

Year 6: Autumn Term

<p style="text-align: center;"><u>English</u></p> <p><u>Autumn 1:</u> Text—The Island by Armin Greder</p> <ul style="list-style-type: none"> • Compare similarities and differences between characters • Build tension through use of adverbs • Write a letter • Write a prequel <p><u>Autumn 2:</u> Text—The Boy in the Tower by Polly Ho-Yen</p> <ul style="list-style-type: none"> • Write a conversation accurately • Summarise main events • Write a story <p>Poem—'Twas The Night Before Christmas by Clement Clarke Moore</p> <p><u>Reading:</u> Comprehension Express to develop and consolidate skills.</p>	<p style="text-align: center;"><u>Maths</u></p> <p><u>Autumn 1:</u></p> <ul style="list-style-type: none"> • Place Value • Number (4 operations) <p><u>Autumn 2:</u></p> <ul style="list-style-type: none"> • Fractions • Measurement (converting units) 	<p style="text-align: center;"><u>Science</u></p> <p style="text-align: center;"><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. • Give reasons for classifying plants and animals based on specific characteristics. 	<p style="text-align: center;"><u>Physical Education</u></p> <p><u>Autumn 1</u></p> <ul style="list-style-type: none"> • Circuit, eg, actively trying to improve their own performance (teacher) • Football (Aston Villa coach) <p><u>Autumn 2</u></p> <ul style="list-style-type: none"> • Hockey (teacher) • Gymnastics (Aston Villa coach) 	<p style="text-align: center;"><u>Religious Education:</u></p> <p style="text-align: center;">Living By Rules</p> <p style="text-align: center;">Being Fair and Just</p> <p style="text-align: center;">Creating Unity and Harmony</p> <p style="text-align: center;">Cultivating Inclusion, Identity and Belonging</p>
			<p style="text-align: center;"><u>Computing:</u></p> <p style="text-align: center;"><u>E-safety is recapped and built on each term.</u></p> <p style="text-align: center;"><u>Understanding Big Data</u></p> <ul style="list-style-type: none"> • Understand what big data is, the impact on privacy and security of data and how data is used by others (authorised and unauthorised). • Investigate ways big data is used for global projects that benefit our lives. <p style="text-align: center;"><u>Analyse & Interpret Data Using Spreadsheets</u></p> <ul style="list-style-type: none"> • 	<p style="text-align: center;"><u>Relationships and Health Education</u></p> <p>British Values and Law—children know:</p> <ul style="list-style-type: none"> • about the rule of law and that everyone in this country is equal. • their individual rights. • gain simple knowledge about the law. <p>Healthy Relationships—children know:</p> <ul style="list-style-type: none"> • the importance of self-respect. • that most friendships have ups and downs.

