



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



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



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| <p><b><u>Technology</u></b></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><b><u>Music</u></b></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. Focus on the film score for 'Gladiator'.</i></p>  | <p>Samba Music</p> <p><i>Copy, improvise and compose rhythmic phrases using samba drums. Perform as 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. Compose and perform in harmony based on Vivaldi's 'The Four Seasons'.</i></p> |
| <p><b><u>PE</u></b></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 &amp; field-apply attack/defend principles-CRICKET/ROUNDERS</p>   |



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| <p><b><u>Computing</u></b></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 &amp; managing passwords, protecting your devices &amp; 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><b><u>French</u></b></p>    | <p>This is me</p> <p><i>Describing personal information, personality and 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>Funfair and Favourites</p> <p><i>Describing funfair rides; giving opinions; expressing favourites</i></p>   |   |
| <p><b><u>RE</u></b></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><b><u>PSHE</u></b></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> |