YEAR 6

	Autumn	Spring	Summer
Whole School Themes	**Story Telling** **Curious Minds**	**Building for the Future** **Getting Creative**	**Healthy Habits** **Lights, Camera, Action**
English			
English	Recap and teaching of all KS2 Grammar Objectives		
	Suggested texts: Texts that raise issues such as The Great Kapok Tree, The Explorer, Newspaper. Flashback Stories: Hajj, excerpts from Harry Potter. Instructional Texts. Information texts linked to Science and History. **Writing Outcomes** Free Verse Poetry Autobiographies and Biographies- Naturalist/Scientist Flashback Stories- bullying Discussion Texts- deforestation Non- Chronogical Report- animals Letters, diaries, character and setting descriptions **Grammar** Formal/Informal Speech The Passive/Active voice Cohesive Devices Layout Devices to structure text Semi colons, colons and dashes in clauses Using colons and semi colons in lists Passive verbs	**Suggested texts:** Letters from the Lighthouse, The Highwayman, Information texts linked to History. **Writing Outcomes** Explanation Texts- Cracking Contraptions Narrative writing including poetry. Non-Chrological report- Crime and Punishment Newspaper Report- The Highway man Letters, diaries, character and setting descriptions. **Grammar** Synonyms and Antonyms Bullet points to list information Using hyphens to avoid ambiguity	**Suggested texts:** Journey to Jo'burg Information texts relating to London, theme parks and adverts. **Writing Outcomes** Persuasive writing- London and theme parks. Information texts- London Poems with Imagery Narrative writing- alternative chapter or ending. **Grammar** Subjunctive form Use of ellipsis Subject and Object SAT'S Revision

	Adventure stories		
Maths			
Maths	**Place Value** Read, write, order, round and partition numbers up to 10 million. Negative numbers.Solve number and practical problems involving the above. **Addition and Subtraction** BODMAS Use estimation to check answers. Solve addition and subtraction multi step problems. **Multiplication and Division** Multiply multi-digit numbers up to 4 digits by a two-digit whole number- formal method. Multiply one-digit numbers with up to two decimal places by whole numbers. Divide numbers up to 4 digits by a 2-digit number- formal method. Identify common factors, common multiples and prime numbers. **Fractions** Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions. Generate and describe linear number sequences. Add and subtract fractions with different denominations and mixed numbers. Multiply simple pairs of proper fractions. Divide proper fractions by whole numbers. Associate a fraction with division and calculate decimal fraction equivalents. **Geometry- Position and direction**	**Fractions, Decimals and Percentages** Identify the value of each digit in 3pd numbers and multiply numbers by 10, 100 and 1,000. Multiply one-digit numbers with up to 2 decimal places by whole numbers. Use written division methods in cases where the answer has up to 2 dp. Solve problems involving the calculation of percentages and the use of percentages for comparison. Recall and use equivalences between simple FDP. **Algebra** Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. **Ratio** Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. **Measurement** Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Convert between miles and kilometres. Recognise that shapes with the same areas can have different	**Statistics** Interpret and construct pie charts and line graphs and use these to solve problems. Calculate the mean as an average. **Geometry** 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. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. **SATs REVISION** **Yr 7 Transitional work**

	Describe positions on the full coordinates grid-all 4 quadrants. Draw and translate simple shapes on the coordinate plane, and reflect them in the axis. Convert to imperial measures- Y5	perimeters and vice versa. Recognise when it is possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles. Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm3, m3 and extending to other units.	

Science and Technology

Science	**Working scientifically** - 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.		
	Living things and their habitats-including Classifications and microorganisms Evolution- Including- Inheritance, Adaptations & theory and evolutions. Forces – Y5	Animals including humans- Including- Circulation, respiration, diet and exercise, puberty. Comparing animals to humans. Light- Reflecting, refractions, spectrums and shadow theatre.	Healthy Bodies- Balanced diet, food groups, & muscles. Investigating exercise on our bodies. Electricity- Circuits and symbols,& circuit investigations.
Computing **(Themes from the "Knowsley" computing scheme)**	E-safety		
	Online Safety Dilemmas In this activity the children will become online safety ambassadors. They will be given modern day dilemmas. Dilemmas that children face everyday online and asked to produce a series of "what to do"videos to explain how to cope online **Crossy Roads Planning** The children will create their own version of the popular app Crossy Roads using visual coding.	**VR Words** The class will explore Virtual Reality (VR) and how it can be used in the classroom. The children will also build their own VR world **My Online Life** This activity takes place over the course of the term. It meets the objectives as set out by UKCCIS 'Education for a Connected World Framework'.	**Maths: Solve IT Club** Children will produce their own digital guide to being a maths genius. Making videos and animations showing how to solve various maths problems. This is an opportunity to connect with other schools. **Quiz Show Hosts** The children will create quizzes using a variety of apps.

