

Y6 2023-24						
	Autumn 1 (7 Weeks)	Autumn 2 (8 weeks)	Spring 1 (5 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Topic	Pollution and Our World		WW2		Ancient Egypt	
Experiences	Fieldwork – identifying pollution in the locality  Crucial Crew (growing up and responsibilities- link to PSHE)  Residential  Visit church (RE)	Litter picking  Visitor – waste management	Library visit	VE Day celebration – dress up.	Library visit	Transition  Bikeability
Texts	Trash by Andy Mulligan (links to Global Citizenship /PSHE)		Letters from the lighthouse by Emma Carroll		Secrets of a Sun King by Emma Carroll	
Literacy	Setting description Non-chronological report Story Speech Persuasive argument		Persuasive Writing Letter – formal and informal Postcards Story Poetry		Newspaper Report Character description Recount/diary Biography Story	
Maths	<ul style="list-style-type: none"> <li>Rounding numbers</li> <li>Multiply and divide by 10,100,1000</li> <li>Negative numbers and problem solving</li> <li>Addition and subtraction including decimals</li> <li>Multiplying by 1 and 2 digits</li> <li>Dividing by 1 and 2 digits</li> <li>Factors, multiples and prime numbers</li> <li>Four operations problem solving</li> <li>Fractions of numbers and shapes</li> <li>Add and subtract fractions – same denominator/ different denominator</li> <li>Converting mixed numbers to improper fractions and vice versa</li> </ul>	<ul style="list-style-type: none"> <li>Equivalent fractions and ordering</li> <li>Multiply fraction x fraction</li> <li>Multiply fraction x mixed number</li> <li>Divide fractions (just do it and keep, change, flip methods)</li> <li>Mixed number x whole</li> <li>Fraction, decimal and percentage equivalence</li> <li>Calculate percentages</li> <li>BODMAS</li> <li>Ratio and proportion</li> <li>Algebra – formulae, sequence and expressions</li> <li>Measurement including conversion of units</li> <li>Area and perimeter of quadrilaterals</li> </ul>	<ul style="list-style-type: none"> <li>Area of parallelograms and triangles</li> <li>Calculate, estimate and compare volume</li> <li>Classify and compare geometric shapes</li> <li>Draw 2D shapes using given dimensions</li> <li>3D shapes including nets</li> <li>Angles</li> <li>Co-ordinates and translation</li> <li>Statistics</li> <li>Relate pie charts to fractions, decimals and percentages</li> </ul>	Review arithmetic/reasoning areas for development.	SATs Prep  SATs – Week beginning 13 <sup>th</sup> May.	Project based learning linked to secondary transition.
Science	<b>Light</b> Sc6/4.1a recognise that light appears to travel in straight lines Sc6/4.1b 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 Sc6/4.1c 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 Sc6/4.1d use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	<b>Animals including humans</b> Sc6/2.2a identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Sc6/2.2b recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function – links to PSHE Sc6/2.2c describe the ways in which nutrients and water are transported within animals, including humans.	<b>Electricity</b> Sc6/4.2a associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Sc6/4.2b 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 Sc6/4.2c use recognised symbols when representing a simple circuit in a diagram.	<b>Evolution</b> Sc6/2.3a recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Sc6/3.2b recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Sc6/2.3c identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Real Love Rocks/Growing up, relationships and puberty – link to PSHE	<b>Living Things and their habitats</b> Sc6/2.1a 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 Sc6/2.1b give reasons for classifying plants and animals based on specific characteristics
Working Scientifically- throughout Sc6/1.1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Sc6/1.2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision Sc6/1.3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs Sc6/1.4 using test results to make predictions to set up further comparative and fair tests Sc6/1.5 using simple models to describe scientific ideas Sc6/1.6 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations Sc6/1.7 identifying scientific evidence that has been used to support or refute ideas or arguments.						

