



	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	<i>Holes</i> - Louis Sachar <i>The Highwayman</i> - Alfred Noyes	<i>Dracula</i> - Bram Stoker (abridged version) <i>Room 13</i> - Robert Swindells	<i>Arthur and the Golden Rope</i> by Joe Todd-Stanton <i>Letters from the Lighthouse</i> - Emma Carroll <i>When the Sky Falls</i> - Phil Earle	<i>Letters from the Lighthouse</i> - Emma Carroll <i>When the Sky Falls</i> - Phil Earle	Reading strategies and skills <i>Boy in the Tower</i> - Polly Ho-Yen	<i>Darwin's Dragons</i> - Lindsay Galvin <i>Boy in the Tower</i> - Polly Ho-Yen
Writing	The place and value of punctuation and grammar Non-chronological Report - Famous outlaws - Non-Fiction Discussion: Juvenile Detention Centres: Good or bad? Non-fiction	Informal Letter: Recount - Harker's letter- Fiction Horror setting description Fiction	Biography: Knight of the Round Table Non-fiction Instructions: How to enchant an object Non-fiction	Formal Persuasive letter Non-fiction Narrative writing: characterising speech Fiction	Explanation: Tornadoes Non-fiction Narrative writing; Tornado Terror Fiction	Writing Free Choice <i>Pupils will be given free choice about which text types they choose. Tasks are all based on Darwin's Dragons...</i>
Maths	Place Value within 10,000,000 Four Operations Fractions		Ratio Algebra Decimals		Shape Position and direction Revision and problem solving	



	Converting units		Fractions, decimals and percentages Area, perimeter and volume Statistics			
<u>Science</u>	Changing Materials <i>Investigate reversible and irreversible changes and understand the features of these changes.</i>	Electricity <i>Develop knowledge of electrical circuits and investigate what happens when components in a circuit are changed.</i>	Light <i>Understand how light travels and how light is affected when it hits different materials.</i>	Healthy Living <i>Develop knowledge of healthy living and body systems such as the circulatory and digestive system.</i>	Classification <i>How are living things classified and why?</i>	Evolution, inheritance and adaptation <i>To develop knowledge of variation of living things within a species and this development over time</i>
<u>Humanities</u>	Crime and Punishment (history) <i>What are crimes and how have these crimes been punished through history.?</i>	North America (geography) <i>Which countries are in North America and how do they differ from one another, and from the UK?</i>	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>	The Vikings (history) <i>Why and how the Viking invasion of Britain took place and how it impacted on Britain.</i>	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>	Natural Disasters (geography) <i>What are volcanoes and earthquakes? Where do they happen across the world and why?</i>
<u>Art</u>	Fimo Monsters <i>Artist: Cat Audette Holt Fimo as an art material, making and joining skills, drawing from observation. Making monster and friends</i>		Viking Jewellery. <i>Fimo and Clay skills. Mark making techniques, pattern and shape, adding colour and using glazes.</i>		South American Mugs <i>Clay skills; Slab building and rolling slabs. Glazing techniques. Pattern making in clay.</i>	
<u>Technology</u>	Cooking skills <i>Hygiene and safety. Chopping, peeling, slicing, using the</i>		Rationing <i>What was rationing? Cooking from rations. Adding</i>		Gardening and Food Origins <i>Where does food come from? Diets from around the</i>	



	oven, mixing ingredients, weighing ingredients. Making simple dishes.		flavour and taste using limited ingredients.		world (focus on South America) Designing and preparing recipes using food from the garden and herbs to alter taste.	
<u>Music</u>	Musical Theatre Oliver! <i>Performance skills focus on singing, percussion and movement to music</i>	Music for the Movies <i>Composition and performance, focussing on how music is used to create atmosphere in films. Introducing the keyboard to play extracts from well known John Williams film scores.</i>	Music in Britain since 1930 <i>The development of music before and after WWII. Introducing the instrumental era of Big Band and Swing music of the 1930's. Play Somewhere Over the Rainbow on the keyboard.</i>	Battle Music <i>Focus on maintaining a continuous beat required for marching and raising spirits during war time. Develop cyclic rhythms, polyrhythms and call and response drumming techniques.</i>	Music from South America <i>Focus on using chords to play a syncopated tango rhythm developed in Argentina. Play 3 finger chords and transition between chords systematically.</i>	Consolidate and performance. <i>Consolidate skills learned, continue to gain confidence and enthusiasm for music. Prepare for musical performance.</i>
<u>PE</u>	Multi-skills - ABC of movement <i>Games- invasion apply attack/defend principles-FOOTBALL</i>	Dance-movement patterns- HAKA <i>Games- invasion apply attack/defend principles-BASKETBALL</i>	Swimming-stroke technique and personal survival <i>Gymnastics- Counter Balance, tension, strength, flexibility and control</i>	Swimming-stroke technique and personal survival <i>Games- invasion apply attack/defend principles-TAG RUGBY</i>	Athletics-running, jumping and throwing <i>Games- net/wall- apply attack/defend principles-TENNIS/PICKLEBALL</i>	Games- strike & field-apply attack/defend principles-CRICKET/ROUNDERS
<u>Computing</u>	Programming <i>Using Scratch to understand variables in programming and create simulations.</i>	Creating media- 3D Modelling <i>Tinkercad, working in 3D</i>	Cyber Security <i>Creating & managing passwords, protecting your devices & suspicious contact</i>	Programming Sensing <i>Micro Bits, programming on a controllable device, using sequence, selection and repetition</i>	Online Relationships - <i>Develop understanding of safe and sensible online engagement and being respectful and mindful of the information you share and search for online</i>	Web Design <i>features of websites and use of Google sites to create a website.</i>



<u>French</u>	This is me <i>Revisiting me and my feelings; describing personality and physical appearance</i>	Houses and Homes <i>Descriptions; using prepositions</i>	Sport <i>Likes and dislikes; using the present tense of 'jouer' (to play); describing sports</i>	Cafe Culture <i>Understanding menus; asking for food and drink</i>	My Best Day Ever <i>Describing funfair rides; giving opinions; daily routine; telling the time</i>	
<u>RE</u>	Creation and science: conflicting or complementary?	Why do some people believe in God and some people do not?	Why do Hindus want to be good?	What do Christians believe Jesus did to 'save' people?	For Christians, what kind of a king was Jesus?	How does faith help when life gets hard?
<u>PSHE</u>	Aiming High <i>Discussing achievements, aspirations and opportunities.</i>	It's My Body <i>How to take care of our bodies, developing healthy habits and thinking about body image and consent.</i>	Together Everyone Achieves More (TEAM) <i>Developing teamwork skills through communication, respect and understanding of team roles.</i>	Digital Wellbeing <i>Staying safe online, including the benefits and risks of social media.</i>	Think Positive <i>Developing an understanding of both positive and negative emotions and making good choices.</i>	Money Matters <i>Exploring how and why money is spent. saved and invested. Considering the real value of money and budgeting.</i>