

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R.E.	The Kingdom of God	Justice	Jesus, The Bread of Life	CAFOD: Common Good Corporal Works of Mercy: Bury the Dead	The Work of the Apostles	Called to Serve
Topic	WW2		Ancient Greeks		The Mayans	I'm a Year 6 get me out of here!
English - Writing	<p>Goodnight Mister Tom (Michelle Magorian)</p> <p><u>Writing opportunities:</u> <u>Fiction:</u> Character description Setting description Letter in role Postcard Diary in role Own chapter / Novel</p> <p><u>Non-Fiction:</u> Journalistic Writing Non-chronological report Instructions Information leaflets</p> <p><u>Poetry:</u> National Poetry Day</p>	<p>The Diary of a Young Girl (Anne Frank) Grey Dawns: WW2 Poems of a Soldier (Harry Rossney)</p> <p><u>Writing opportunities:</u> <u>Fiction:</u> Letter in role Diary in role</p> <p><u>Non-Fiction:</u> Biography Journalistic Writing Instructions Information text Formal letter</p> <p><u>Poetry:</u> Biographical acrostic poem Classic poetry</p>	<p>Information Texts on Greece Information Texts on Ancient Greek Period Greek Myths - Theseus and the Minotaur / Pandora's Box</p> <p>SATs Preparation – round robins</p> <p><u>Fiction:</u> Own Myth/Legend Character description – The Minotaur Setting Description – The Labyrinth</p> <p><u>Non-Fiction:</u> Journalistic Writing (The Battle of Marathon) Instructions (Greek Pots) Non-chronological report (Greece today/Holy Week) Balanced Argument (SATs: Should we do them?) Persuasive Letter (SATs Party)</p> <p><u>Poetry:</u> Diamante poem (The Minotaur)</p>	<p>The Chocolate Tree - A Mayan Folk Tale (Linda Lowrey)</p> <p><u>Writing opportunities:</u> <u>Fiction:</u> Character description Setting description Letter in role Diary in role Own folk tale Playscripts</p> <p><u>Non-Fiction:</u> Explanation Text (The Mayans: Who were they?) Information Text Balanced Argument (Chocolate – healthy or unhealthy?) Instructions</p>	<p>Range of autobiographies</p> <p><u>Non-fiction:</u> Own autobiography – structure, plan, edit etc... Persuasive letter (Coffee Morning) Persuasive Posters (Coffee Morning) Information Leaflet (St. Mary's School)</p> <p><u>Poetry:</u> Rhyming Couplet Repetitive Poem (My time at St. Mary's)</p>	
<p>As pupils cover each of the styles of writing above, the following objectives will be covered:</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. How words are related by meaning as synonyms and antonyms Use of the passive to affect the presentation of information in a sentence. The difference between structures typical of informal speech and structures appropriate for formal speech and writing. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis Layout devices [headings, sub-headings, columns, bullets, or tables, to structure text] Use of the semi-colon, colon and dash to mark the boundary between independent clauses [It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity</p> <p><u>Spelling</u> – We will cover the spelling objectives through the Read, Write, Ink Scheme and through daily teaching of writing. Pupils will be taught to: use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus.</p>						

English - Reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.
- maintain positive attitudes to reading and understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

