

Year 6	Aut 1	Aut2	Spr 1	Spr 2	Sum 1	Sum 2
Unit						
Literacy	<p>Class book : The boy in the tower (reading lessons linked)</p> <p>Narrative: The Digestive System story</p> <p>Expository writing – how the heart/lungs work/ digestive system how spiders catch their prey /T4W</p> <p>Apostrophes for Contraction/ Possession Dialogue Noun phrases / expanded noun phrases Fronted adverbials</p>	<p>Class book: Holes (reading lessons linked)</p> <p>T4W/ reading Suspense writing linked to the Literacy Shed Francis, Alma and Monster House</p> <p>Description of a setting – descriptive tools</p> <p>Description of Elsinore Castle T4W</p> <p>Drama 4 writing: Hamlet- Letter to Ophelia Description of Elsinore Castle Placing of the Text</p> <p>Conjunctions Main, subordinate and relative clauses Ible/able</p>	<p>Class book: Goodnight Mister Tom</p> <p>T4W = - RECOUNT - model – strictly / mid - outbreak of war/ Hot - the first night of the Blitz MA/LA – informal report / cold task/ Learn model text/ Past tense grammar work/ Teaching elements of toolkit Box up structure of model /Conjunctions / Co-ordinating/subordinating / Punctuation Teaching elements of toolkit Mid Task/Box up plan/Model/ shared write/ Edit/improve Revisit elements of toolkit in preparation for planning the hot task Gaps teaching from mid task Box up plan/Hot Write/Edit/improve</p> <p>Letter of recommendation – Mr Tom to keep Willie Intro task – formal letter/Look at examples -Models of good letters / Steal language/ Analyse tools/Analyse structure</p>	<p>Class book (and video) Mourning Dove Little ships Our castle on the rock</p> <p>Use images of scene of Dunkirk in sections/Generate ideas/build vocab/senses/ Snowballing type Model sentences types/openers using 1 section Alan Peat sentence types Description</p> <p>T4W story – cold car crash – warm – helicopter – hot ww2 plane</p>	<p>Class book (Reading lessons linked) Percy Jackson and the lightning thief.</p> <p>Rewrite Orpheus and the underworld</p> <p>Athenian/Spartan Wife Swap – diary entries</p> <p>Persuasion – Come to Greece - Travel leaflet – Greece</p>	<p>Class book (Reading lessons linked) Percy Jackson and the lightning thief.</p> <ul style="list-style-type: none"> Focus on extending sentence structures using Alan Peat. Non fiction and fiction. Using short burst writes for evidence gathering. <p>Think like Socrates- short burst writes- Pros and cons of immortality</p> <p>Is there anything science can't prove? etc</p> <p>(Percy Jackson links)</p> <p>Letter of recommendation- Greek states</p> <p>Drama- Year 6 production.</p>

			Why should he stay with Mister Tom? Generate reasons. Plan letter of recommendation - Box up plan Write letter/ Edit letter			
Maths	Place Value 4 operations/ formal methods Arithmetic Practice	Place Value 4 operations/ formal methods Arithmetic Practice Fractions	Decimals and Percentages algebra	Converting units Area , Perimeter and volume Angles ratio	Coordinates Geometry statistics	consolidation
Science	Humans identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood T4W/ human model of the system Recap digestive system and then link with other bodily systems to describe the ways in which nutrients and water are transported within animals, including humans. Write a narrative story about travelling through the body to explain	Humans cont.. Visit from doctor or nurse or police – effects of drugs and alcohol – to be arranged recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	Light Visit from an optician or to an opticians – to be arranged recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - include refraction and laws of reflection explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines	Electricity Electrician to visit? Parent? associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram.	Evolution Dorset – fossil hunt as part of the Y6 residential Study of Darwin recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	