Design Tech	**Textiles** Cushions based on Mayan patterns	SOUP MAKING PULLEYS AND GEARS	**Electrical systems and circuits** Fairground rides.

Humanities			
History	**The Mayans** Why do we study The Maya? How and why did The Maya Empire grow? What was everyday life like for The Mayan people? What can I find out about Mayan civilisation and human sacrifice? Why did the Mayan empire decline quickly?	**Crime and Punishment** through the ages How were crimes punished in The Roman and Anglo Saxon era? Can I describe crime and punishment in the middle ages? How did crimes and punishments change between 1500 and 1750? Why did punishments become so bloody in the 18th century? Why did so much change happen in the 19th century? Has the way we catch and punish criminals improved that much in the last 100 years?	Key events in London's history – link to Geography.
Geography	**South America (Brazil)** **Locational Knowledge** 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. Locate South American countries. Environmental regions, key physical and human characteristics, major cities. **Place Knowledge** Study a region in South America (Brazil). Understand geographical similarities and differences of South America (both human and physical geography). **Human and Physical Geography** Types of settlement and land use. Economic activity (including trade links) and the distribution of natural resources.	**Rivers – features of a River and Rivers of South America** **Human and Physical Geography** Major rivers and mountains in South America.Where would a river's journey take me? The features and journey of a river, how rivers are used and their effect of the environment and an in-depth study of a major river. Revision of the water cycle. **Geographical skills/Fieldwork** Use maps, atlases, globes and digital/computer mapping. Look at an Ordnance Survey map. Use 4 and 6-figure grid references. FIELD WORK	**The U.K and London** **Locational Knowledge** The Prime/Greenwich Meridian and time zones. **Geographical skills/Fieldwork** Use maps, atlases, globes and digital/computer mapping. Plan a route and follow a map in London - under supervision!
R.E.	**Christianity** :(Church) How do Christians mark the 'turning points' on the journey of life?	**Christianity** : (Jesus) Why do Christians believe Good Friday is 'good'? Holy Week,	**Buddhism** : What do we mean by a 'good life'?

	Christian rites of passage, denominational Differences **Hindu dharma:** Is there one journey or many? Reincarnation, Karma, the 4 ashramas HINDUISM	The Eucharist denominational differences **Islam :** What is Hajj and why is it important to Muslims? The Ummah, Hajj	The Buddha , The Four Noble Truths, The Eightfold path **Christianity**:(God) If life is like a journey, what's the destination? Salvation, Forgiveness
MFL	**French :** Time/Everyday life Where I live Christmas	**French :** Sport Feelings & Opinions	**French :** Going to a restaurant Performances

The Creative Arts (Art, Music, Dance, Drama)			
Dance and drama	**Drama –** Hot seating, conscience alley- related to texts.	**Drama -** Debating over punishments **Dance** - Push, Pull, Turn, Go	**Drama** - KS2 performance **Dance** – Identity/KS2 Production
Art	Painting (colour)- observational drawing linked to rainforests and animals. Print (digital)- design Aztec pattern using cushions. CLAY MODELLING	Inks and charcoal – The Highway man Print/Collage3D (form/space)- Lighthouses	Drawing (texture/pattern)- London
Music	Medley Music consultant covering KS2 programme of study:- maintain a part whist others are performing, improvise within a group, change sounds or organise them differently to change effects, compose music to meet specific criteria, use notation to record simple compositions, choose appropriate tempo for a piece of music, describe, compare and evaluate music using musical vocabulary, refine and improve compositions, contrast the work of a famous composer and explain preferences. Playing Keyboards		
Health and Wellbeing			
PE	Real Gym Invasion games- netball/ basketball Rugby Orienteering Athletics Dance Outdoor adventure-Conway	Invasion games- handball, football, hockey Fitness Real Gym	Athletics Net and Wall - tennis Striking and Fielding- rounders and cricket Real Gym
Life Skills ***Personal, Social and Health Education & SUMO***	New Beginnings Say no to bullying	Goals- Our right to learn Changes and community cohesion	Health and well-being Enterprise and diversity
Trips and Visitors	Knowsley Safari Park Safety Central	Magistrate visitor	Conway
School Values	Compassionate - We care about others Open-minded - We try new things	Aspirational - We reach for the stars Happy - We have a positive attitude	Resilient - We have a go and don't give up Independent - We can do it!

Whole School Celebration focus	Harvest/Charity Assembly Christmas	Chinese New Year Easter	Cherry Tree Moving On
British Values	Rule of Law /Democracy	Individual liberty/ Mutual respect	Tolerance of different cultures and religions