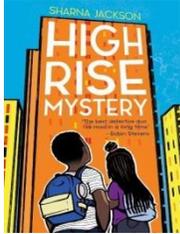
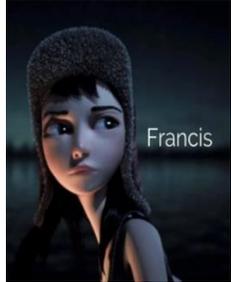
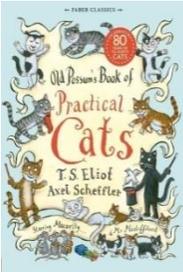
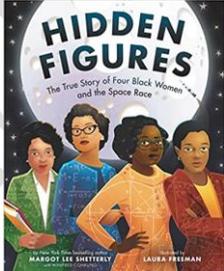
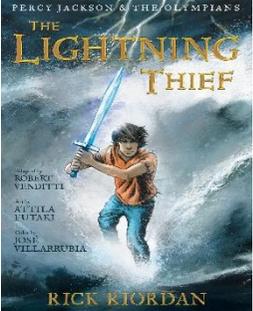
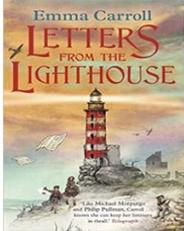
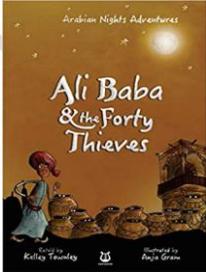
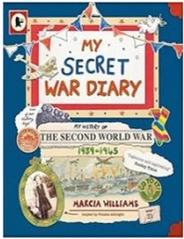
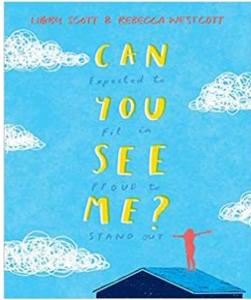
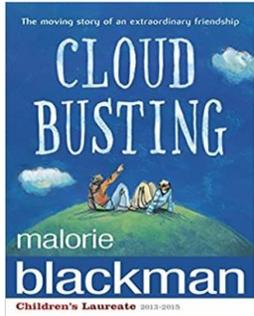
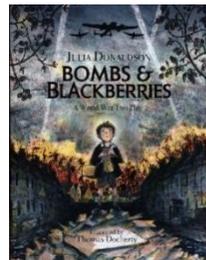
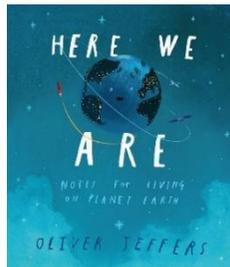
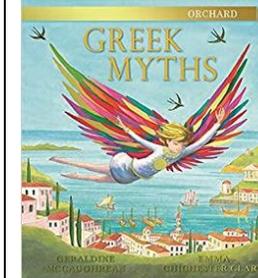
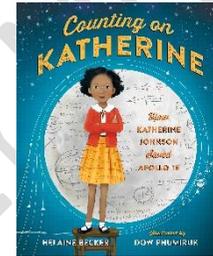
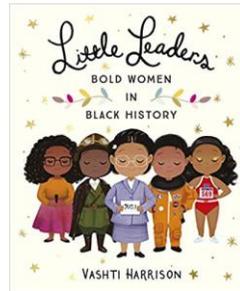
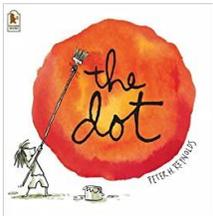
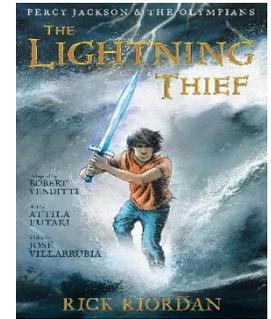
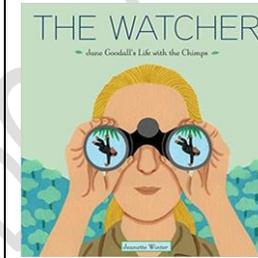
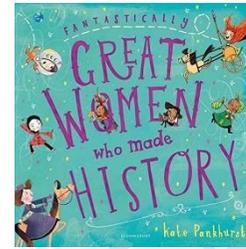
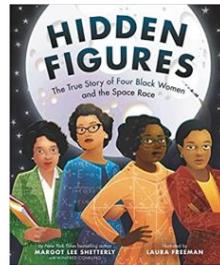
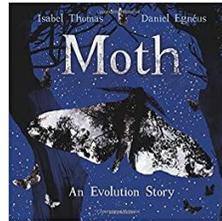


