



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 6						
Topic Title	<i>'The Good, The Bad and The Ugly'</i>	<i>'American Werewolves'</i>	<i>'Let There Be Light!'</i>	<i>'Battleground'</i>	<i>'South America and Beyond'</i>	<i>'Disaster Strikes!'</i>
Reading	<p><i>Holes</i> - Louis Sachar</p> <p><i>The Highwayman</i>- Alfred Noyes</p> <p><i>Vampiric Vacation</i> - Kiersten White</p>	<p><i>Dracula</i> - Bram Stoker (abridged version)</p> <p><i>Room 13</i> - Robert Swindells</p> <p><i>Vampiric Vacation</i> - Kiersten White</p>	<p><i>Letters from the Lighthouse</i> - Emma Carroll</p> <p><i>When the Sky Falls</i> - Phil Earle</p>	<p><i>Letters from the Lighthouse</i> - Emma Carroll</p> <p><i>When the Sky Falls</i> - Phil Earle</p>	<p>Reading strategies and skills</p> <p><i>Boy in the Tower</i> - Polly Ho-Yen</p>	<p><i>Darwin's Dragons</i> - Lindsay Galvin</p> <p><i>Boy in the Tower</i> - Polly Ho-Yen</p>
Writing	<p>The place and value of punctuation and grammar</p> <p>Non-chronological - Famous outlaws - Non-Fiction</p>	<p>Informal Letter - Harker's letter- Fiction</p> <p>Horror setting description Fiction</p>	<p>Descriptive recount- (diary) Evacuee's journey Fiction</p> <p>Formal Persuasive letter Non-fiction</p>	<p>Narrative writing: characterising speech Fiction</p>	<p>Instructions: How to enchant an object Non-fiction</p>	<p>Narrative writing; Tornado Terror Fiction</p> <p>Biography: Charles Darwin Non-fiction</p> <p>Non-chronological report about a dragon Non-fiction</p> <p>Script: a modern retelling of a Shakespeare extract Fiction</p>



<p><u>Maths</u></p>	<p>Place Value within 10,000,000 Four Operations Fractions Decimals Percentages</p>		<p>Measure - imperial and metric Ratio and Proportion Algebra Measure - perimeter, area and volume</p>		<p>Statistics Geometry - properties of shape Geometry - position and direction Problem Solving - revision</p>	
<p><u>Science</u></p>	<p>Changing Materials <i>Investigate reversible and irreversible changes and understand the features of these changes.</i></p>	<p>Electricity <i>Develop knowledge of electrical circuits and investigate what happens when components in a circuit are changed.</i></p>	<p>Light <i>Understand how light travels and how light is affected when it hits different materials.</i></p>	<p>Healthy Living <i>Develop knowledge of healthy living and body systems such as the circulatory and digestive system.</i></p>	<p>Classification <i>How are living things classified and why?</i></p>	<p>Evolution, inheritance and adaptation <i>To develop knowledge of variation of living things within a species and this development over time</i></p>
<p><u>Humanities</u></p>	<p>Crime and Punishment (history) <i>What are crimes and how have these crimes been punished through history?</i></p>	<p>North America (geography) <i>Which countries are in North America and how do they differ from one another, and from the UK?</i></p>	<p>World War 2 (history) <i>Why did World War Two start and what effects did it have on life in Britain both during the war and in the years after?</i></p>	<p>The Vikings (history) <i>Why and how the Viking invasion of Britain took place and how it impacted on Britain.</i></p>	<p>South America (non European contrast to Britain) (geography) <i>Which countries are in South America and how do they differ from one another, and from the UK?</i></p>	<p>Natural Disasters (geography) <i>What are volcanoes and earthquakes? Where do they happen across the world and why?</i></p>
<p><u>Art</u></p>	<p>Fimo Monsters <i>Artist: Cat Audette Holt Fimo as an art material, making and joining skills, drawing from observation. Making monster and friends</i></p>		<p>Viking Jewellery. <i>Fimo and Clay skills. Mark making techniques, pattern and shape, adding colour and using glazes.</i></p>		<p>South American Mugs <i>Clay skills; Slab building and rolling slabs. Glazing techniques. Pattern making in clay.</i></p>	