<p style="text-align: center;"><u>Geography—Migration</u></p> <ul style="list-style-type: none"> • Recap the 7 continents and 5 oceans. • Understand what is meant by migration and reasons why people migrate. • Know why people fled Afghanistan. • Learn about the geographical features of Afghanistan. • Learn about the African slave trade which is an example of forced migration. • Understand 6 figure grid references. 	<p style="text-align: center;"><u>Art—Sculpture & 3D: Making Memories</u></p> <ul style="list-style-type: none"> • Create a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning. 	<p style="text-align: center;"><u>History—Inventions</u></p> <ul style="list-style-type: none"> • Know the names of 3 black inventors whose inventions are still used today. • Learn that postage stamps originated from the Victorians in 1840. • Know that Louis Braille invented a reading and writing system for the blind and partially sighted in 1829. • Learn about the history of sign language for people who are deaf and the impact it has on their lives today. 	<p style="text-align: center;"><u>DT—Digital World: Navigating The World</u></p> <ul style="list-style-type: none"> • Design and program a navigation tool to produce a multifunctional device for trekkers using CAS 3D modelling software. • Pitch and explain the product to a guest panel.
<p style="text-align: center;"><u>Art—Craft & Design: Photo Opportunity</u></p> <ul style="list-style-type: none"> • Develop photography skills and techniques to design a range of creative photographic outcomes. 	<p style="text-align: center;"><u>Music—Advanced Rhythms</u></p> <ul style="list-style-type: none"> • Repeat rhythms accurately and participate in rhythm games. • Feel the pulse while participating in, eg, singing or chanting activities. • Notate rhythms accurately. • Perform compositions demonstrating a good sense of pulse. 	<p style="text-align: center;"><u>Spanish—Phonetics and At School</u></p> <ul style="list-style-type: none"> • Learn how to say, read and write the Spanish for different school subjects. • Say which subjects they like/do not like and why. • Tell the time in Spanish. • Say the time they study each subject at school. 	<p style="text-align: center;"><u>Music—Dynamics, Pitch and Tempo</u></p> <ul style="list-style-type: none"> • Discuss the sounds of an orchestral piece. • Change dynamics and pitch, differentiating between the two. • Take the role of a conductor or follow a conductor. • Create a graphic score to represent sounds. • Follow the conductor to show changes in pitch, dynamics and texture.
	<p style="text-align: center;"><u>Spanish—Healthy Lifestyle</u></p> <ul style="list-style-type: none"> • Recognise and spell ten healthy foods in Spanish with their partitive article/determiner. • Recognise and spell nine unhealthy foods in Spanish with their partitive article/determiner. • Learn how to form more complex sentences about healthy and unhealthy foods. • Follow a simple healthy recipe in Spanish. 		

Year 6: Spring Term

<p style="text-align: center;"><u>English</u></p> <p><u>Spring 1:</u> Text—The Midnight Fox by Betsy Byars</p> <ul style="list-style-type: none"> • Gather information about characters or settings from clues in the text • Write a letter • Write a non-chronological report <p><u>Spring 2:</u> Text—The Tell Tale Heart by Edgar Allan Poe</p> <ul style="list-style-type: none"> • Understand ‘authorial choice’ • Write a diary • Accurately use subordinating and co-ordinating conjunctions • Plan and write a story <p><u>Reading:</u> A range of texts will be explored in order to develop the children’s comprehension skills.</p>	<p style="text-align: center;"><u>Maths</u></p> <p><u>Spring 1:</u></p> <ul style="list-style-type: none"> • Ratio • Algebra • Decimals <p><u>Spring 2:</u></p> <ul style="list-style-type: none"> • Decimals • Fractions, decimals and percentages • Measurement (area, perimeter and volume) • Statistics 	<p style="text-align: center;"><u>Science</u></p> <p style="text-align: center;"><u>Animals including humans</u></p> <ul style="list-style-type: none"> • 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 style="text-align: center;"><u>Evolution and inheritance</u></p> <ul style="list-style-type: none"> • 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. 	<p style="text-align: center;"><u>Physical Education</u></p> <p><u>Spring 1</u></p> <ul style="list-style-type: none"> • Circuit, eg, compete against a classmate (teacher) • Tag rugby (Aston Villa coach) <p><u>Spring 2</u></p> <ul style="list-style-type: none"> • Basketball (teacher) • Dance (Aston Villa coach) 	<p style="text-align: center;"><u>Religious Education:</u></p> <p style="text-align: center;">Remembering Roots</p> <p style="text-align: center;">Being Courageous and Confident</p> <p style="text-align: center;">Responding To Suffering</p> <p style="text-align: center;">Being Merciful and Forgiving</p>
			<p style="text-align: center;"><u>Computing:</u></p> <p style="text-align: center;"><u>E-safety is recapped and built on each term.</u> <u>The Internet and World Wide Web</u></p> <ul style="list-style-type: none"> • Understand what the internet is and discuss the services it provides. • Focus on the world wide web as a service.. • Consider how search engines help to find information and how to improve techniques when looking for information online. <p style="text-align: center;"><u>Digital Literacy—Project Evolve</u></p> <ul style="list-style-type: none"> • Managing online information • Copyright and ownership 	<p style="text-align: center;"><u>Relationships and Health Education</u></p> <p>Keeping Myself Safe—children know:</p> <ul style="list-style-type: none"> • how to contact the emergency services. • that the internet can also be a negative place where online abuse takes place. • concepts of basic first-aid. <p>My Healthy Body—children know:</p> <ul style="list-style-type: none"> • the facts and science relating to vaccinations. • Key facts about puberty.