YEAR 6	Autumn	Spring	Summer
<p><b>English: texts to inspire writing</b></p>	 <p><b>High Rise Mystery</b></p> <ul style="list-style-type: none"> <li>• Police report</li> <li>• Newspaper article</li> </ul>	<p><b>The Lost Happy Ending</b></p> <ul style="list-style-type: none"> <li>• Setting description</li> <li>• Newspaper article</li> </ul> 	<p><b>Francis</b></p> <ul style="list-style-type: none"> <li>• Suspense writing</li> </ul> 
	<p><b>Old Possum's Book of Practical Cats</b></p> <ul style="list-style-type: none"> <li>• Character description</li> <li>• Wanted poster</li> <li>• Explanation text</li> <li>• Biography</li> </ul> 	<p><b>Hidden Figures</b></p> <ul style="list-style-type: none"> <li>• Non-chronological report</li> <li>• Balanced argument</li> <li>• Biography</li> </ul> 	<p><b>The lightning Thief</b></p> <ul style="list-style-type: none"> <li>• Setting description</li> <li>• Non-chronological report</li> </ul> 
	<p><b>Letters from a Lighthouse</b></p> <ul style="list-style-type: none"> <li>• Character description</li> <li>• Diary entry</li> <li>• Setting description</li> </ul> 	<p><b>Ali Baba and the Forty Thieves</b></p> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Recount</li> </ul> 	<p><b>Transition Work</b></p>
	 <p><b>My Secret War Diary</b></p> <ul style="list-style-type: none"> <li>• Informal writing (scrapbook)</li> </ul> <p><b>A Christmas Carol</b></p> <ul style="list-style-type: none"> <li>• Persuasive letter</li> <li>• Biography</li> </ul> 	<p><b>Can You See Me?</b></p> <ul style="list-style-type: none"> <li>• Diary entry</li> </ul> <p><b>Roger McGough</b></p> 	 <p><b>Cloud Busting</b></p> <p>malorie blackman</p> <p>Children's Laureate 2013-2015</p>

# Guided reading



Lyrics – ‘Topic Specific’ , ‘Self-Love’ and ‘Thinking of Others’

Non-Fiction – Famous women through History

Picture Books – Famous women through History

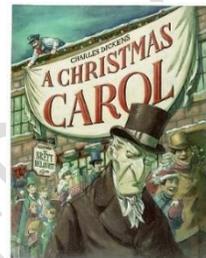
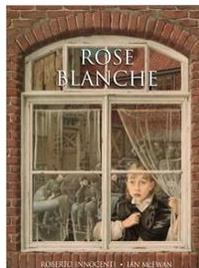
Poetry – Inspired by the Suffrage Movement & resilience

Lyrics – ‘Film & TV’

Non-Fiction – The Ancient Greeks

Picture Books – Animals including Humans

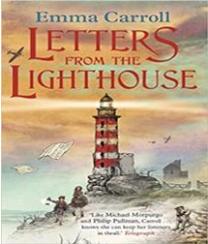
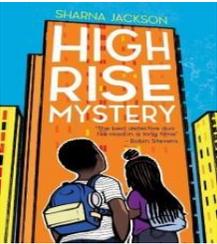
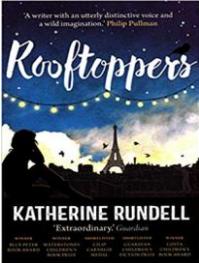
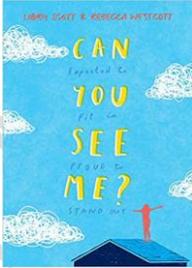
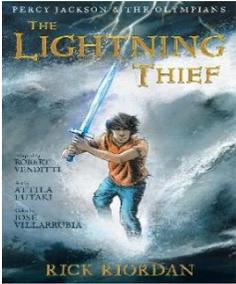
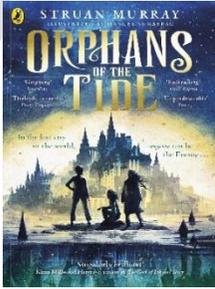
Fiction – The Lightning Thief



