







Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<div>English</div> <div>Progress will be supported through our Spellings and Accelerated Reader programme.</div>	<div>Stormbreaker</div> <div>A fiction text by Johnny Pearce</div> <div>SPaG: review Year 5 objectives such as adjectives (expanded noun phrase) and verbs including verb endings, correct tenses, adverbs and modal verbs.</div> <div>Composition: diary entries; focusing on formal and informal language and grammar, cohesion, non-chronological report.</div>	<div>The Adventures of Odysseus</div> <div>An adaptation from the oral retelling by Hugh Lupton.</div> <div>SPaG: focusing on revision of all spelling, punctuation and grammar learnt in KS2. Formal and informal writing, tenses, relative clauses, adverbials of time, reported speech, adverbials for cohesion.</div> <div>Composition: writing for purpose and audience, letter writing, poetry (literary language), persuasive writing, newspaper report, narrative, balanced argument.</div>	<div>The Viewer</div> <div>A fiction text by Gary Crew.</div> <div>SPaG: consolidation of key objectives throughout primary and developing the independent writer. Preparation for KS3 including developing spoken English through rehearsing and performance</div> <div>Composition: newspaper reports, balanced arguments, narratives and poems</div>	<div>When the Sky Falls</div> <div>A fiction text by Phil Earle.</div> <div>SPaG: revisit and revise KS2 objectives. Writing effectively for a range of audiences and purposes independently. Direct/reported speech, complex sentences</div> <div>Composition: narratives, comparative writing, writing from different character's perspective, diary entry and information texts including leaflets/poster (propaganda)</div>	<div>Macbeth</div> <div>A tragedy by William Shakespeare.</div> <div>SPaG: subjunctive form, active/passive voice, playscript conventions, incorporating a range of punctuation, revisit speech, cohesion within balanced arguments</div> <div>Composition: letter writing, balanced argument, narratives and play scripts; diary entry.</div>	<div>Corey’s Rock</div> <div>A fiction text by Sita Brahmachari and illustrated by Jane Ray.</div> <div>SPaG: revisit and revise KS2 objectives</div> <div>subjunctive form, active/passive voice, playscri, incorporating a range of punctuation, revisit speech, cohesion within balanced arguments</div> <div>Composition: free writing, memoir, poetry and story writing,.</div>
<div>Maths</div>	<div>Using White Rose Maths (WRM), we will continue to learn maths through a cumulative approach to the curriculum; once a topic is covered, it is revisited many times again in other contexts. We also make use of WRM’s Flashback 4 which has spaced repetition of key topics throughout and between years to best support our children with their rehearsal and retrieval of maths skills. Our approach will also continue to support the transition from manipulation of concrete objects to pictorial and mental representations, the development of mathematical language and the internalisation of strategies to operate mathematically.</div> <div>Place value ➞ Addition, subtraction, multiplication and division ➞ Fractions ➞ Converting Units ➞ Algebra ➞ Decimals ➞ FDP ➞ Ratio ➞ Perimeter, area and volume ➞ Statistics ➞ Properties of Shape ➞ Position</div> <div>➞ Revision (including Fractions, Percentages, Decimals and Arithmetic) ➞ WRM Themed Projects, Consolidation and Problem Solving</div> <div><div> x1 to x12</div><div> x1 to x12</div><div> x1 to x12</div><div> x1 to x12</div><div> x1 to x12</div><div> x1 to x12</div></div>					
<div>RE</div>	<div>Creation and Covenant</div> <div>That the truth of the second Creation accounts lies in what it says about human nature and the generosity of God. A theological understanding of Creation and a scientific understanding are not incompatible.</div>	<div>Prophecy and Promise</div> <div>The stories of some prominent women in the Old Testament and will look at the parallel between Mary and these women.</div>	<div>Galilee to Jerusalem</div> <div>The gospel of St John and seven miraculous signs. Each one points to a greater truth about Jesus’ divine nature.</div>	<div>Desert to Garden</div> <div>As we move through Lent, we will look at the rich symbolism of St John’s account of the end of Jesus’ earthly life.</div>	<div>To the Ends of the Earth</div> <div>How St John’s account of the Resurrection alludes back to the fall and humanity’s broken relationship with God.</div>	<div>Dialogue and Encounter</div> <div>The dialogue of life, of action, and of religious experiences.</div>
<div>Science</div>	<div>Animals Including Humans</div> <div>Pupils will be taught to:</div> <ul style="list-style-type: none"><li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li><li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li><li>describe the ways in which nutrients and water are transported within animals, including humans.</li></ul>	<div>Living Things and Their Habitats</div> <ul style="list-style-type: none"><li>Pupils will 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</li><li>Pupils will give reasons for classifying plants and animals based on specific characteristics.</li></ul>	<div>EVOLUTION AND INHERITANCE</div> <div>Pupils will be taught to:</div> <ul style="list-style-type: none"><li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li><li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li><li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li></ul>	<div>Changing Materials</div> <div>Pupils will be taught to:</div> <ul style="list-style-type: none"><li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li><li>to decide how mixtures might be separated, including through filtering, sieving and evaporating</li><li>use comparative and fair tests, to give uses of everyday materials, including metals, wood and plastic</li><li>demonstrate that dissolving, mixing and changes of state are reversible changes</li><li>explain that some changes result in the formation of new materials.</li></ul>	<div>Electricity</div> <div>Pupils will be taught to:</div> <ul style="list-style-type: none"><li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li><li>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</li><li>use recognised symbols when representing a simple circuit in a diagram.</li></ul>	<div>Science Revision</div> <div>By the end of year 6 pupils will:</div> <ul style="list-style-type: none"><li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li><li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li><li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li><li>using test results to make predictions to set up further comparative and fair tests</li><li>reporting and presenting findings from enquiries, including conclusions,</li><li>identifying scientific evidence that has been used to support or refute ideas or arguments.</li></ul>

