

Year 6	Summer 1	Summer 2
R.E	<p>To the ends of the Earth</p> <ul style="list-style-type: none"> identify passages in the Old Testament and Gospels that speak of the outpouring of the Holy Spirit on the Messiah and explain links with the Sacrament of Confirmation explain the meaning of discipleship using the lives of Mary and another saint as examples describe the names and signs under which the Holy Spirit appears and make connections with scripture and the Sacrament of Confirmation understand that the Rosary is a prayerful reflection on the life of Christ and explain the significance of the Glorious Mysteries. 	<p>Dialogue and Encounter</p> <ul style="list-style-type: none"> explain in an age-appropriate way the meaning of 'the common good' and the principles of Catholic Social Teaching. describe some ways Christians work together with people of different worldviews to promote the common good. use the term 'worldviews' and understand its meaning, giving simple examples. recognise links and simple connections between some Dharmic beliefs, practices, and way of life making links between them. Visit a Buddhist place of worship
Science	<p>Living things and their habitats (Biology)</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>Key vocabulary: Classification, vertebrates, invertebrates, micro-organisms, amphibians, reptiles, mammals, insects</p>	<p>Evolution (Biology)</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>Key vocabulary: Fossils, adaptation, evolution, characteristics, reproduction, genetics</p>
Computing	<p>3D modelling</p> <ul style="list-style-type: none"> recognise that you can work in three dimensions on a computer identify that digital 3D objects can be modified know that objects can be combined in a 3D model create a 3D model for a given purpose 	
History	<p>The Second World War in Blackpool (local History)</p> <ul style="list-style-type: none"> understand how Blackpool was affected by air raids how people of Blackpool contributed to the war effort understand the experience of evacuees to Blackpool investigate how Blackpool's coastline was used for defence understand the lasting effects of WW2 on Blackpool 	
Geography		<p>Field work</p> <ul style="list-style-type: none"> observe, measure, and record human and physical features communicate findings using maps, numerical data and writing develop skills in enquiry, data collection and analysis
Art & DT	<p>Young Enterprise project for summer fair</p> <ul style="list-style-type: none"> use materials and techniques: experiment with drawing, painting, digital design, or mixed media for posters, banners and product decoration design purposeful products: plan and design products that meet customer needs for the summer fair select appropriate tools and materials: choose materials and techniques suitable for creating products make products safely and effectively: construct items using practical skills and following safety procedures test and evaluate: check products against design criteria and refine based on results or customer feedback consider sustainability and cost: understand materials, cost and environmental impact in design decisions 	
HRSE	<p>Unstoppable programme – Blackpool Football Club</p> <ul style="list-style-type: none"> mental health and resilience knife crime personal relationships and emotions 	<p>A journey in love</p> <ul style="list-style-type: none"> The wonder of God's love in creating new life. More details about this will be sent to parents via MCAS.
Spanish	<p>Leisure</p> <ul style="list-style-type: none"> dialogue in a café/restaurant including preferences – 'Me gusta el te con azucar'. <i>I like tea with sugar.</i> giving and understanding prices – 'El café cuesta tres euros'. <i>Coffee is three euros.</i> 	<p>Celebrating Spanish</p> <ul style="list-style-type: none"> design menu including Spanish ingredients describe ingredients using new vocabulary – picante (spicy), dulce (sweet) etc.
Music	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression develop an understanding of the history of music appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	

<p>P.E. Developing fundamental movement skills through:</p>	<p>Rounders</p> <ul style="list-style-type: none">• take on different roles within the team• adapt the game accordingly <p>Tennis</p> <ul style="list-style-type: none">• know the tennis scoring system• be competent in linking different shots together	<p>Football</p> <ul style="list-style-type: none">• combining skills to keep possession of the ball <p>Outdoor Adventurous Activity</p> <ul style="list-style-type: none">• working in pairs to problem solve• read maps• demonstrate leadership skills
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