Lyrics – ‘Life & Death’ , ‘friendship’ and ‘musicals’

Non-Fiction – Electricity

Picture Books – World War Two

	Fiction – Charles Dickens		
<p><b>Reading for pleasure</b></p>	<p><b>Letters from a Lighthouse</b> – Emma Carroll</p>  <p><b>High Rise Mystery</b> – Sharna Jackson</p> 	<p><b>Rooftoppers</b> - Katherine Rundell</p>  <p><b>Can you see me?</b> - Libby Scott</p> 	<p><b>The Lightning Thief</b> - Rick Riordan</p>  <p><b>Orphans of the Tide</b> - Struan Murray</p> 
<p><b>Spelling</b></p>	<ul style="list-style-type: none"> <li>• Words ending ‘-able/ably’, ‘-ible/ibly’</li> <li>• Revise words with the /i:/ sound spelt ‘ei’ after ‘c’.</li> <li>• Adding suffixes beginning with vowel letters to words ending in ‘-fer’.</li> <li>• Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (<i>precious, ambitious</i>)</li> <li>• Homophones</li> <li>• Proofreading in smaller chunks – sentences and paragraphs.</li> <li>• Learn words from the Years 5 and 6 word list.</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit words containing the letter string ‘-ough’</li> <li>• Generating words from prefixes and suffixes</li> <li>• The /jəl/ sound, words ending ‘tial’ and ‘cial’ (<i>official, special, artificial, partial, confidential, essential</i>)</li> <li>• Homophones</li> <li>• Proofreading someone else’s writing.</li> <li>• Learn words from the Years 5 and 6 word list.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise words with rare GPCs from the Years 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>)</li> <li>• Words ending in ‘-ant’, ‘-ance’/‘-ancy’, ‘-ent’, ‘-ence’/‘-ency’</li> <li>• Homophones and near homophones</li> <li>• Embedding proofreading strategies when reviewing own writing independently.</li> <li>• Learn words from the Years 5 and 6 word list.</li> </ul>

# Science

## Evolution & 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 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.

## 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 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.

## 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 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.

## Living Things

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

## 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
- describe the ways in which nutrients and water are transported within animals, including humans.

<h2>Geography</h2>	<h3>World in Danger</h3> <ul style="list-style-type: none"> <li>• To explain what volcanoes, hurricanes and earthquakes are.</li> <li>• To identify why some countries have more extreme weather than others.</li> <li>• To understand what is happening to the British coastline</li> <li>• To balance opinions for and against 'climate change' being a real geographical change</li> <li>• To discuss the factors affecting reaction times to natural disasters</li> <li>• To understand how I can help the effort to reduce global warming</li> <li>• To attempt to predict what may happen to the world around us in the future.</li> </ul>		<h3>Globalisation</h3> <ul style="list-style-type: none"> <li>• To research global companies, who owns them and where they are based.</li> <li>• To describe what Globalisation is.</li> <li>• To explain how the development of technology has aided Globalisation.</li> <li>• To justify whether globalisation has had a positive or negative impact on the local environment.</li> <li>• To explain how fashion is affected by Globalisation.</li> <li>• To justify whether Globalisation affects the gap between rich and poor.</li> </ul>
<h2>History</h2>	<h3>Crime and Punishment</h3> <ul style="list-style-type: none"> <li>• To describe the Roman Legacy and how it affected law and order in the UK.</li> <li>• To discuss how Viking and Anglo-Saxon law systems differed.</li> <li>• To explain why I think medieval (Tudor) punishments are sometimes described as gruesome or unfair.</li> <li>• To describe how the Victorian era changed Crime and Punishment in the UK.</li> <li>• To discuss how our legal system is influenced by the past and why it has changed over time.</li> <li>• To debate which modern day issues might cause change in legal systems around the world (including the UK).</li> </ul>	<h3>Herstory</h3> <ul style="list-style-type: none"> <li>• To summarise the suffragette movement in a timeline.</li> <li>• To discuss different perspectives about the Suffragette movement (forming an opinion).</li> <li>• To show empathy for Rosa Parks actions in role play.</li> <li>• To show an understanding of how one person's actions can start a revolution.</li> <li>• To use historical sources to improve my understanding of a period of time.</li> <li>• To show understanding of why some bias affects the reliability of resources.</li> </ul>	<h3>Ancient Greeks</h3> <ul style="list-style-type: none"> <li>• To summarise how Ancient Greece has impacted upon Modern Britain.</li> <li>• To develop a Greek God/Goddess based on my understanding of Greek Religion.</li> <li>• To show an understanding of the purpose of Greek Myths and Legends.</li> <li>• use primary sources to understand events from Ancient Greece.</li> <li>• To develop a chronologically secure knowledge and understanding of Ancient Greece.</li> <li>• To orally retell an iconic event using historical terminology.</li> <li>• To research how the legacy of Ancient Greek culture is evident in today's society.</li> </ul>