<p style="text-align: center;">Geography—Saving The Planet</p> <ul style="list-style-type: none"> • Know what climate change is and how people across the world can help to improve this. • Learn about different ways to reduce our carbon footprint. • Know what is meant by recycling and how this, and reducing our use of plastics, can help to protect wildlife. • Know what is meant by deforestation and why trees are so important to the environment. 	<p style="text-align: center;">Art—Drawing: Make My Voice Heard</p> <ul style="list-style-type: none"> • Look at how artists convey a message through art. • Exploring imagery, symbols, expressive mark making and ‘chiaroscuro’, consider audience and impact to create powerful drawings to make their voices heard. 	<p style="text-align: center;">Geography—How The UK Has Changed</p> <ul style="list-style-type: none"> • Learn that the geography of the UK was altered during the last Ice Age. • Know that human features may change depending on the people who have settled there. • Know that a rise or fall in the population may affect the human and physical features of an area. • Learn how to make predictions based on prior geographical knowledge, how the UK may change during the next 100 or 1,000 years. 	<p style="text-align: center;">DT—Cooking & Nutrition: Come Dine With Me</p> <ul style="list-style-type: none"> • Develop a three course menu focussed on three key ingredients, as part of a paired challenge to develop the best class recipes. • Explore each key ingredient’s farm to fork process.
<p style="text-align: center;">Music—Songs of World War II</p> <ul style="list-style-type: none"> • Use musical vocabulary to identify features of different eras of music. • Improve accuracy in pitch and control, singing with expression and dynamics. • Identify pitches within an octave when singing. • Notate a melody using pitches up to an octave. 	<p style="text-align: center;">Spanish—The Weekend</p> <ul style="list-style-type: none"> • Consolidate numbers in Spanish and tell the time in increments of five minutes. • Learn new phrases to describe the activities the children may do at the weekend. • Integrate a time phrase and connectives with the phrases for weekend activities. • Give their opinions, in Spanish, about these activities. 	<p style="text-align: center;">Music—Film Music</p> <ul style="list-style-type: none"> • Appraise different musical features in a variety of film contexts. • Identify and understand some composing techniques in film music. • Use graphic scores to interpret different emotions. • Create and notate musical ideas and relate them to film music. 	<p style="text-align: center;">Spanish—World War II</p> <ul style="list-style-type: none"> • Decode and break down longer texts in Spanish. • Recognise and spell the key countries involved in WWII as well as the languages spoken in these countries. • Listen to the story of Ralph, an evacuee during the war.

