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| <b>Year<br/>6</b>    | <b>Term</b>         | <b>Autumn 1</b>  | <b>Autumn 2</b>   | <b>Spring 1</b>  | <b>Spring 2</b>   | <b>Summer 1</b>   | <b>Summer 2</b>                   |
|                      | <b>Key Question</b> | What impact did WW2 have on childhoods across Europe?<br><br>(History focus) | What are the physical and human geographical reasons humans migrate?<br><br>(Geography focus) | Who first lived in Britain<br><br>(History focus)                        | Have we always looked like this?<br><br>(Science focus) | Has the UK always looked like this?<br><br>(Geography focus)      | Transition Project<br>Shakespeare |
|                      | <b>Key strands</b>  | Determination<br>Courage<br>Drive  | Tolerance<br>Belonging<br>Creative  | Community<br>Social<br>Drive   | Composure<br>Aspirational                               | Self- belief<br>Motivation  | Community<br>Individuality        |
| <b>Steps to Read</b> | S2R: History - War  | S2R: Reading Breathe - Modern Fiction and Poetry - Wider Range               | S2R: Science - Evolution and Inheritance  | S2R: Reading Breathe - Literary Heritage, Plays and Poetry - Wider Range | S2R: Geography - Coast                                  | S2R: Reading Breathe - Traditional Tales and Poetry - Wider Range |                                   |

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| <b>Read to Write</b> | RTW: Rose Blanche/Anne Frank<br><br>Purpose to write: recount<br>Writing outcome: Diary/Bravery Speech          | RTW: A Story like the Wind<br><br>Purpose to write: narrate/recount<br>Writing outcome: Flashback Narrative/Newspaper Report | RTW: Origin of the Species<br><br>Purpose to write: narrate/explain<br>Writing outcomes: Discovery Narrative/Adaption Explanation | RTW: The way of the Wolves/ Wolves in the Wall<br><br>Purpose to write: narrate/discuss<br>Writing outcome: first person Narrative/Explanation text/Suspense Narrative | RTW: Shackleton's Journey<br><br>Purpose to write: narrate/recount<br>Writing outcome: endurance narrative/Magazine Article | RTW:Hansel and Gretel<br><br>Purpose to write: narrate/persuade<br>Writing outcomes: Dual Narrative/Letter  |
| <b>Maths</b>         | Calculating using knowledge of structures (1)<br>Unit 1 - 6 weeks<br><br>Multiples of 1,000<br>Unit 2 - 2 weeks | Numbers up to 10,000,000<br>Unit 3 - 4 weeks<br><br>Draw, compose and decompose shapes<br>Unit 4 - 2 weeks                   | Multiplication and division<br>Unit 5 - 4 weeks<br><br>Area, perimeter, position and direction<br>Unit 6 - 2 weeks                | Fractions and percentages<br>Unit 7 - 6 weeks<br>Statistics<br>Unit 8 - 1 week   | Fractions and percentages<br>Unit 7 - 6 weeks<br>Statistics<br>Unit 8 - 1 week<br>Ratio and proportion<br>Unit 9 - 2 weeks  | Calculating using knowledge of structures (2)<br>Unit 10 - 1 week<br><br>Solving problems with two unknowns<br>Unit 11 - 2 weeks<br><br>Order of operations<br>Unit 12 - 1 week<br>Mean average<br>Unit 13 - 1 week |
| <b>Science</b>       | Electricity   | Light  | Evolution   | Animals including humans   | Living things and their habitats  |   |
| <b>History</b>       | World War Two   |  |   |  |   |   |

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|                  |  |  | Changes in Britain from the Stone Age to the Iron Age   |   |   | Where is the kingdom of Benin?  |
| <b>Geography</b> |  | Study of human and physical Geography  |   |   | Coasts - Key features and land use patterns (hill and rivers)   |   |
| <b>Art</b>       | <p><b>Wind Chimes</b></p> <p><i>What does the wind sound like? What kind of sounds do wind chimes make? Can you design a wind chime? What kind of materials would you use to create a wind chime?</i></p> <p>Dry mark making</p> <p>Skills: Wax crayon, Pencils, Oil pastels, Graphite, Chalk pastels, all marker pens</p> | <p><b>Wind Chimes</b></p> <p><i>What does the wind sound like? What kind of sounds do wind chimes make? Can you design a wind chime? What kind of materials would you use to create a wind chime?</i></p> <p>Colours</p> <p>Skills: Primaries, tones, secondaries, tertiaries, metallic, naming shades of colour</p> | <p><b>Animal Prints</b></p> <p><i>What kind of footprints do wolves make? How are they different from the footprints other animals can make? Can you recreate the footprint of an animal, maybe a wolf?</i></p> <p>Sculpture</p> <p>Skills: Clay head, modelling wires, card strips, brown paper, tape,</p> | <p><b>Animal Prints</b></p> <p><i>What kind of footprints do wolves make? How are they different from the footprints other animals can make? Can you recreate the footprint of an animal, maybe a wolf?</i></p> | <p><b>Cartoon Storyboards</b></p> <p><i>Do you know what a cartoon storyboard looks like? This is a specific design to tell a story. Can you use a cartoon storyboard to retell Shackleton's Journey?</i></p> <p>Wet mark making</p> <p>Skills: All paintbrushes, ready mix paint, Gouache, fluorescent, metallic, inks</p> | <p><b>Cartoon Storyboards</b></p> <p><i>Do you know what a cartoon storyboard looks like? This is a specific design to tell a story. Can you use a cartoon storyboard to retell Shackleton's Journey?</i></p> |