<p>Maths</p>	<p>read, write, order and compare numbers up to 10 000 000 and determine the value of each digit round any whole number to a required degree of accuracy use negative numbers in context, and calculate intervals across zero solve number and practical problems about place value. multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context identify common factors, common multiples and prime numbers use knowledge of the order of operations to carry out calculations involving the four operations solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why solve problems involving addition, subtraction, multiplication and division perform mental calculations, including with mixed operations and large numbers use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions > 1 add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p>	<p>solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts use simple formulae generate and describe linear number sequences express missing number problems algebraically recognise when it is possible to use formulae for area and volume of shapes calculate the area of parallelograms and triangles recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius draw 2-D shapes using given dimensions and angles multiply simple pairs of proper fractions, writing the answer in its simplest form divide proper fractions by whole numbers multiply one-digit numbers with up to two decimal places by whole numbers use written division methods in cases where the answer has up to two decimal places solve problems which require answers to be rounded to specified degrees of accuracy</p>	<p>associate a fraction with division and calculate decimal fraction equivalents for a simple fraction identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal place convert between miles and kilometres recognise that shapes with the same areas can have different perimeters and vice versa calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]. describe positions on the full coordinate grid (all four quadrants) draw and translate simple shapes on the coordinate plane, and reflect them in the axes. interpret and construct pie charts and line graphs and use these to solve problems calculate and interpret the mean as an average.</p>	<p>use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. recall and use equivalences between simple fractions, decimals and percentages, including in different contexts solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison solve problems involving similar shapes where the scale factor is known or can be found solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places recognise, describe and build simple 3-D shapes, including making nets find pairs of numbers that satisfy an equation with two unknowns enumerate possibilities of combinations of two variables.</p>	<p>Revision of key concepts and SATs Boosters – SATs preparation.</p>	
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Science	Can You Feel The Force? Understand forces of gravity, air resistance, water resistance and friction. Recognise that some mechanisms use a smaller force to create a greater effect Investigation: What is the best flooring for the corridor?	Electricity Link output of lights/buzzers to number and voltage of cells. Give reasons for differences in output of components. Use recognised symbols to draw circuit diagrams. Investigation: Mini challenges with Sellafield Workshop	How Can You Light Up Your Life? Know light appears to travel in straight lines. Understand we see objects because light is reflected off the object into the eye. Explain why shadows have the same shape as the object that casts them. Investigation: How can you make the biggest, clearest shadow?	Living Things and their Habitats describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals give reasons for classifying plants and animals based on specific characteristics.		Have We Always Looked Like This? Recognise that living things have changed over time and use fossils to find out about living things in the past. Realise that the offspring of living things are not normally identical to parents. Make links between adaptation and evolution.
Working Scientifically (to be covered throughout the year) Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Using test results to make predictions to set up further comparative and fair tests. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identifying scientific evidence that has been used to support or refute ideas or arguments.						
Design and Technology	Anderson Shelters Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.			Greek Salad Cook savoury dishes for a healthy & varied diet	Mayan headdresses Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	
Design: Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Make: Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate: Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world.						

Art and Design		<p>Images of War: European Artists</p> <p>Use sketchbooks to collect, record, review, revisit & evaluate ideas.</p> <p>Improve mastery of techniques such as drawing, painting and sculpture with varied materials.</p> <p>Learn about great artists, architects & designers.</p>		<p>Clay Pots</p> <p>Improve mastery of techniques such as drawing, painting and sculpture with varied materials.</p>		<p>Self Portraits – Pop Art (Andy Warhol)</p> <p>Use sketchbooks to collect, record, review, revisit & evaluate ideas.</p> <p>Improve mastery of techniques such as drawing, painting and sculpture with varied materials.</p> <p>Learn about great artists, architects & designers.</p>
Computing	<p>Design & write programs to solve problems. Use sequences, repetition, inputs, variables and outputs in program. Detect & correct errors in programs. Understand uses of networks for collaboration & communication. Be discerning in evaluating digital content. Select use and combine a variety of software. Use technology safely.</p>					
Geography			<p>Has Greece Always Been In The News?</p> <p>Using maps, focus on environmental regions, physical and human features, countries and major cities.</p> <p>Understand geographical similarities and differences through study of human and physical geography.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p>			<p>I'm A Year 6. Get Me Out Of Here!</p> <p>Use the 8 points of a compass and 4 and 6 figure grid references symbols and keys.</p> <p>Use field work to observe, measure, record and present the human and physical features in the local area.</p>
History	<p>World War Two</p> <p>A study of an aspect or theme in British history that extends pupils' knowledge beyond 1066:</p> <ul style="list-style-type: none"> - WW2 (Battle of Britain) 			<p>Ancient Greece</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>Who Were The Mayans And What Have We Learned From Them?</p> <p>Achievements of the earliest civilisations:</p> <ul style="list-style-type: none"> - Mayan civilization 	

MFL	A manger et a boire		Les sports		Les vêtements	
	Listen & engage. Engage in conversations, expressing opinions. Speak in simple language & be understood. Develop appropriate pronunciation. Present ideas & information orally. Show understanding in simple reading. Adapt known language to create new ideas. Describe people, places & things. Understand basic grammar, e.g. gender.					
Music	To understand basic rhythms and tablature (guitar notation) Songs for Christmas performances.		To understand how to play faster rhythms	To be able to perform compositions	To understand how to be able to include rests into a performance	Performance showcasing all skills acquired
PE	Fitness Testing	Gymnastics	Dance – Break Dance	Net Games - Tennis	Athletics	Swimming
	Basketball	Hockey	Netball	Rugby	Football	Rounders
Use running, jumping, catching and throwing in isolation and in combination. Play competitive games, applying basic principles. Develop flexibility & control in gym, dance & athletics. Take part in Outdoor & Adventurous activities. Compare performances to achieve personal bests Swimming proficiency at 25m.						