<b>PE</b>	<b>Football</b> <b>Basketball</b> <b>Dance</b>	<b>TAG Rugby</b> <b>Netball</b> <b>Gymnastics</b>	<b>Athletics</b> <b>Cricket</b> <b>Rounders</b>
	<ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination.</li> <li>• Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</li> <li>• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> <li>• Perform dances using a range of movement patterns.</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>		
<b>RE</b>	<b>What do religions say to us when life gets hard?</b> <ul style="list-style-type: none"> <li>• Raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life.</li> <li>• Express ideas about how and why religion can help believers when times are hard, giving examples.</li> <li>• Outline Christian, Hindu and non-religious beliefs about life and death.</li> <li>• Explain what difference belief in judgement/ heaven/ karma/ reincarnation might make to how someone lives.</li> <li>• Explain some reason why Christians and Humanists have different ideas about afterlife.</li> <li>• Explain some similarities and differences</li> </ul>	<b>What does it mean to be a Muslim in Britain today?</b> <ul style="list-style-type: none"> <li>• Describe the 5 pillars of Islam and give examples of how these affect the everyday lives of Muslims.</li> <li>• Comment thoughtfully on the value and purpose of religious practices and rituals.</li> <li>• Make connections between Muslim practice of the 5 pillars and their beliefs about God and the Prophet Mohammed.</li> <li>• Make connections between the key functions of the mosque and the beliefs of Muslims.</li> </ul>	<b>Is it better to express your religion In Arts and Architecture or in Charity and generosity?</b> <ul style="list-style-type: none"> <li>• Describe and make connections between examples of religious creativity.</li> <li>• Show an understanding of the value of sacred building and art.</li> <li>• Apply ideas about values and from sculptures to the title question.</li> <li>• Examine the title question from different perspectives, including their own.</li> <li>• Outline how and why some humanists criticise spending on religious buildings and art.</li> <li>• Suggest reasons why some believers see generosity and charity as more important</li> </ul>

	<p>between beliefs about life after death.</p>		<p>than buildings and art.</p> <p><b>What matters most to Christians and to Humanists?</b></p> <ul style="list-style-type: none"> <li>• Apply ideas about what really matters in life for themselves.</li> <li>• Describe some humanist values simply.</li> <li>• Express their own ideas about some big moral concepts, such as fairness or honesty.</li> <li>• Suggest ideas about why humans can be both good and bad, making links with humanist and Christian ideas.</li> <li>• Give examples of similarities and differences between Christian and humanist values.</li> <li>• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</li> </ul>
<p><b>Computing</b></p>	<p><b>We are APP planners</b></p> <ul style="list-style-type: none"> <li>• develop an awareness of the capabilities of smartphones and tablets</li> <li>• understand geolocation, including GPS</li> <li>• identify interesting, solvable problems</li> <li>• evaluate competing products</li> <li>• pitch a proposal for a smartphone or tablet app.</li> </ul> <p><b>We are Project Managers</b></p> <ul style="list-style-type: none"> <li>• scope a project to identify different components that must be successfully</li> </ul>	<p><b>We are Market Researchers</b></p> <ul style="list-style-type: none"> <li>• create a set of good survey questions</li> <li>• analyse the data obtained from a survey</li> <li>• work collaboratively to plan questions</li> <li>• conduct an interview or focus group</li> <li>• analyse and interpret the information obtained from interviews or a focus group</li> <li>• present their research findings.</li> </ul> <p><b>We are Interface Designers</b></p> <ul style="list-style-type: none"> <li>• work collaboratively to design the app's</li> </ul>	<p><b>We are APP Developers</b></p> <ul style="list-style-type: none"> <li>• become familiar with another programming toolkit or development platform</li> <li>• import existing media assets to their project</li> <li>• write down the algorithms for their app</li> <li>• program, debug and refine the code for their app</li> <li>• thoroughly test and evaluate their app.</li> </ul>

