

YEAR Group: 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Theme	Lest we Forget Keep the home fires burning		Adapting to environments		People who influence our lives.	Moving on
Literacy	Diaries: 2 perspectives (voice) Narrative: Letters from evacuees Colons, semi colons, Instructions (Anderson Shelter) Character description Comparison of the novel and film	War poetry Narrative Tom's visit to London Beyond the Lines (Lit shed) The Christmas Truce play script	Narrative Poetry - Backstory and narrative - Character description Newspaper report Nail varnish advert Visitors leaflet (bias) Non-chron report (Yellow spotted lizard) Balanced debate (Camp Green Lake)		Newspaper report Character description Poems (modern witch) Biographies (Shakespeare, link to science (scientist))	Narrative Link to Geog - persuasive letters debate
Quality Texts	Goodnight Mr Tom	Flanders Fields Anthem for Doomed Youth Rose Blanche	The Highwayman (or alternative Narrative poem eg. The Listeners) Holes		Shakespeare (eg. Macbeth) – liaison with Y5	Tales from Outer Suburbia
Maths	See White Rose Plans					
Science	Light <ul style="list-style-type: none"> <li>• <i>Make their own decisions about what observations to make, what measurements to use and how long to make them for</i></li> <li>• <i>Choose the most appropriate</i></li> </ul>	Electricity <ul style="list-style-type: none"> <li>• <i>Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions</i></li> <li>• <i>Recognise when and how to set up comparative and fair tests</i></li> </ul>	Evolution <ul style="list-style-type: none"> <li>• <i>Talk about how scientific ideas have developed over time</i></li> <li>• <i>Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact</i></li> <li>• <i>Identify scientific evidence that has been used to support or refute ideas or arguments</i></li> </ul>		Living things and their habitats Link to English biographies – Carl Linnaeus. <ul style="list-style-type: none"> <li>• <i>Use and develop keys and other information records to identify, classify and describe living things and</i></li> </ul>	Animals including humans <ul style="list-style-type: none"> <li>• <i>Use their science experiences to explore ideas and raise different kinds of questions</i></li> <li>• <i>Decide how to record data and results of increasing</i></li> </ul>

	<p><i>equipment to make measurements with increasing precision and explain how to use it accurately. Take repeat measurements where appropriate.</i></p>	<p><i>and explain which variables need to be controlled and why</i></p> <ul style="list-style-type: none"> <li>• <i>Look for different causal relationships in their data and identify evidence that refutes or supports their ideas</i></li> <li>• <i>Use their results to make predictions and identify when further observations, comparative and fair tests might be needed</i></li> </ul>			<p><i>materials, and identify patterns that might be found in the natural environment</i></p>	<p><i>complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</i></p> <ul style="list-style-type: none"> <li>• <i>Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas, use oral and written forms such as displays and other presentations to report conclusions, causal relationships and explanations of degree of trust in results</i></li> </ul>
Skills for Life	Rights, Rules and Responsibilities E-safety	Managing Hurtful Behaviour and Bullying (week)	Children's Mental Health Week	Staying Healthy	Ourselves, Growing and Changing	Keeping Safe

	<i>(cross-curricular unit to be taught during Computing sessions)</i>					
Geography	Mapping countries involved in the war (axis and allies)		Biomes Grid references			Map skills Orienteering Land use (inc. HS2) human and physical geog links
History	Main focus: Chronology of events, change that occurred as a result (women's roles), rations, propaganda, code breaking, bias and differences in sources. Remembrance Day, Christmas Day in WW1.				Development of Paralympic movement (sequence events on a timeline)	
Art	Light, perspective, shading in war art		Modroc sculptures		Weaving Keith Haring – graffiti	
D T		Textiles: Making a bag for a gas mask		Food topic Develop and cook own recipe using fair trade products		Mechanics: Cams
PE	OAA	Gymnastics	Dance	Disability sport TBC	Athletics (Residential)	Athletics (Sports events run by secondary schools)
	Hockey	Basket ball	Tag rugby	Rounders	Tennis	Cricket
Computing	Online safety (Skills For Life)	Spreadsheets	Video prospectus of the school		Edbots	Leavers Media Project
Music	Charanga – Developing melodic phrases	Charanga: How does music connect us with the past?	Garage Band (iPads)/ BBC 10 pieces music/arts day		Charanga - Music and Me	Production Songs singing together
RE	How does a Muslim show commitment?	Do Christmas celebrations and traditions reflect the Christian beliefs?	Is anything ever Eternal?	Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Does belief in Akhirah (life and death) help Muslims lead good lives? - Possibly teach this in a block due to timetabling with Y6 transition events	
Special events or visits (if permitted)	History Visit if possible	Anti Bullying Week KS1 Nativity	BBC 10 pieces music/arts day	World Book Day 4 <sup>th</sup> March	SATs	Y5/6 production Transition

			(Earth by Hans Zimmer, Beethoven's 5 <sup>th</sup> , Mambo by Bernstein)		Deaf Awareness Day - May	