Year 6: Summer Term

<p style="text-align: center;">English</p> <p>Summer 1: Text—Romeo and Juliet by William Shakespeare</p> <ul style="list-style-type: none"> • Write a diary • Write letters as Romeo or Juliet • SPaG revision for SATs <p>Summer 2: A range of writing based on Anywhere Island. The children will create their own island and take part in a variety of writing tasks.</p>	<p style="text-align: center;">Maths</p> <p>Summer 1:</p> <ul style="list-style-type: none"> • Geometry (shape) • Geometry (position and direction) • SATs week <p>Summer 2:</p> <ul style="list-style-type: none"> • Consolidation and preparation for transition to secondary school maths 	<p style="text-align: center;">Science</p> <p style="text-align: center;"><u>Light</u></p> <ul style="list-style-type: none"> • Recognise that light appears to travel in straight lines. • 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. • Explain why shadows have the same shape as the objects that cast them <p style="text-align: center;"><u>Electricity</u></p> <ul style="list-style-type: none"> • Associate, eg, brightness of a lamp with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function. • Use recognised symbols when representing a simple circuit in a diagram. 	<p style="text-align: center;">Physical Education</p> <p>Summer 1</p> <ul style="list-style-type: none"> • Athletics (teacher) • Outdoor and adventurous activities (Aston Villa coach) <p>Summer 2</p> <ul style="list-style-type: none"> • Rounders (teacher) • Tennis (Aston Villa coach) 	<p style="text-align: center;">Religious Education:</p> <p style="text-align: center;">Expressing Joy</p> <p style="text-align: center;">Appreciating Beauty</p> <p style="text-align: center;">Being Curious and Valuing Knowledge</p> <p style="text-align: center;">Being Reflective and Self-Critical</p>
		<p style="text-align: center;">Computing:</p> <p><u>E-safety is recapped and built on each term.</u></p> <p><u>Artificial Intelligence & Machine Learning</u></p> <ul style="list-style-type: none"> • • <p><u>Scratch Programming—Game Design</u></p> <ul style="list-style-type: none"> • 	<p style="text-align: center;">Relationships and Health Education</p> <p>Finance and Jobs—children know:</p> <ul style="list-style-type: none"> • and gain understanding about the world of work. • how to look after money. <p>Transition from Y6-Y7— children will:</p> <ul style="list-style-type: none"> • develop strategies for managing change. • feel confident to face challenges in a supportive environment. 	

History—Ancient Greece	DT—Electrical Systems: Steady Hand Game	History—Education Through The Years	Art—Painting & Mixed Media: Artist Study
<ul style="list-style-type: none"> • Know where Ancient Greece fits on a timeline. • Know what life was like for the Ancient Greeks and that this depended on whether you were rich or poor. • Learn why we use the word ‘marathon’ to describe a 26 mile running race. • Know that the Ancient Greeks believed in many gods and goddesses. • Learn about Greek mythology. 	<ul style="list-style-type: none"> • Understand what is meant by fit for purpose design and form follows function. • Design and develop a steady hand game using a series circuit, including housing and backboard. 	<ul style="list-style-type: none"> • Learn what the education system was like during the Roman, Tudor and Victorian times. • Know how William Shakespeare’s education helped him to be the great writer he is known for today. • Know that in previous eras, children’s education largely depended on whether they came from a rich or poor family. • Compare past education systems to the one we have today in the UK. 	<ul style="list-style-type: none"> • Explore a selection of paintings through art appreciation activities. • Collect ideas in sketchbooks and plan for a final piece after researching the life, techniques and artistic intentions of an artist that interest me.
DT—Mechanical Systems: Automata Toys	Music—Theme and Variation	Music—Composing/Performing a Leavers’ Song	Spanish—Me In The World
<ul style="list-style-type: none"> • Develop a functional automata window display, to meet the requirements in a design brief. • Explore and create cam, follower and axle mechanisms to mimic different movements. 	<ul style="list-style-type: none"> • Explore the musical concept of theme and variations. • Compare and contrast different variations in the piece, ‘The Young Person’s Guide to the Orchestra’. • Use complex rhythms to be able to play a theme. • Use musical notation to create visual representations. 	<ul style="list-style-type: none"> • Listen to and describe music. • Write lyrics for a song. • Organise lyrics into a song structure. • Use vocal improvisation and known melodies against a backing track. • Compose and perform a verse melody. 	<ul style="list-style-type: none"> • Improve their decoding and comprehension skills in Spanish through texts about four fictional characters. • Consolidate their cultural knowledge and understanding. • Compare where two of these characters live.
Spanish—The Vikings			
<ul style="list-style-type: none"> • Name, in Spanish, the key periods in ancient Britain, in chronological order. • Describe themselves physically. • Use exciting Spanish adjectives in their sentences. • Explore the daily routine of two typical Vikings - Erik and Edda. 			