>Non-fiction Links and opportunities for disciplinary reading: Why Waters Worth It- Lorri Harrison</p> <p>The Drop in my Drink -Meredith Hooper</p>	<p>Vehicle Text- The Origin of the Species- Sabina Radeva</p> <p>Darwin- An Exceptional Voyage- Fabien Grolleau/ Jeremie Royer</p> <p>Writing Outcomes: Immerse in discovery narrative before writing an explanation- adaptation</p> <p>Reading: Ready Steady Read Together</p> <p>Non-fiction Links and opportunities for disciplinary reading: What Makes Me Me? Robert Winston</p>	<p>Vehicle Text- The Ways of the Wolf- Smriti Prasadam-Halls</p> <p>The Wolves in the walls- Neil Gaiman</p> <p>Writing Outcomes: Recount- first person narrative Discussion- balanced argument</p> <p>Reading: Ready Steady Read Together</p> <p>Non-fiction Links and opportunities for disciplinary reading: Learn the Language of Social Media- Kirsty Holmes</p> <p>Staying Safe Online- Louie Stowell</p> <p>Mapping South America South America</p>	<p>Vehicle Text- Shackleton's Journey- William Grill</p> <p>Writing Outcomes: Immerse in endurance narrative before writing a recount- magazine article</p> <p>Reading: Ready Steady Read Together</p> <p>Non-fiction Links and opportunities for disciplinary reading: 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>Vehicle Text- Paradise Sands by Levi Pinfold</p> <p>Writing Outcomes: Immerse in first person narrative before writing a warning letter</p> <p>Reading: Ready Steady Read Together</p> <p>Non-fiction Links and opportunities for disciplinary reading: 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>Foxton primary Science- Electricity</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>Trade and Commerce Mesopotamia for Kids</p> <p>Juliana's Bananas: Where do your bananas come from? Ruth Walton</p>
<p>Maths</p> 	<p>Basic Skills: Fluent in Five</p> <p>Number and Place Value: Numbers to 10,000,000</p> <p>Calculations: Four Operations on Whole Numbers.</p>	<p>Basic Skills: Fluent in Five</p> <p>FDP: Fractions FDP: Decimals.</p>	<p>Basic Skills: Fluent in Five</p> <p>Measurement: Measurements. Word Problems FDP: Percentage Ratio and Proportion: Ratio.</p>	<p>Basic Skills: Fluent in Five</p> <p>Algebra: Algebra Measurement: Area and Perimeter Measurement: Volume Geometry – Properties and Shapes: Geometry</p>	<p>Basic Skills: Fluent in Five</p> <p>SAT revision.</p>	<p>Basic Skills: Fluent in Five</p> <p>Review of key chapters including Position and Movement, Graphs and Negative Numbers.</p>
Science	<p>Evolution and inheritance -recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago -recognise that living things produce offspring of the same kind, but normally</p>	<p>Evolution and inheritance (continue from autumn 1)</p>	<p>Animals including humans -identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood -recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p>Light -recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or</p>	<p>Living things and their habitats -describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including</p>	<p>Electricity -associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit -compare and give reasons for variations in how</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			-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	microorganisms, plants and animals -give reasons for classifying plants and animals based on specific characteristics	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		
RE- Come and See	Domestic Church- family Loving God who never stops loving	Baptism/ confirmation belonging Vocation & commitment The vocation of priesthood and religious life	Advent/ Christmas loving Expectations Jesus born to show God to the world	Local church community Sources The Bible, the special book for the Church	Eucharist relating Unity Eucharist enables people to live in communion.	Lent/Easter giving Death & new life Celebrating Jesus’ death & resurrection	Pentecost serving Witnesses The Holy Spirit enables people to become witnesses	Reconciliation Inter-relating Healing Sacrament of the Sick	Universal Church world Common good Work of the worldwide Christian family
History and Geography	History- a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 World War II (Local aspect- Liverpool May 1941 Blitz)		Geography - locational and place knowledge and human and physical geography Mountains and the water cycle			Geography- A region in South America Brazil Rio	History changes in an aspect of social history Crime and Punishment		Geography- Economic Activity (including trade: seize trade – maritime museum)