			to explain why shadows have the same shape as the objects that cast them Extension - colour			
ICT	<p>Keeping Yourself Safe Purple Mash Lesson 1 Children have used the example game and further research to refresh their memories about risks online including sharing location, secure websites, spoof websites, phishing, and other email scams. • Children have used the example game and further research to refresh their memories about the steps they can take to protect themselves including protecting their digital footprint, where to go for help, smart rules and security software.</p> <p>Lesson 2 Online Children understand how what they share impacts upon themselves and upon others in the long-term. • Children know about the consequences of promoting inappropriate content online and how to put a stop to such behaviour when they</p>	<p>Purple Mash-Coding</p> <p>Coding Lesson 1 and 2 Designing and Making a more Complex Program • Children can plan a program which includes a timer and a score. • Children can follow their plans to create a program. • Children can debug when things do not run as expected.</p> <p>Lesson 3 Using Functions Children can create a program that makes use of functions. • Children can create a program that uses multiple functions with the code arranged in tabs. • Children can explain how their code executes when their program is run.</p> <p>Lesson 4 Flowcharts and Control Simulations • Children can follow flowcharts to create and debug code. •</p>	<p>Blogging - To identify the purpose and the features of successful blog writing. -To create a blog</p>	<p>Text Adventures -To create a story and map based adventure by using coding</p>	<p>Networks -To know how the internet works and how it can be developed in the future</p>	<p>Quizzing To make a computer based quiz</p>

	<p>experience it or witness it as a bystander</p> <ul style="list-style-type: none"> • Extension: Children' actions demonstrate that they also feel a responsibility to others when communicating and sharing content online <p>Lesson 3 Screen Time</p> <ul style="list-style-type: none"> • Children can take more informed ownership of the way that they choose to use their free time. They recognise a need to find a balance between being active and digital activities. • Children can give reasons for limiting screen time. • Children can talk about the positives and negative aspects of technology and balance these opposing views. • Extension: Children have an internalised in-depth understanding of the risks and benefits of an online presence. <p>Visit from Northamptonshire Police for Esafety Talk</p>	<p>Children can create flowcharts for procedures.</p> <ul style="list-style-type: none"> • Children can be creative with the way they code to generate novel visual effects. <p>Lesson 5 User Input</p> <ul style="list-style-type: none"> • Children can code programs that take text input from the user and use this in the program. • Children can attribute variables to user input. • Children are aware of the need to code for all possibilities when using user input. <p>Lesson 6 Using Text-based Adventures</p> <ul style="list-style-type: none"> • Children can follow through the code of how a text adventure can be programmed in 2Code. • Children can design their own text-based adventure game based on one they have played. • Children can adapt an existing text adventure so it reflects their own ideas. 				
History	Black History Month	<p>Black History Month</p> <p>A study of a range of significant inspirational individuals from a</p>	<p>World War 2</p> <p>A study of an aspect or theme in British history that extends pupils' chronological</p>	<p>World War 2 Continued.</p> <p>Suspended due to current situation regarding Ukraine and Russia March 22</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>PSHE link (democracy)</p>	<p>Ancient Greece</p> <p>The legacy of Greek or Roman culture (art, architecture or literature) on later periods in</p>

		<p>variety of periods of history. Mary Seacole, Ruby Bridges, Maya Angelou, Trever Macdonald, Mo Farah)</p> <p>Painting our past: The African diaspora in England. (Link to Black History Month- English Heritage portraits of 6 historic Diaspora who have contributed to England's rich history)</p> <p>Remembrance Day</p>	<p>knowledge beyond 1066</p> <p>A significant turning point in British history</p> <p>Changes in an aspect of social history (Link to International women's day)</p>			British history, including the present day. Art/DT Link
Geography	<p>The World</p> <p>Lesson 1 To be able to independently use maps to name and locate continents, countries, major cities, oceans and seas</p> <p>Lesson 2 To be able to describe physical and human characteristics of continents</p> <p>Lesson 3 To be able to explain contrasting features between countries and cities</p>	<p>North America and focus on California. This is linked to class book and our reading lessons- Holes. Human Geography Past and Present-treatment of Sam (inequality)</p> <p>Lesson 1 To use a map to locate countries in North America and surrounding countries, oceans.</p> <p>Lesson 2 Using the 8 compass points and directions, find and name the 52 states of America.</p>		<p>Greece (linked to history) Added here March 22 due to change in History topic (Russia and Ukraine at war)</p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human</p>		<p>The UK (linked to trip to Osmington Bay)</p> <p>To be able to describe the changing geographical features of the UK including hills, mountains, coasts and rivers</p> <p>To be able to explain changes in geographical features over time</p>

