| **Year Group: 6** | **Autumn** | | **Spring** | | **Summer** | | | | | |
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| **English** | **Pig Heart Boy**  Non-chronological report  Historical Narrative  Persuasive Speech | **Pig Heart Boy**  Adventure Narrative  Newspaper  Narrative (Just so stories)  Poetry | **Letters from a Lighthouse**  Adventure Narrative  Political Address  Suspense Narrative | **Letters from a Lighthouse**  Explanation text  Biography  War Poetry | **The Last Bear**  Narrative  Blog  Flashback Narrative | | | **The Last Bear**  Balanced Argument  Web Page  Survival Guide | | |
| **Maths** | Integers and Decimals  Multiplication & Division  Calculation Problems  Fractions  Missing Angles and Length | | Coordinates and Shapes  Fractions  Decimals and Measure  Percentage and Statistics  Proportion Problems | | Diagnostic of key topics  Problem Solving  Statistics  Investigations  catch up  Money Sense | | | | | |
| **Science** | **Living Things & Their Habitats**  Why do we need to classify living things? | **Evolution & Inheritance**  Are all living things the same? | **Animals Including Humans**  How do our choices affect how our bodies work? | | **Electricity**  How have batteries changed the evolution of electricity? | | | | **Light**  Why does my shadow change over the course of a day? | |
| **History** | **Victorians**  **(Thematic study since 1066)**  How did the Victorian era shape the evolution of healthcare, technology and society in the modern world? | | **WW2**  How did WW2 reshape nations, societies and lives, leaving a profound lasting impact on the world? | | **Change over Time**  How has the ever-evolving story of London shaped its identity, growth and challenges as a global metropolis? | | | | | |
| **Geography** | **Migration**  What is migration? How do migrants vary? | | **Natural Resources**  What are the differences between renewable and non- renewable sources of energy? | | **Global Trade**  How can we promote fair and sustainable global trade? | | | | | |
| **Computing** | **Online Safety** - How can we promote online safety and digital responsibility in school and address cyberbullying and misinformation effectively? | **Spreadsheets** - How can we use advanced features in Google Sheets to analyse class data, create graphs, and make predictions, and how can these skills help us in real-life situations? | **Word processing**  (Google Sheets) - How can we creatively collaborate using Google Docs and enhance our work with formatting and design tools? | | **Coding** - How to create computer programs, solve problems, and explore new programming languages and concepts to advance our coding skills? | | | **Online Safety** | | |
| **Art** | **Drawing - People**  How can we portray the essence of people through our drawings? | | **Painting - WW2**  How can we convey the emotions and stories of World War II through our paintings? | | **Collage- London how has it changed?**  What stories of transformation and evolution can we tell through collage art? | | | | | |
| **DT** | **Bridges**  How can we engineer bridges that blend mathematical precision and artistic craftsmanship? | | **Cooking**  What culinary masterpieces can we create, inspired by the culinary innovations of Marie-Antoine Carême, for our 'Come Dine with Me' experience? | | **Set Design**  How can we design sets that transport audiences to different worlds? | | | | | |
| **PSHE** | **Me and My Relationships**  Working Together  Let’s negotiate  Friendship problems  Behave yourself  Don’t force me  Acting appropriately | **Valuing Difference**  Ok to be different  We have more in common than not  Respecting differences  Tolerance and respect for others Challenging gender stereotypes | **Growing and Changing**  Helpful or unhelpful?  I look great  Media manipulation  **RSE -** making babies  **RSE -** Is it normal  Pressure online  Dear Ash | **Rights and Responsibilities**  Two sides to every story  Fakebook friends  Jobs and taxes  Democracy | **Being My Best**  Wellbeing  What’s the risk?  (x2) | | | | **Keeping Myself Safe**  Think before you click!  Traffic Lights  To share or not to share?  What sort of drug is…?  Alcohol | |
| **PE** | **Invaders- Tag Rugby**  How can we develop advanced tactics and strategies in invasion games like soccer or basketball, and how do these skills help us work together as an effective team? | **Dynamic Dance- Street Dance** How can we use dance to creatively express ideas and themes, and what different styles or cultures of dance can we explore and incorporate into our performances? | **Gymnastics- Sequences** How can we create complex gymnastic routines that include a variety of movements, transitions, and balances, and how does working as a team enhance our performance? | **Striking & Fielding- Rounders** What advanced skills and strategies can we learn for striking and fielding games like cricket or rounders, and how do these games teach us about teamwork and sportsmanship? | **Young Olympians- Athletics** How can we challenge ourselves in various athletic disciplines, such as running, jumping, and throwing, and what can these disciplines teach us about perseverance and personal achievement? | | **Nimble Nets- Badminton** What techniques can we master in net games like badminton to improve our gameplay, and why is quick thinking and agility important in these sports? | | | |
| **Music** | **Dynamics, pitch and texture**  How can we use our understanding of dynamics, texture and pitch to improvise and create group compositions inspired by the works of Felix Mendelssohn? | | **Songs of WW2**  How can understanding musical elements and pitch help us perform and appreciate songs from the WW2 era? | | **Musical Theatre**  What role does musical theatre play in storytelling and how does it combine elements of music, drama and choreography? | | | | | |
| **French** | **Describing people:**  **Family -** Saying who is in your family, name and age  *Il y a combien de personnes dans ta famille ?*  (How many people are there in your family?) | | **Describing people: hair and eyes**  *De quelle couleur sont tes yeux ?*  (What colour are your eyes?)  *Comment sont tes cheveux ?*  (What is your hair like?) | | **Describing people: clothes**  *Tu portes quels vêtements ?*  (What clothes do you wear?) | | | | | |