

Year 6	Autumn -	Spring -	Summer -
English Lancashire units	Autumn 1: - The Nowhere Emporium -Narrative based on modelled text - Magazine page- Report Autumn 2: - Novel as a Theme - Biography	Spring 1: - Classic Fiction - Poetry – Songs and Lyrics - Persuasion: A Formal Review Spring 2: - Biography, poetry, diary entries and narratives from different Characters’ perspectives	Summer 1: - A story told in flashback. - A discursive essay. - A formal debate. - Written response to the poem in another text type and form, e.g. newspaper report, series of diary entries, letter of complaint, accident report, cartoon strip. Summer 2: - Media into writing (Alma): Story with description and suspense - Drama
Maths	- Place Value - Addition & Subtraction - Multiplication & Division - Fractions, Decimals & Percentages	- Measures - Shape - Position & Direction - Statistics - Ratio - Algebra	- Revision - Gaps & misconceptions
RE	6.1 Is every person’s journey the same? (10hrs 6+4) - Non Christian faith unit: Pilgrimage (4) 6.2 How do Christians prepare for Christmas? (5hrs)	6.3 A – Why is the Exodus such a significant event in Jewish and Christian history? (6) 6.4 Who was Jesus? Who is Jesus?(4hrs) 6.5 – What is the importance of Ascension and Pentecost to Christians? – (4)	6.6 What is the nature and character of God? (8 hrs 6+2) 6.7 – How does having faith affect people’s lives? (7 hrs 6+1)
Geog	<u>How are biomes and climate zones linked?</u> - What are climate zones? - What are the main biomes and how do they link to climate zones?		<u>What are the main features of the Amazon Basin?</u> How do time zones in South America

	- What are the main features of temperate deciduous forests and savannahs? - What are the main features of a tundra and desert?		compare with the rest of the world? - What are the names and key features of South American countries? - What and where is the Amazon Basin? - What is everyday life like in the Amazon Basin? - What industry and farming can be found in the Amazon Basin?
History	<u>Who were the Anglo-Saxons and Vikings and how did they struggle for the kingdom of England?</u> - From where did the Anglo-Saxons originate and when did they invade Britain? - How did the Anglo-Saxon settlements differ from the ones the Romans had created? - How did the Anglo-Saxon Kingdoms grow and change over time? - When and why did the Vikings invade Britain? - What do we mean by the struggle for the Kingdom of England?		<u>Who were the Maya?</u> - When and where did the Maya live? - How do we know about the Maya? - What was daily life like during the times of the Maya people? - What was happening around the world at the same time as the Maya? - What may have caused the Maya civilisation to decline?
Sci	Living things and their habitats - <u>Why is it important to classify living things?</u> - Is the classification of animals helpful? - Are there many similarities between animals in the local area? - How can plants be classified? - Is there a link between plant groups and the environment they grow in? - Do microorganisms matter?	Animals including humans - <u>How does the heart work and why is it so important?</u> - What is the purpose of the circulatory system? - Why is blood so important? - How does exercise affect our circulatory system? - How are nutrients and water transported within animals, including humans? - How do diet, exercise, drugs and lifestyle impact our bodies?	Electricity - <u>How does electricity work and how does its power vary?</u> - How can we represent a simple circuit in a diagram? - How does the number of batteries affect the brightness of the bulb? - What else impacts the brightness of a bulb in a circuit? - What can affect the function of a component in a circuit? - How can I use my knowledge of electrical components to make a device?
	Evolution and inheritance -		Light -

	<u>How have living things on Earth evolved over time?</u> • How do scientists know that living things have changed over time? • How does variation explain the different features and characteristics of living things? • How has variation led to evolution? • Do all living things adapt in the same way? • How have plants in the local area adapted?		<u>How does light enable us to see?</u> • How does light travel? • Is a shadow always the same shape as the object that casts it? • How does a mirror reflect light? • <i>(Extension components if time allows)</i> • What is refraction and why is it a phenomenon? • What colour is light? Is this a phenomenon?
Art	<u>Drawing: 2D drawing to 3D making</u> • How do artists create 3D objects from 2D drawings & paintings? • What key drawing techniques support seeing and drawing, and enable me to scale up my drawing? • How can I add both texture and form to a simple outline shape? • How can I transform a 2D drawing to a 3D object? • How can I reflect on my 3D object?	<u>Painting: Activism</u> • In what ways can artists express their ideas and opinions? • What do I care about and how best can I communicate this visually? • How can I reflect on my poster or zine?	<u>Working in three dimensions: Take a seat</u> • How can I explore the structure and integrity of a chair through drawing? • How can I manipulate materials to create a mini sculpture or form? • How can I use sketchbooks to explore, develop and record my ideas? • How can I use sculptural and making techniques to construct a chair that expresses my personality? • How can I reflect on my chair?
DT	<u>How can we create a camouflaged nomadic tent that would be suitable for a temperate climate?</u> -Know what Viking nomadic tents look like and appreciate how they are made -Research different structures and joining of materials -Create initial design taking account of	<u>How can we use computing skills to create a piece of technology to help people get active? (Micro-bit)</u> -Know and understand what variables are -Create algorithms that use variables	<u>What dishes would we create as part of an afternoon tea as part of a celebration with our families?</u> -Find out about different afternoon tea items and recipes -Research and taste different produce -Design an initial idea, which focuses on working within a budget