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History and Geography	<b>The United Kingdom</b> What the children will be learning: <ul style="list-style-type: none"><li>Comparing the countries of the UK. The UK’s major cities.</li><li>Physical characteristics of the UK.</li><li>The UK’s landscape and people.</li><li>Industries in the UK.</li><li>Energy sources in the UK.</li></ul>	<b>The Ancient Greeks</b> What the children will be learning: <ul style="list-style-type: none"><li>Explain the main features of Ancient Greek society, especially the role of slaves and women</li><li>Explain the unique way that Ancient Athens was ruled at the time, democracy</li><li>Explain why there was a Golden Age for Athens in the 5th and 6th centuries BC</li><li>Make deductions about what mattered to the Ancient Greeks by studying pot evidence</li><li>Explain ways in which the Greeks have influenced our lives today</li></ul>	<b>Local and Regional Area</b> What the children will be learning: <ul style="list-style-type: none"><li>How do my local area and my region fit into the wider world?</li><li>Can I identify and locate the main features of my region?</li><li>How might our region meet people’s needs?</li><li>Fieldwork - Is this a place fit for people?</li><li>How can I create a needs map of the place I have visited?</li><li>How does our region meet people’s needs?</li></ul>	<b>World War II</b> What the children will be learning: <ul style="list-style-type: none"><li>Why did Britain have to go to war in 1939?</li><li>Why was it necessary for children to be evacuated?</li><li>How was Britain able to stand firm against the German threat?</li><li>Which objects explain how Britain coped with the effect of war on the Home Front?</li><li>Why is it so difficult to be sure what life was really like on the Home Front?</li><li>What was VE day really like? Advising the film producer</li></ul>	<b>Thematic Unit: Beyond Face Value</b> What the children will be learning using sources: <ul style="list-style-type: none"><li>Would the real Henry VIII please stand up?</li><li>Portraits of Elizabeth I: Why do Elizabeth 1st portraits mysteriously start showing her looking younger towards the end of her reign?</li><li>Why is it so difficult to work out what Victorian factory conditions were really like?</li><li>Why do we need to be careful when using paintings to find out about Victorian life?</li><li>Were the evacuees as happy as they were shown?</li><li>Did people believe all the propaganda during the Blitz?</li></ul>	<b>World Trade</b> What the children will be learning: <ul style="list-style-type: none"><li>Why people trade with each other</li><li>What imports and exports are</li><li>How a global supply chain works</li></ul>
Computing	Networks/Graphing	Blogging/Data Detectives	3D Modelling/Spreadsheets	Introduction to Python/Coding	Binary	Micro:bits
Languages French	Phonics & the Alphabet → The Classroom → Birthdays → Numbers → Do you have a pet? → Conjunctions → Use negatives → Clothes → Colours → the verb ‘to wear’ → Possessives for ‘my’ → The Weather → Cardinal directions → What is the weather? → At school → Time → ‘To study’ , ‘to go’ → At the weekend → Verbs for adjectives → Connectives					
Design Tech			Cooking and nutrition: Come dine with me		Electrical systems: Steady hand game	
Art and Design	Drawing: Expressing Ideas					Sculpture and 3D: Making memories
Music		Film Music		Songs of World War 2		Year 6 production Leaver’s Song
PE	Outdoor Adventurous Activities → Football → Netball → Dance – Carnival → Invasion Games – Basketball → Invasion Games – Hockey → Gymnastics → Strike/field – Rounders → Strike/field – Cricket → Athletics					
PSHE	<b>Me, My Body and My Health</b> Celebrating differences is enriching to a community. Self-confidence should arise from being loved by God. The physical changes for boys and girls during puberty. How to respect and care for your bodies as gifts from God.	<b>Emotional Wellbeing</b> Pressures that you may experience from yourselves, others and the media. How to build resilience through thankfulness Techniques to manage your thoughts, feelings and actions and cope with new or difficult feelings such as romance and rage.	<b>Life Cycles</b> God’s design for creating new life Death and grief and ways to support you and others. Upcoming changes including the transition to secondary school. God’s presence with us throughout our lives, and how this helps us to cope with change of all kinds.	<b>Life Online</b> To make safe and sensible decisions about what online content you should/shouldn’t share Cyberbullying and how to report and get help if you encounter inappropriate messages or material.	<b>Keeping Safe</b> The four types of abuse: sexual, physical, emotional and neglect. How to spot abuse and who you can go to for help. Practices against British law and how forced marriage is not compatible with God’s plan for marriage. Drugs, alcohol and tobacco and their negative impact on people’s lifestyles and bodies.	<b>Living in the Wider World</b> Principles of Catholic Social Teaching Making a difference in the world. The world of work: getting and changing jobs, aspiration and goal setting, gender stereotypes, unemployment and more. Money: what influences our money choices Developing an awareness of fairness and justice.
Home Learning	Spellings (Monday – Monday)   Maths (Monday – Monday)   Reading (20 minutes a day)   Times Tables (10 garage games a week)					