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|                              |   |  | other papers,<br>cardboard   |  |  |                                   |
| <b>Design and Technology</b> | <b>Can you design a battery powered morse code machine to send a message?</b> |  | <b>Can you design a clothing product? The evolution of textiles.</b> |  | <b>Can you improve the nutritional value of bread?</b>     |                                   |
|                              | Electrical and electronic systems:<br>switches and circuits                   |  | Textiles<br>Combining different fabric shapes:                       |  | Cooking and nutrition:<br>Celebrating food and seasonality |                                   |
| <b>Computing</b>             | We are app planners.  | We are project managers.                 | We are market researchers.   | We are interface designers.  | We are app developers.                                     | We are marketers.                 |
| <b>RE</b>                    | Christianity - What can we learn from Christian                               | Christianity - How and why do Christians | Sikhism - How do Sikhs worship?                                      | Christianity - What are some of the differences and similarities within Christianity locally and globally? | Christianity - What is the kingdom of God                  | RRSA - Articles:33,34,35,36,37,38 |

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|           | religious buildings and music?   | worship? What are the benefits for believers? Compare to worship covered in other religions. |   |  | and what do Christians believe about the afterlife?          |  |
| <b>PE</b> | Swimming<br>Invasion:<br>Netball | Invasion:<br>Football<br>Gymnastics:<br>Matching and<br>Mirroring                            | Invasion:<br>Basketball<br>Dance: Titanic | Invasion: Hockey<br>OAA:<br>Orienteering | Striking and<br>Fielding:<br>Rounders<br>Net/Wall:<br>Tennis | Striking and<br>Fielding: Cricket<br>Athletics |

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| <b>Music</b> | Guitar/<br>Happy<br>Genre: Pop/Neo<br>Soul<br>Skills: Being<br>happy   | Classroom Jazz<br>Genre:<br>Bacharach and<br>Blues Skills:<br>Jazz,<br>improvisation<br>and<br>composition                 | A New Year<br>Carol<br>Genre:<br>Classical or<br>Urban<br>Gospel<br>Skills:<br>Benjamin<br>Britten's<br>music and<br>cover versions | You've got a friend in me<br>Genre:70s Ballad/Pop<br>Skills: The music of Carole King   | Music and Me<br>Create your<br>own music<br>inspired by<br>your identity<br>and women in<br>the music<br>industry | Reflect,<br>Rewind and<br>Replay Genre:<br>Classical Skills:<br>The history of<br>music, look<br>back and<br>consolidate<br>your learning,<br>learn some of<br>the language of<br>music. |
| <b>MFL</b>   | Everyday life  | Where I live,<br>where you live.   | Playing and<br>enjoying sport   | This is me, hobbies and fun.  | Café culture and<br>restaurants.  | Performance<br>time  |
| <b>PSHE</b>  | Core theme:<br>Relationships<br>Attraction to<br>others: romantic<br>relationships; civil<br>partnerships and<br>marriage. | Core theme:<br>Relationships<br>Attraction to<br>others: romantic<br>relationships; civil<br>partnerships and<br>marriage. | Core theme:<br>Health and<br>wellbeing<br>Influences and<br>attitudes to<br>money; money and<br>financial risk.                     | Core theme: Health and wellbeing<br>Influences and attitudes to money; money<br>and financial risk.<br>How to make informed choices to live a<br>'balanced' life. | Core theme:<br>What are human<br>rights/how can<br>we manage risks.   | Core theme:<br>What are human<br>rights/how can<br>we manage risks   |
|              |  |  | How to make<br>informed choices<br>to live a<br>'balanced' life.  |   |   |  |