	both structure and design of the fabric used -Create a stable structure capable of withstanding strong winds and rain -Evaluate the tent taking account of both structure and suitability	-Create an algorithm to make a step counter -Predict how variables will be used in programs -Design and create an activity picker for a family	-Gather resources and make the product-Evaluate the final product against the original brief
Music (Charanga)	● <u>Discovering Grime:</u> 1. Create and produce music with multiple sections that include repetition and contrasts. 2. Use chord changes as part of a (sequenced) composition. ● <u>Express, Inspire and Perform:</u> 1. Perform songs in school assemblies, school performance opportunities and to a wider audience. 2. Develop listening skills, balance between parts and vocal independence by experimenting with where children stand.	● <u>Music Reimagined:</u> 1. To analyse and compare two contrasting musical interpretations of 'Spring', relating the differences to the theme of climate change. 2. To compose an original soundscape using digital software by arranging loops, incorporating new sounds, and applying mixing techniques and effects. ● <u>Musical Sketches:</u> 1. Plan and compose 8 bars of music that demonstrate melodic and rhythmic interest, using creative musical ideas inspired by a historical or narrative context. 2. Notate and perform your composition, applying dynamic contrasts, ensemble awareness, and expressive techniques to communicate the intended musical character.	● <u>Music Remixed:</u> 1. To create and arrange a remix of a song by layering original instrumental parts (drumbeats, basslines, melodies) with manipulated loops using music technology. 2. To listen critically to music in order to make informed creative decisions, and to evaluate the creative process and the final outcome of your own and others' work. ● <u>The Grand Finale:</u> 1. Sing a repertoire of songs, including syncopated and partner songs, with appropriate style, phrasing, and expression. 2. Perform confidently as part of an ensemble, integrating solo lines, rounds, or instrumental accompaniments.
Computing (Purple Mash)	● 3D modelling ● Blogging	● Networks ● Data Detectives	● Coding ● spreadsheets
Online Safety - throughout the year using 2beSafe (on acceleration days)			

French (Mrs Wardle)	<u>Unit 18 – Planets</u> To learn and recite, in sequence, with accurate pronunciation from memory, the days of the week and the planets. To write days and planets accurately observing sound/spelling patterns. To listen to a short spoken passage and to understand the main points and to decipher some unknown vocabulary. To create a postcard with descriptive factual and fictional sentences using a range of adjectives, a past tense, determiners and qualifiers with the aid of reference materials. To be able to present the postcard to the group	<u>Unit 19: My School</u> To deduce the meaning of unknown words using context, cognates, known vocabulary. To learn a series of places in the school with accurate pronunciation and to spell them from memory. Observe sound/spelling patterns. To create sentences using the first person form of ER verbs. To learn school subjects and to express a positive and negative qualified opinion in spoken and written form. To respond to more classroom instructions and to be able to give the instructions to others	<u>Unit 23- a Trip to Paris</u> Revision of different elements of the programme – opinions, food items, flavours, euros and numbers. Ordering drinks and snacks with different quantities. To learn a range of facts about Paris, pinpointing famous monuments on a map, the Metro, finding our way, La Tour Eiffel
PSHEC Jigsaw	<u>Being Me in My World</u> Identifying goals for the year Global citizenship Children’s universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling <u>Dreams and Goals</u> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	<u>Celebrating differences</u> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy <u>Healthy Me</u> Taking personal responsibility How substances affect the body Exploitation, including ‘county lines’ and gang culture Emotional and mental health Managing stress	<u>Relationships</u> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use <u>Changing Me</u> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

PE	• Jagtag • Dodgeball	• Basketball • Rounders • Swimming	• Handball • Athletics
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