

YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>History/ Geography alternating</b>	<b>H: World War II</b> Pupils will explore how conflict changed our local area in World War 2.	<b>G: Earthquakes, Mountains and Volcanoes</b> Pupils will describe and understand aspects of physical geography (earthquakes, mountains and volcanoes).	<b>H: Battle of Britain</b> Pupils will study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Battle of Britain).	<b>G: Economic, Settlement and Trade Links</b> Pupils will describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	<b>H: The Windrush Generation</b> Pupils will explore the Caribbean; the part Caribbean men and women played in World War 2 and the Windrush pioneers; their struggles and successes.	<b>G: Orienteering: Map and Fieldwork Skills</b> Pupils will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. They will use the eight points of a compass (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
<b>English</b>	<b>Key Texts:</b> The Piano	<b>Key Texts:</b> Macbeth And I Climbed and I Climbed	<b>Key Texts:</b> Rose Blanche The Missing	<b>Key Texts:</b> Aladdin and the Enchanted Lamp	<b>Key Texts:</b> Alma	<b>Key Texts:</b> How to Cook Children
<b>Maths</b>	Place Value Addition, Subtraction, Multiplication and Division	Fractions A Fractions B Measurement: Converting Units	Ration Algebra Decimals	Fractions, Decimals and Percentages  Area, Perimeter and Volume  Statistics	Geometry: Shape Geometry: Position and Direction	Themed projects, consolidation and problem solving
<b>Science</b>	Animals including Humans	Electricity	Animals including Humans (including Water Transport)	Light	Living Things and their Habitats	Evolution and Inheritance
<b>Art</b>	<b>Drawing</b> In this unit, pupils will apply knowledge of techniques to draw in detail, using scale and proportion to modify their artwork. They will produce portraits		<b>Printmaking and Textiles</b> In this unit, pupils will create a simple one-point perspective drawing and use selected parts to create a printed image as well as replicate line through batik.		<b>3D Art</b> In this block, pupils will create 3D forms using a variety of techniques. They will need to consider use of colour, pattern and texture as they combine their pieces made throughout the unit in Lesson 3, to form 3D structures.	<b>Painting</b> In this block, pupils will combine techniques learnt in previous lessons to create the illusion of depth and represent the translucent qualities of water.

<b>D.T</b>		<b>Structures: How Tall is a Piece of Spaghetti?</b>  In this unit, pupils will test the strength of spaghetti and then apply what they have learned to construct a tower that is at least one metre tall.		<b>Textiles: How can we reduce, recycle and repurpose?</b>  In this unit, pupils will learn how they can reduce waste by recycling and repurposing snack packets and plastic bags into useful items.	<b>Electrical Systems</b>  In this block, pupils will learn how switches can be combined with electrical components in different ways to change the functionality of a product.	<b>Food and Nutrition: Does food affect the way that you feel?</b>  Pupils will learn how to cook foods that are often pre-made and processed. They will learn and apply techniques to make dishes designed to help improve energy levels, mood and future health.
<b>R.E</b>	What matters most to Christians and Humanists? (Unit U2.7)	What do religions say to us when life gets hard? (Unit U2.3)	What difference does it make to believe in ahimsa, grace, and/or Ummah? (Unit U2.8)		What can be done to reduce racism? Can religion help? (Unit U2.9)	Green religion? How and why should religious communities do more to care for the Earth (Unit U2.10)
<b>PSHE</b>	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Transitions  Know how to deal with change and where to ask for support.
<b>PE</b>	<b>Netball</b>  <b>Health related exercise</b>	<b>Football</b> <b>OAA: Orienteering</b>	<b>Tag rugby</b> <b>Dance: Carnival</b>	<b>Hockey</b> <b>Gymnastics: Matching and mirroring</b>	<b>Tennis</b> <b>Athletics</b>	<b>Cricket</b> <b>Dodgeball</b>
<b>Music</b>	Sing, play, perform: accompanying songs with polyrhythms	Singing together: music that comments on social change	Compose and rehearse: improvising with the minor pentatonic scale	Playing together: arranging and rehearsing a fusion performance	Compose and create: creating melodic variations based on a theme	Singing for performance: conveying emotion and character through performance
<b>Computing</b>	<b>Communication and collaboration:</b>  Exploring how data is transferred by working collaboratively online	<b>Webpage creation:</b>  Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.	<b>Variables in games:</b>  Exploring variables when designing and coding a game.	<b>Introduction to spreadsheets:</b>  Answering questions by using spreadsheets to organise and calculate data.	<b>3D modelling:</b>  Planning, developing, and evaluating 3D computer models of physical objects.	<b>Sensing movement:</b>  Designing and coding a project that captures inputs from a physical device.
<b>MFL</b>	<b>La phonétique - 3 weeks (Phonics &amp; Pronunciation)</b>  <b>Les Legumes</b>	<b>Les couleurs et les nombres - 3 weeks (Colours and Numbers)</b>  <b>J'apprends le français - 3 weeks (I am learning French)</b>	<b>En Classe</b>	<b>Les Maison Tudor</b>	<b>Les Habitats</b>	<b>Les Romains</b>