	<p>Lessons 4 and 5 To be able to describe and explain the physical differences and similarities between regions around the world</p> <p>Lesson 6 To locate places in the UK using the lines of longitude and latitude.</p>	<p>Lesson 3 and 4 Research physical and human features of California. The Answer is California, what is the question?</p> <p>Lesson 5 To use digital mapping to locate countries and describe features. Compare the time-zone around the world and focus back on prior learning (longitude and latitude term 1)</p> <p>Lesson 6 Write as a geographer a description of California.</p>		<p>characteristics, countries, and major cities ♣ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ♣ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day</p>		
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				<p>and night) Place knowledge ♣ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography ♣ describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution</p>		
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				of natural resources including energy, food, minerals and wate		
Art	<p>Unit and key objectives Observational drawing/painting The body - proportions of the body</p> <p>Lesson 1</p> <p>Develop techniques with control and pressure on pencil for shading. Experiment with a variety of shading techniques including stippling, cross-hatching etc.</p> <p>In sketch books, learn how to proportion a human face. to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Lesson 2 Use shading, blending and cross hatching to add detail to the features. ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>Portraits – virtual tour of the National Portrait Gallery? Study of famous portraits – what do we know from looking at the pieces – time? themes? Personality of the artist etc What techniques have they used?</p> <p>Painting our past: The African diaspora in England. (Link to Black History Month- English Heritage portraits of 6 historic Diaspora who have contributed to England’s rich history)</p> <p>Lesson 1 and 2</p> <p>Experiment with a number of techniques/ mediums to create a range of 9 different skin tones.</p> <p>Lesson 3</p> <p>Use skills from previous week to replicate the skin tone on one of the given portraits.</p>		<p>Blitz Pictures Drawing Spitfires- focusing on proportion in art</p>	<p>Greek pottery Use sketchbooks to collect information about shapes of Greek vases.</p> <p>Study ways of connecting pieces of clay (handle etc)</p> <p>Solve problems as they occur/</p>	<p>Mythical Creatures End of year performance- backdrop/prop making</p>

	<p>[for example, pencil, charcoal, paint, clay]</p> <p>Lesson 3 In sketch books, learn how to proportion a human body. to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Lesson 4 Use shading, blending and cross hatching to add detail to the features of the human body. ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>Lesson 4 Girl with the Pearl Earring- experimenting with working from the back forwards when painting/ brush control</p> <p>Lesson 5 Plan and create their own piece in a style of their choice over a few weeks</p> <p>♣ about great artists, architects and designers in history.</p>				
DT	Unit and key objectives			Link science units of light and electricity to create a moving WW2 vehicle which incorporates motors, buzzers and lights (tank, plane etc)	<ul style="list-style-type: none"> • Healthy savoury meals – comparison of rationed food to today (Linked to WW2) 	
RE	<p>Local pastor visit</p> <p>Stories of Faith/ Gospels</p> <p>What do they tell us?</p> <p>Why are they different?</p>	<p>What does it mean to be a Christian?</p> <p>Own ideas and thoughts</p> <p>Impact of Christianity</p>	<p>What is Buddhism? Visit a local Buddhist Centre</p> <p>8 paths</p> <p>Siddhartha – who – stories about him and told by him</p> <p>Buddhism around the world</p> <p>Thoughts – could I be a Buddhist?</p>		<p>What happens when we die?</p> <p>Look at what different religions say</p> <p>Stories linked to it</p>	<p>People of faith, courage and commitment</p> <p>Use examples of real living people from different faiths eg Bear Grylls, Mo Farrah</p>

		Revisit different denominations within the Christian faith What differences do these make				
PSHE	Being me	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing Me
Music	<p><u>Happy</u> Focusing on the style of Pop and Soul music Lesson 1 – Listen & Appraise: Happy (Pop/Neo Soul) The children can</p> <ul style="list-style-type: none"> Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the song. <p>Lesson 2 and 3 – Musical Activities using glocks and/or recorders Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth. Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer. Singing in two parts. Play instrumental parts accurately and in time as part of the performance. The easy part: A + G by ear and from notation. The medium part: A, G + B by ear and from</p>	<p><u>Classroom Jazz 2</u> Jazz style of music and improvisation</p> <p>Texture, dynamics, tempo, rhythm and pitch</p> <p>Lesson 1 – Listen & Appraise: Bacharach Anorak and Meet The Blues The children can</p> <ul style="list-style-type: none"> Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the songs. <p>Lesson 2 and 3 – Musical Activities using glocks and/or recorders The children can: Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C (Meet The Blues). Improvise in</p>	<p><u>A New Year Carol</u> Benjamin Britten's music and cover versions</p>	<p><u>You've got a friend</u> The music of Carole King</p>	<p><u>Music and Me</u> Creating music inspired by your own identity and women in the music industry</p>	<p><u>End of year performance</u> Composing, singing and performing</p>