History			<p><b>By the end of the unit, the children will be able to:</b></p> <ul style="list-style-type: none"> <li>Recall some key events from WW2 and say why they were important</li> <li>Explain how the developing technology affected what happened in the war (radar, codebreaking, planes)</li> <li>Describe what life was like during and after WW2</li> </ul> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Address and sometimes devise historically valid questions.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>		<p><b>By the end of this unit, the children will be able to:</b></p> <ul style="list-style-type: none"> <li>Talk about Howard Carter and the significance of his findings,</li> <li>Explain how a historian uses a range of sources to build a picture of the past,</li> <li>Describe how life for the Ancient Egyptians changed within that time period.</li> </ul> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> <p>Address and sometimes devise historically valid questions.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	
Geography	<p><b>By the end of this unit, the children will be able to explain:</b></p> <ul style="list-style-type: none"> <li>how pollution affects us on a local level,</li> <li>the impact of pollution on the Philippines,</li> <li>how pollution affects the ocean.</li> </ul> <p><b>Locational knowledge</b> locate the world's countries, using maps. Identify key physical and human characteristics. Name and locate counties and cities of the United Kingdom. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.</p> <p><b>Human and Physical Geography</b> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones and volcanoes.</li> <li>human geography, including: economic activity and the distribution of natural resources including energy.</li> </ul> <p><b>Geographical Skills and Fieldwork</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>		<p><b>By the end of this unit, the children will be able to:</b></p> <ul style="list-style-type: none"> <li>Name and locate some countries involved in WW2</li> <li>Describe how the war affected the use of land</li> </ul> <p><b>Locational knowledge</b> Locate the world's countries using maps to focus on Europe (including the location of Russia) and North and South America.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><b>Human and Physical Geography</b> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>human geography, including types of settlement and land use; and economic activity including trade links.</li> </ul> <p><b>Geographical Skills</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>		<p><b>By the end of this unit, the children will be able to:</b></p> <ul style="list-style-type: none"> <li>locate Egypt on a map and describe some human and physical features,</li> <li>explain how the Ancient Egyptians used the climate for agriculture.</li> </ul> <p><b>Locational Knowledge</b> Locate the world's countries using maps.</p> <p><b>Place Knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region of Africa.</p> <p><b>Human and Physical Geography</b> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, rivers and mountains.</li> <li>human geography, including: types of settlement and economic activity including trade links.</li> </ul> <p><b>Geographical skills</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass</p> <p>locate the world's countries, using maps to focus on Europe and North America, concentrating on key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom.</p>	
Art	<p>Recycled Rubbish Art To use sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques. Sculpt with a range of materials. About great artists and designers</p>		<p>Silhouettes – shadow/ blitz</p> <p>Make and record observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting (pencil and paint) about great artists, in history</p>		<p>Sketching Sculpture Clay Artefacts- Shabti or pyramids</p> <p>to use sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art - drawing, (pencil) and clay about great artists,</p>	
Artists	Michelle Reader - Recycled sculpture		Henry Moore WW2 Artists ie Paul Nash		Ancient Egyptian Art	
DT	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures – linked to art	understand and apply the principles of a healthy and varied diet (linked to science)  Create reusable bags.(linked to topic)				
Computing	Coding Internet Safety Spreadsheets Blogging		Text adventure Networking		Quizzing Binary Spreadsheets	
	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Elements of internet safety taught each half term. Covered each half term in class plus visits from PC Paul during the year – links to PSHE.					
PE	Sports Leaders (Creative games making) Delivered by AA  (Athletics) Val Sabin unit 1	Tag Rugby (Invasion) Mr Bennett planning or Val Sabin Games Unit 4  Dance (choose 1 of 4 units from Val Sabin)	Games Hockey (Invasion) Val Sabin Games unit 1  Gymnastics (choose 1 of 4 units from Val Sabin)	OAA (School planning for orienteering + Val Sabin)  Volleyball or tennis (Net/Wall) Val Sabin Games Unit 2	Athletics (Val Sabin Unit 2)  Gymnastics (choose 1 of 4 units from Val Sabin)	Rounders (Striking + Fielding) Val Sabin Games Unit 3  Dance (choose 1 of 4 units from Val Sabin)
RE	Religion in the local community.		Islam - Understanding the 5 Pillars and how these affect Muslim life		Christian aid and Islamic relief.	

PSHE	Being Me	Respect in the community (link to R.E.) Healthy Me (link to science)	Celebrating Difference	Dreams and Goals	Real Love Rocks (relationships)	Changing Me
Music	<b>Charanga Scheme</b> Happy- Pharrell Williams	<b>Charanga Scheme</b> Classroom Jazz 2	<b>Charanga Scheme</b> A New Year Carol  Develop an understanding of the history of music – linked to Tudors	<b>Charanga Scheme</b> Female Musicians	<b>Charanga Scheme</b> You've Got A Friend	<b>Charanga Scheme</b> Reflect, rewind & Replay  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Spanish	<b>Language Angels Scheme</b> Intermediate – En La Cafeteria (At the Café)	<b>Language Angels Scheme</b> Intermediate – La Ropa (Clothes)	<b>Language Angels Scheme</b> Progressive – Comer Sano (Healthy Lifestyle)	<b>Language Angels Scheme</b> Progressive – En El Colegio (At school)	<b>Language Angels Scheme</b> Progressive – El Fin De Semana (At the weekend)	<b>Language Angels Scheme</b> Progressive – Yo En El Mundo (Me in the World)
Transition	<b>Parents invited to visit comprehensive schools</b>  <b>Learn how to catch a bus at Crucial Crew</b>				<b>Staff from comprehensive school visit children.</b> <b>Visit from South Yorkshire transport regarding travel to comprehensive school.</b>	<b>Transition days to comprehensive schools.</b>