

Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	The Battle of Britain		Mayans		Natural Disasters	
<b>Humanities</b>	<u>History</u>	<u>Geography</u>	<u>History</u>	<u>Geography</u>	<u>Geography</u>	
	A significant turning point in British history, for example, the Battle of Britain  Order significant events, movements and dates on a timeline.	Locate the world's countries, using maps	Order significant events, movements and dates on a timeline.  Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)	Describe and understand key aspects of human geography,  Compare a region in UK with a region in N. or S. America with significant differences and similarities  Locate the world's countries, using maps to focus on North and South America,	Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key  Identify the position and significance of latitude, longitude, and the Prime/Greenwich Meridian time zones.  Describe and understand key aspects of physical geography	
	Computer Science, coding and debugging					
<b>Computing</b>	Online safety Year 6 starter unit		More complex variables		Object properties	
<b>Science</b>	Animals including humans	Evolution and Inheritance	Living things and their habitats	Revision	Light	Electricity
<b>Working Scientifically</b> In Year 6 children should be taught to use the following practical scientific methods, processes and skills	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary <ul style="list-style-type: none"> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs               <ul style="list-style-type: none"> <li>using test results to make predictions to set up further comparative and fair tests</li> </ul> </li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations               <ul style="list-style-type: none"> <li>identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul> </li> </ul>					
<b>PSHE</b>	Health and Wellbeing		Relationships		Living in the wider world	
<b>RE</b>	What does it mean if Christians believe God is holy and loving	What do Christians believe Jesus did to 'save' people?	How is faith expressed in Islam?	Creation and science: conflicting or complementary?	Values: what matters most to Humanists and Christians?	Why do some people believe in God and some people not?

<b><u>Music</u></b>	Exploring musical processes <b>(Music from WW2)</b>		Exploring lyrics and melody <b>(Blues/folk music)</b>		Performing together <b>(Summer musical)</b>	
	<ul style="list-style-type: none"> <li>Pupils should be taught to sing and play musically with increasing confidence and control</li> <li>They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</li> </ul>		<ul style="list-style-type: none"> <li>They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</li> </ul>		<ul style="list-style-type: none"> <li>Pupils should be taught to sing and play musically with increasing confidence and control</li> </ul>	
<b><u>PE</u></b>	Dance	Gymnastics	Dance	Gymnastics	Invasion Games: Festival	Rounders
	Tchook Ball	Fitness	Invasion Games: Tag Rugby	Invasion Games: Hockey	Athletics	
<b><u>Art</u></b>	<b>Sketching of a soldier Propaganda Posters</b> To improve their mastery of arts and design techniques, including drawing, painting and sculpture with a range of materials		<b>Mayan Masks</b> To improve their mastery of arts and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)		<b>Chuck Close</b> To know great artists, architects and designers in history	
<b><u>DT</u></b>	<b>Food Technology</b> Bacteria and food hygiene Vegetable Slaw Pasta Salad Vegetable Kebabs Vegetable Polpettes Fruity Rock Buns				<b>Marvellous Structures</b> Exploring Structures Marble Run Bridges Developing practical skills Timed marble run challenge Making a marble run Evaluating and Improving	
<b><u>French</u></b>	Mes Loisirs		Chez Moi		Les Vacances	
<b><u>Maths</u></b>	Number – Place Value Number – Addition, Subtraction, Multiplication and Division Fractions Geometry-Position and Direction		Number – Decimals, Percentages and Algebra Measurement-Converting units Measurement – Perimeter, Area and Volume Number-ratio		Geometry – Properties of Shapes Problem Solving Statistics Investigations.	
<b><u>English and Writing focus linked to Theme</u></b>	Text Goodnight Mr Tom Fiction: Narrative- Focus : historical story Non-Fiction: Journalistic report - evacuation		Text Roads end Fiction: Narrative – Focus mystery		Text Escape from Pompeii Fiction: Narrative – Focus Suspense	

	<p>Text Arthur Spiderwick Field Guide Non-Fiction: Non-chronological report - magical creatures</p> <p>Text The Jabberwocky Poetry</p>	<p>Non-Fiction: Persuasive leaflet for Chitchen Itza</p> <p>Text How to avoid being a Mayan Soothsayer Non Fiction: Information report -Mayan culture Fiction: Mayan Myth</p> <p>Text Twisted fairy tales Non-Fiction: discussion</p>	<p>Author Study – Shakespeare</p>
<b>Class Reader</b>	Chosen by Class	Chosen by Class	Chosen by Class
<b>Enrichment Activities</b>	Bletchley Park	Tbc	Residential

Harrold  
Primary Academy