	<p>notation. The harder part: G, A, B, C, D + E by ear and from notation</p> <p>Lesson 4 and 5 – Perform & Share Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards.</p> <p>Lesson 6- Evaluation Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p>	<p>Bacharach Anorak using the notes: C, D, C, D, E. C, D, E, F, G. C, D, E, F, G, A, B + C. Improvise in a Blues style using the notes: C. C, Bb, G. C, Bb, G, F + C.</p> <p>Lesson 4 and 5 – Perform & Share Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards in lesson 6</p> <p>Lesson 6 Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p>				
MFL	Catherine Cheater	Catherine Cheater	Catherine Cheater	Catherine Cheater	Catherine Cheater	Catherine Cheater
PE	<p>Net/ Wall Games Tennis</p> <p>Turn and run to the ball getting into a forehand or backhand position en route</p>	<p>Social</p> <p>FUNS: 5</p> <p>Dynamic Balance -On a line</p> <p>FUNS: 7</p> <p>Counter Balance- with a partner</p>	<p>Invasion Games</p> <p>Tag Rugby</p> <p>Be able to evade and tag opponents.</p>	<p>Invasion Games</p> <p>Football</p> <p>Dribble making small touches into space with speed, to beat defenders.</p>	<p>Cognitive</p> <p>FUNS: 9</p> <p>Coordination- Ball Skills</p> <p>FUNS: 12</p> <p>Agility- Reaction/ Response</p> <p>Throw Tennis</p>	<p>Athletics</p> <p>Investigate running styles and changes of speed.</p> <p>Practise throwing with power and accuracy.</p>

	<p>Use 'move-hit-recover' approach within a game showing facing forward on recovery</p> <p>Show a range of grips when demonstrating a backhand (continental, chopper, hammer grip).</p> <p>Use the correct swing technique and control with smooth swings keeping the path of the racquet the same</p> <p>Serve the ball accurately making team mates have to move to send it back</p> <p>Physical FUNS: 6 Dynamic Balance to Agility- Jumping and Landing FUNS: 1 Static Balance- One Leg</p> <p>Jumpball Jump, Roll, Balance</p>	<p>River Crossing Kabadi</p> <p>Swimming To develop basic pool safety skills and confidence in water.</p> <p>To develop travel in vertical or horizontal position and introduce floats.</p> <p>To develop push and glides, any kick action on front and back with or without support aids.</p> <p>To develop entry and exit, travel further, float and submerge.</p> <p>To develop balance, link activities and travel further on whole stroke.</p> <p>To show breath control.</p> <p>Introduction to deeper water.</p> <p>Treading water.</p> <p>To swim front crawl for 25m.</p> <p>Or</p> <p>Gym- Block 3</p>	<p>Running at speed, changing direction at speed.</p> <p>Play effectively in attack and defence Score points against opposition Support player with the ball</p> <p>Swimming To develop basic pool safety skills and confidence in water.</p> <p>To develop travel in vertical or horizontal position and introduce floats.</p> <p>To develop push and glides, any kick action on front and back with or without support aids.</p> <p>To develop entry and exit, travel further, float and submerge.</p> <p>To develop balance, link activities and travel further on whole stroke.</p> <p>To show breath control.</p> <p>Introduction to deeper water.</p> <p>Treading water.</p> <p>To swim front crawl for 25m.</p>	<p>Make decisions regarding how and when to send a football to someone in team.</p> <p>Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from) when under pressure from a defender.</p> <p>Know how space changes within a game and when and how to move into changing spaces.</p> <p>Draw defender away to create space.</p> <p>Position body to defend effectively, making successful interceptions.</p> <p>Dance- Jitterbug</p>	<p>Endball</p> <p>Gym- Block 4 Large apparatus sequence Skill Focus: Large apparatus (Summer 2)</p>	<p>Throw safely and with understanding.</p> <p>Demonstrate good running technique in a competitive situation.</p> <p>Explore different footwork patterns.</p> <p>Understand which technique is most effective when jumping for distance.</p> <p>Utilise all the skills learned in this unit in a competitive situation.</p> <p>Striking and Fielding Games Cricket To apply with consistency standard cricket rules in a variety of different styles of games To attempt a small range of recognised shots in isolation and in competitive scenarios To use a range of tactics for attacking and defending in role of bowler, batter and fielder</p>
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		Partner Balance sequence Skill Focus: Balance	Or Gym- Block 3 Partner Balance sequence Skill Focus: Balance			
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