PSHE 	Mental and emotional health_ *Safeguarding Mental health wellbeing and techniques for self-care Importance of sleep Changes in last year of primary school	Drugs and Alcohol education *Safeguarding Legal and illegal harmful substances Making informed choices and peer pressure Antibullying week- Gang workshop	Sex education Love *Safeguarding Key facts of puberty Consent Conception Differences between appropriate and inappropriate physical contact Mental health awareness week	E-safety and social media *Safeguarding Pros and cons of being online Keeping safe Respectful behaviour and rules for keeping safe online and how to be 'in control' online	Anti-social behaviour and the role of the police and the law *Safeguarding Human rights Roles of police and community Consequences of antisocial behaviour Conventions of the rights of the child	Global sustainable development goals Conservation of energy Rights, responsibilities and duties How humans have damaged the world around them
Journey in Love	Social and emotional Develop a secure understanding that stable and caring relationships which may be of different		Physical Explain how human life is conceived			Spiritual Beattitudes
PE 	Swimming	Swimming	Gymnastics	Badminton	Athletics	Rounders
Art & DT 	<u>DT -Cooking and Nutrition</u> Come dine with me: Researching and preparing a three-course meal and taste-testing and scoring their outcomes. Researching the journey of their main ingredient from 'farm to fork' and writing a favourite recipe.	<u>Art- Drawing</u> Architecture- technical drawings focus, drawing buildings from observing.	<u>DT Structures</u> Playgrounds: Designing and creating a model for a new playground featuring five apparatus, made from three different structures. Using a footprint as the base, practising visualising objects in plan view and including natural features within their designs.	<u>Art Painting-</u> Begin to develop own painting style and mix own colours needed. Frida Kahlo- imagery	<u>DT Textiles</u> Design and make a leavers waistcoat. Selecting fabrics, using templates, pinning, decorating and stitching materials together to create a waistcoat.	<u>Art Printing</u> Overprinting. Make Andy Warhol style pop art print linked to Brazilian topic

Computing	<p><u>Information Technology</u> WHAT IS A COMPUTER?</p> <ul style="list-style-type: none"> Pupils describe computer parts What roles do computers play within society? <p><i>Digital Literacy: Using a computer responsibly in terms of time and purpose.</i></p>	<p><u>Computer Science</u> UNPLUGGED ALGORITHMS</p> <ul style="list-style-type: none"> Continue to explore algorithms <p>How to debug an algorithm that is not working.</p>	<p><u>Computer Science</u> SCRATCH JNR</p> <ul style="list-style-type: none"> Pupils use Scratch to write their own code <p>Cross curricular coding projects.</p>	<p><u>Digital Literacy</u> STORING & PRESENTING DATA.</p> <ul style="list-style-type: none"> What is data? Compare different methods of data storage. Turning data into information through graphs and charts. <p><i>Digital Literacy: Identifying what personal info is and whom it should be shared with.</i></p>	<p><u>Information Technology</u> MODIFYING TEXT & IMAGES</p> <ul style="list-style-type: none"> Building on previous learning about keyboard skills & format texts. <p>Editing images and editing them for a purpose. Cross-curricular links</p>	<p><u>Digital Literacy</u> PRESENTING DATA</p> <ul style="list-style-type: none"> Pupils present a class topic using <i>APP Shadow Puppet EDU</i> <p>Pupils will edit fonts and photos to improve their presentation.</p>
Music	<p>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>	<p>Teacher led:</p> <p>Listening and Appraising.</p> <p>Shadows</p> <p>This listening unit is based around the piece <i>Shadows</i> by Lindsey Stirling – an American violinist and dancer.</p>	<p>Children will expand their round repertoire and experiment with how positioning, spatially, affects sound.</p> <p>They will perform 8 beat rhythms in 4 parts along with chordal accompaniment to Sea shanties.</p>	<p>Teacher led:</p> <p>Listening and Appraising.</p> <p><i>You to me are everything.</i></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>	<p>Children will be encouraged to sing songs, incorporating all that they have learn about posture, articulation and breathing, into their performance.</p> <p>They will listen and learn about Minimalism and compose their own piece of influenced by Steve Reich, using YUMU on Charanga.</p>	<p>Teacher led:</p> <p>Listening and Appraising.</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>

MFL	Self, family and friends Family members (with possessive adjective) Jobs (gender agreement) Complex sentences describing family and self, using third person Further feelings (hot/cold/thirsty ect) At the doctors (dialogue) Number: recall 1-100 (x10 –100)	School life Time (all analogue times) + school routine- complex sentences Justifications for opinions on school subjects (complex sentences using ‘because’) Number: recall 1-100 (read/write 1-20 + x10-100) Christmas – Cultural aspects	The world around us Places in town and describing locality Directions – understanding and giving directions Number: up to 1,000,000 in multiples of ten + 1 – 1,000 (read/write)	Animals and home environment Haunted castle mystery Character profiles, describing characters and events, eliciting information from longer text. Further use of prepositions Number: counting x2, x3, x5, x10 to 1,000,000 and using decimals.	Leisure Food and café (transition project) Understanding and designing menus 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 Number: using euros/giving and understanding prices	Summer Food and cafe continued (transition project) Completion of written transition booklet for transfer) Number: Using euros/giving and understanding prices/calculating change
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