

| Year Group:<br>6 | Autumn  |   | Spring   |  | Summer  |  |
|------------------|---|---|--|--|---|--|
| English          | <b>Pig Heart Boy</b><br>Historical Narrative<br>Non-chronological report<br>Persuasive Speech   | <b>Pig Heart Boy</b><br>Adventure Narrative<br>Newspaper<br>Narrative (Just so stories)<br>Poetry | <b>Letters from a Lighthouse</b><br>Character Driven Narrative<br>Political Address<br>Suspense Narrative                    | <b>Letters from a Lighthouse</b><br>Explanation text<br>Balanced Argument<br>War Poetry          | <b>Can You See Me?</b><br>Blog<br>Mystery Narrative<br>Survival Guide   | <b>Can You See Me?</b><br>Final Year Project   |
| Maths            | Integers and Decimals<br>Multiplication & Division<br>Calculation Problems<br>Fractions<br>Missing Angles and Length  |   | Coordinates and Shapes<br>Fractions<br>Decimals and Measure<br>Percentage and Statistics<br>Proportion Problems              |  | Diagnostic of key topics<br>Problem Solving<br>Statistics<br>Investigations<br>catch up<br>Money Sense                                  |  |
| Science          | <b>Living Things &amp; Their Habitats</b><br>Why do we need to classify living things?  | <b>Evolution &amp; Inheritance</b><br>Are all living things the same?                             | <b>Animals Including Humans</b><br>How do our choices affect how our bodies work?  |  | <b>Electricity</b><br>How have batteries changed the evolution of electricity?  | <b>Light</b><br>Why does my shadow change over the course of a day?  |
| History          | <b>Victorians</b><br><b>(Thematic study since 1066)</b><br>How did the Victorian era shape the evolution of healthcare, technology and society in the modern world? |   | <b>WW2</b><br>How did WW2 reshape nations, societies and lives, leaving a profound lasting impact on the world?              |  | <b>Change over Time</b><br>How has the ever-evolving story of London shaped its identity, growth and challenges as a global metropolis? |  |
| Geography        | <b>Migration</b><br>What is migration? How do migrants vary?  |   | <b>Natural Resources</b><br>What are the differences between renewable and non-renewable sources of energy?                  |  | <b>Global Trade</b><br>How can we promote fair and sustainable global trade?  |  |
| Computing        | <b>Communication and the Internet</b><br>How does the internet help people share and communicate around the world?  | <b>Web Page Creation</b><br>How can we design a website to share our ideas with others?           | <b>Using Variables in Programming to Develop a Game</b><br>How can we use variables to make a game more fun and interactive? | <b>Introduction to Spreadsheets</b><br>How can spreadsheets help us solve problems with numbers? | <b>3D Modelling</b><br>How can we design 3D objects using a computer?   | <b>Sensing Movement with Physical Computing</b><br>How can we use sensors to make a device react to the world around it? |
| Art              | <b>Drawing - People</b><br>How can we portray the essence of people through our drawings?   |   | <b>Painting - WW2</b><br>How can we convey the emotions and stories of World War II through our paintings?                   |  | <b>Collage- London how has it changed?</b><br>What stories of transformation and evolution can we tell through collage art?             |  |

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| <b>DT</b>     | <b>Bridges</b><br>How can we engineer bridges that blend mathematical precision and artistic craftsmanship?   |  | <b>Cooking</b><br>What culinary masterpieces can we create, inspired by the culinary innovations of Marie-Antoine Carême, for our 'Come Dine with Me' experience?                                    |  | <b>Set Design</b><br>How can we design sets that transport audiences to different worlds?   |  |
| <b>PSHE</b>   | <b>Me and My Relationships</b><br>Working Together<br>Let's negotiate<br>Friendship problems<br>Behave yourself<br>Don't force me<br>Acting appropriately   | <b>Valuing Difference</b><br>Ok to be different<br>We have more in common than not<br>Respecting differences<br>Tolerance and respect for others<br>Challenging gender stereotypes<br><b>Growing and Changing</b><br>Helpful or unhelpful? | <b>Growing and Changing</b><br>Helpful or unhelpful?<br>I look great<br>Media manipulation<br><b>RSE - making babies</b><br><b>RSE - Is it normal</b><br>Pressure online<br>Dear Ash                 | <b>Keeping Myself Safe</b><br>Think before you click!<br>Traffic Lights<br>To share or not to share?<br>What sort of drug is...?<br>Alcohol  | <b>Being My Best</b><br>Wellbeing<br>What's the risk?<br>(x2)   | <b>Rights and Responsibilities</b><br>Two sides to every story<br>Fakebook friends<br>Jobs and taxes<br>Democracy  |
| <b>PE</b>     | <b>Invaders- Tag Rugby</b><br>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? | <b>Dynamic Dance- Street Dance</b><br>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?                                    | <b>Gymnastics- Sequences</b><br>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? | <b>Striking &amp; Fielding- Rounders</b><br>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? | <b>Young Olympians- Athletics</b><br>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? | <b>Nimble Nets- Badminton</b><br>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? |
| <b>Music</b>  | <b>Musical Theatre</b><br>What role does musical theatre play in storytelling and how does it combine elements of music, drama and choreography?  |  | <b>Songs of WW2</b><br>How can understanding musical elements and pitch help us perform and appreciate songs from the WW2 era?   |  | <b>Dynamics, pitch and texture</b><br>How can we use our understanding of dynamics, texture and pitch to improvise and create group compositions inspired by the works of Felix Mendelssohn?                                      |  |
| <b>French</b> | <b>Describing people:</b><br><b>Family</b> - Saying who is in your family, name and age<br><i>Il y a combien de personnes dans ta famille ?</i><br>(How many people are there in your family?)    |  | <b>Describing people: hair and eyes</b><br><i>De quelle couleur sont tes yeux ?</i><br>(What colour are your eyes?)<br><i>Comment sont tes cheveux ?</i><br>(What is your hair like?)                |  | <b>Describing people: clothes</b><br><i>Tu portes quels vêtements ?</i><br>(What clothes do you wear?)  |  |