	<p>combined</p> <ul style="list-style-type: none"> <li>• identify their existing talents and plan how they can develop further knowledge and skills</li> <li>• identify the component tasks of a project and develop a timeline to track progress</li> <li>• identify the resources they'll need to accomplish a project</li> <li>• use web-based research skills to source tools, content and other resources</li> <li>• consider strategies to ensure the quality of a collaborative project.</li> </ul>	<p>interface</p> <ul style="list-style-type: none"> <li>• use wire framing tools to create a design prototype of their app</li> <li>• develop or source the individual interface components (media assets) they will use</li> <li>• address accessibility and inclusion issues</li> <li>• document their design decisions and the process they've followed.</li> </ul>	
<b>ART</b>	<p><b>Fashion Design</b></p> <ul style="list-style-type: none"> <li>• Proportion</li> <li>• Texture</li> <li>• Shapes</li> </ul>	<p><b>Lowry</b></p> <ul style="list-style-type: none"> <li>• Silhouettes - charcoal/ pastel</li> <li>• Composition</li> <li>• Arranging multiple figures</li> <li>• Perspective</li> </ul>	<p><b>Wonders of the World</b></p> <ul style="list-style-type: none"> <li>• Choose appropriate media to make copies</li> <li>• discussion of relevant architects</li> </ul>
<b>DT</b>	<p><b>Hydra Eyes</b></p> <ul style="list-style-type: none"> <li>• Use tools to carve, model and decorate clay. Slip joining techniques.</li> </ul>	<p><b>Fairground Rides</b></p> <ul style="list-style-type: none"> <li>• Use electrical systems to create movement. Use axels, construct with wood, saw, strengthen, join, decorate, refine.</li> </ul>	<p><b>Enterprise</b></p> <ul style="list-style-type: none"> <li>• Design and develop own ideas for enterprise. Work collaboratively, manage finances, design publicity information. Pitch idea to audience. Evaluate.</li> </ul> <p><b>Cooking - Making Burgers</b></p> <ul style="list-style-type: none"> <li>• Food preparation using local produce, sustainability, seasonality, food hygiene, meat-free option.</li> </ul>

# PSHE

## Beginning and Belonging

- be able to collaborate with other children to develop strategies and approaches to make the classroom a safe and happy place to learn.
- know the names of everyone in their class and be able to build new relationships.
- know how it feels to be in a new situation in different contexts, and have strategies for managing those emotions.
- be able to identify a range of people in their Support Networks, and know how to access help and support.
- have ideas for making new people feel welcome and be able to offer support to others who need help.

## My Emotions

- be able to recognise and describe feelings in themselves and others, including mixed emotions and moods.
- be able to communicate effectively how they are feeling, including reasons for that feeling.
- regularly use some strategies to manage their feelings, including calming and relaxing themselves.
- begin to develop strategies for understanding and responding sensitively to others' emotions.
- use some strategies to regain a more positive outlook if necessary.
- understand why and how they might become overwhelmed by strong emotions

## Rights, Rules and Responsibilities

- be able to state some of the rights in the United Nations Convention on the Rights of the Child and explain why they are important.
- identify some of the links between rights, rules and responsibilities.
- be able to suggest useful ground rules and give examples of what following the rules looks like.
- understand how rights and responsibilities can sometimes conflict with each other and suggest ways of resolving this in different situations.
- know why rules and laws are needed in society and explain some reasons why people sometimes break them.
- understand the role of parliament, MPs, local councils and councillors and link this with school councils.
- be able to express their views on a moral or social question and listen to the views of others.