<p><u>Technology</u></p>	<p>Cooking skills</p> <p><i>Hygiene and safety. Chopping, peeling, slicing, using the oven, mixing ingredients, weighing ingredients. Making simple dishes.</i></p>		<p>Rationing</p> <p><i>What was rationing? Cooking from rations. Adding flavour and taste using limited ingredients.</i></p>	<p>Gardening and Food Origins</p> <p><i>Where does food come from? Diets from around the world (focus on South America) Designing and preparing recipes using food from the garden and herbs to alter taste.</i></p>		
<p><u>Music</u></p>	<p>Musical Theatre Oliver!</p> <p><i>Performance skills focus on singing, percussion and movement</i></p>	<p>Music for the Movies</p> <p><i>Composition and performance, focussing on how music is used to create atmosphere in films.</i></p>	<p>Music in Britain since 1930</p> <p><i>Melody and structure of WWII songs, instrumental genre of Swing and Big Band music.</i></p>	<p>Battle Music</p> <p><i>Evaluation and composition of pitch and rhythmic melodies to be used in cinematic battle scenes using a range of instruments..</i></p>	<p>Samba Music</p> <p><i>Copy, improvise and compose cyclic rhythmic phrases using samba drums. Perform call and response rhythms in an ensemble.</i></p>	<p>Weather and Seasons</p> <p><i>Evaluate how composers have used timbre, structure and dynamics to respond to weather and seasons. Play simple melodic phrases on the violin based on Vivaldi's Four Seasons.</i></p>
<p><u>PE</u></p> <p>(One year 6 class will swim each half term)</p>	<p>Swimming-stroke technique and personal survival</p> <p>Multi-skills - ABC of movement</p> <p>Games- invasion apply attack/defend principles-FOOTBALL</p>	<p>Swimming-stroke technique and personal survival</p> <p>Dance-movement patterns- HAKA</p> <p>Games- invasion apply attack/defend principles-BASKETBALL</p>	<p>Swimming-stroke technique and personal survival</p> <p>Gymnastics- Counter Balance, tension, strength, flexibility and control</p> <p>Games- invasion apply attack/defend principles-TAG RUGBY</p>	<p>Swimming-stroke technique and personal survival</p> <p>Outdoor Adventurous Activities- personal and team challenge</p> <p>Games- invasion apply attack/defend principles-HOCKEY</p>	<p>Swimming-stroke technique and personal survival</p> <p>Athletics-running, jumping and throwing</p> <p>Games- net/wall- apply attack/defend principles-TENNIS/PICKLEBALL</p>	<p>Swimming-stroke technique and personal survival</p> <p>Games- strike & field-apply attack/defend principles-CRICKET/ROUNDERS</p>



<p><u>Computing</u></p>	<p>Programming</p> <p><i>Using Scratch to understand variables in programming and create simulations.</i></p>	<p>Creating media- 3D Modelling</p> <p><i>Tinkercad, working in 3D</i></p>	<p>Cyber Security</p> <p><i>Creating & managing passwords, protecting your devices & suspicious contact</i></p>	<p>Programming Sensing</p> <p><i>Micro Bits, programming on a controllable device, using sequence, selection and repetition</i></p>	<p>Online Relationships -</p> <p><i>Develop understanding of safe and sensible online engagement and being respectful and mindful of the information you share and search for online</i></p>	<p>Web Design</p> <p><i>features of websites and use of Google sites to create a website.</i></p>
<p><u>French</u></p>	<p>This is me</p> <p><i>Revisiting me and my feelings; describing personality and physical appearance</i></p>	<p>Houses and Homes</p> <p><i>Descriptions; using prepositions</i></p>	<p>Sport</p> <p><i>Likes and dislikes; using the present tense of 'jouer' (to play); describing sports</i></p>	<p>Cafe Culture</p> <p><i>Understanding menus; asking for food and drink</i></p>	<p>My Best Day Ever</p> <p><i>Describing funfair rides; giving opinions; daily routine; telling the time</i></p>	
<p><u>RE</u></p>	<p>Creation and science: conflicting or complementary?</p>	<p>Why do some people believe in God and some people do not?</p>	<p>Why do Hindus want to be good?</p>	<p>What do Christians believe Jesus did to 'save' people?</p>	<p>For Christians, what kind of a king was Jesus?</p>	<p>How does faith help when life gets hard?</p>
<p><u>PSHE</u></p>	<p>Aiming High</p> <p><i>Discussing achievements, aspirations and opportunities.</i></p>	<p>It's My Body</p> <p><i>How to take care of our bodies, developing healthy habits and thinking about body image and consent.</i></p>	<p>Together Everyone Achieves More (TEAM)</p> <p><i>Developing teamwork skills through communication, respect and understanding of team roles.</i></p>	<p>Digital Wellbeing</p> <p><i>Staying safe online, including the benefits and risks of social media.</i></p>	<p>Think Positive</p> <p><i>Developing an understanding of both positive and negative emotions and making good choices.</i></p>	<p>Money Matters</p> <p><i>Exploring how and why money is spent. saved and invested. Considering the real value of money and budgeting.</i></p>