## Safety Context

- be able to explain basic road safety rules, e.g. Green Cross Code.
- know some hazards associated with cycling and describe precautions they can take.
- understand that sunburn is bad for you and suggest ways to reduce the risk of sunburn.
- recognise that exposure to electricity

## Financial Capability

- have a broad view of what money is, including history, trade and currencies.
- understand that occupations require different skills and allow for different earnings, the deductions from which support others in the community.
- know that the choices we make and the ideas we have about money change according to individual circumstances, values, beliefs and culture.
- understand how our choices can have an impact on the local and wider communities.
- understand that managing money is complex and may involve risk but there are people who can help.
- have a broad view of what we mean by poverty and know something of its links with trade and charities.
- understand that feelings around money can be complex, difficult and changeable.
- be able to manage money effectively in real life situations, making informed choices, tracking spending and keeping within a budget.

## Managing Change

- be able to identify a range of situations which involve loss and change.
- recognise emotions associated with loss and change, and understand how these feelings can change.
- be able to identify what might help when experiencing difficult emotions.

	<p>and have some strategies to help themselves, including asking for help.</p> <ul style="list-style-type: none"> <li>• be able to use a simple problem solving process and sometimes support others to do so too.</li> <li>• know what it feels and looks like to be assertive and understand some situations where being assertive might be important.</li> </ul> <p style="text-align: center;"><b>Anti-bullying</b></p> <ul style="list-style-type: none"> <li>• Can I define bullying?</li> <li>• Do I understand why a person or group of people may feel the need to have power over another person or group of people?</li> <li>• Can I respond to bullying and seek support where necessary?</li> <li>• How can bullying affect people's behaviour and wellbeing?</li> <li>• How might people's responses to bullying improve or worsen a situation?</li> <li>• Can I identify ways of preventing bullying in school and the wider community?</li> </ul>	<p>can be dangerous and describe</p> <ul style="list-style-type: none"> <li>• a range of risks in the home and how to avoid these.</li> <li>• know some of the reasons that trains can be dangerous and</li> <li>• describe how to behave safely around trains.</li> <li>• be able to describe rules for maintaining safety at school and</li> <li>• suggest ways in which the possibilities of accidents can be reduced.</li> </ul> <p style="text-align: center;"><b>Warning Zone trip</b></p>	<ul style="list-style-type: none"> <li>• know how they can access support and how they can support other people.</li> <li>• be able to reflect on their own experiences of change and describe some ways they have affected them.</li> <li>• have developed strategies for coping with future changes, including transition to secondary school.</li> </ul> <p style="text-align: center;"><b>Sex &amp; Relationships</b></p> <ul style="list-style-type: none"> <li>• know and understand the appropriate use of the scientific names for the external and internal sexual parts of the body, and be able to explain basic functions.</li> <li>• understand the main changes that will happen at puberty, know some ways to manage them, and how it affects people differently.</li> <li>• have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others.</li> <li>• understand the importance of washing regularly and of maintaining other hygiene routines during puberty.</li> <li>• understand ways they can prevent the spread of common diseases, and have a rudimentary understanding of HIV.</li> </ul>
<p><b>French</b></p>	<p style="text-align: center;"><b>Adjectives</b> <b>Emotions and Feelings</b></p>	<p style="text-align: center;"><b>Food</b></p>	<p style="text-align: center;"><b>Dictionary Skills</b> <b>Comparison of France &amp; England</b></p>

# Music

## Digital Music Project

- Develop listening skills
- Record own sounds
- Use Soundplant and Audacity to sample sounds and add effects
- Compose own digital music

## Listening and Appraising 'Genre'

- Classical/choral/opera
- Jazz/pop/gospel/musical
- Different styles of music
- Own opinions
- Identify the elements of music

## Steel Pans WCET

- Singing/ Acting/ Dancing/ Choreographing

Leavers' Concert

Singing songs about Ancient Greece

PROPERTY OF THISTLY MEADOW