

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core text	Orphans of the Tide	Orphans of the Tide	Journey to Jo'Burg	Final Year	Treason	Nowhere Emporium Alma
Writing focus	<p>Writing Opportunity: Recount of PGL Genre: Recount Purpose: to inform others about the events of the Y6 PGL trip Audience: Y6 parents, to be performed in class assembly Effect on the Reader: they will understand what happened at PGL including personal experiences, thoughts and feelings. SPAG coverage: Parenthesis, relative clauses, semi colons, cohesive devices ie time adverbials, fronted adverbials</p> <p>Writing Opportunity: Application speech for leadership roles Genre: Persuasive speech Purpose: to persuade others to vote for them to take on the applied for role, to inform others of their qualities Audience: KS1 and 2 children and staff Effect on the Reader: able to make an informed choice, to be convinced to vote for the speaker SPAG: rhetorical questions, emotive language, repetition, directly addressing the reader</p> <p>Writing Opportunity: Description of the whale Genre: Character description Purpose: to describe the washed-up whale's appearance, movements and characteristics Effect on the Reader: to visualise the whale, to feel empathy towards the whale SPAG coverage: expanded noun phrases, figurative language, adverbials, semi colons, colons, ambitious vocabulary</p>	<p>Writing Opportunity: Retell flashback with innovation Genre: Retell with innovation (narrative) Purpose: to rewrite the flashback from the book including original events SPAG coverage: adopting author's techniques, dialogue, cohesive devices, varied sentence lengths for effect, range of clauses, modifiers, ambitious vocabulary</p> <p>Writing Opportunity: Myth/ legend which could be depicted on the mural Genre: Myth/ Legend (narrative) Purpose: to write an original myth/ legend which could be depicted on the mural from the book SPAG Coverage: pathetic fallacy, direct speech, figurative language, cohesive devices, adopting author's techniques, varied sentence lengths for effect, range of clauses, modifiers</p>	<p>Writing Opportunity: Biography of Nelson Mandela History Link Genre: Biography Purpose: to inform others about Nelson Mandela's life Effect on the Reader: to gain knowledge about Nelson Mandela's life, character and actions SPAG coverage: powerful similes, personification, juxtaposition, mimicking sentence types appropriate for the style</p> <p>Writing Opportunity: Balanced argument: Was Nelson Mandela a hero or a criminal? History Link Genre: Balanced argument Purpose: to present a balanced argument discussing reasons that NM was both a hero and a criminal Audience: Y6 children Effect on the Reader: to gain/ further an understanding of both sides of NM's life, to form informed views on which NM was SPAG coverage: modal verbs, relative clauses, cohesive devices, expanded noun phrases, passive voice, Y6 punctuation</p> <p>Writing Opportunity: Free verse poetry based on 'Caged Bird' History Link Genre: Free verse poetry</p>	<p>Writing Opportunity: Balanced argument about local or imported food Geography Link Genre: Balanced argument Purpose: to present a balanced argument discussing reasons that food the school kitchen uses should be sourced locally or imported Audience: School cooks Effect on the Reader: to gain/ further an understanding of both sides of the argument, to form informed views on which food to use to cook the school dinners SPAG coverage: modal verbs, relative clauses, cohesive devices, expanded noun phrases, passive voice, Y6 punctuation</p> <p>Writing Opportunity: Persuasive advert for local/imported food Geography Link Genre: Persuasive advert Purpose: to persuade people to purchase either local/ imported food Audience: Shoppers Effect on the Reader: to be convinced to buy local/ imported food, to gain facts and information about both types of food sourcing SPAG coverage: rhetorical questions, emotive language, repetition, directly addressing the reader</p> <p>*SATS Preparation*</p>	<p>* SATS Preparation*</p> <p>Writing Opportunity: Improve an existing piece of writing Genre: various, depending on piece chosen Purpose: to edit and improve a piece written earlier in the year</p> <p>Writing Opportunity: Diary entry of Treason character History Link Genre: Diary entry Purpose: to explain events and personal feelings Audience: diary Effect on the Reader: gives the reader an in-depth look at how the character perceives their experiences SPAG coverage: emotive language, informal phrases, parenthesis, relative clauses, semi colons, cohesive devices ie time adverbials, fronted adverbials</p> <p>*Performing Arts*</p>	<p>Writing Opportunity: Description of the shop front Genre: Setting Description Purpose: to describe the shop front Effect on the Reader: to visualise the scene, to feel suspense and curiosity SPAG coverage: expanded noun phrases, figurative language, adverbials, connectives, varied sentence length for effect, Y6 punctuation, ambitious vocabulary</p> <p>Writing Opportunity: Narrative from contrasting perspectives Genre: Story (narrative) Purpose: to tell a story from two perspectives – impartial narrator and the doll SPAG coverage: expanded noun phrases, figurative language, adverbials, connectives, varied sentence length for effect, Y6 punctuation, ambitious vocabulary</p>
Science core composite question	<u>How are plants and animals classified?</u>	<u>How does light travel? What impact does this have?</u>	<u>How do components vary in function when constructing circuits?</u>	<u>How can your lifestyle impact on your circulatory system?</u>	<u>How have living things adapted and changed over time?</u>	
Science	<p>Living things and their habitats BIOLOGY</p> <ul style="list-style-type: none"> - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including 	<p>Light and Sound Physics</p> <ul style="list-style-type: none"> - 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 	<p>Electricity Physics</p> <ul style="list-style-type: none"> - associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 	<p>Animals including humans Biology</p> <ul style="list-style-type: none"> - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood 	<p>Evolution and inheritance Biology</p> <ul style="list-style-type: none"> - recognise that living things have changed over time and that fossils provide information about living things that 	

	<p>microorganisms, plants and animals</p> <p>- give reasons for classifying plants and animals based on specific characteristics.</p>	<p>give out or reflect light into the eye</p> <p>- 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</p> <p>- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>- 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</p> <p>- use recognised symbols when representing a simple circuit in a diagram.</p>	<p>- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function - - describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>inhabited the Earth millions of years ago</p> <p>- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	
Humanities big questions	<u>Is our future under threat from natural disasters?</u>	<u>Can I carry out a fieldwork study on my local environment?</u>	<u>How can we stand up to injustice?</u>	<u>What is the cost of the food on our plate?</u>	<u>How has leadership changed since the Tudors?</u>	<u>Maya and beyond – how has education evolved?</u>
Humanities	<ul style="list-style-type: none"> To name and describe the layers of the Earth. To explain how and where mountains are formed. To explain why volcanoes happen and where they occur. To recognise the negative and positive effects of living near a volcano. To explain what earthquakes are and where they occur. To observe and record the location of rocks around the school grounds and discuss findings. 	<ul style="list-style-type: none"> To develop an enquiry question. To determine the most effective data collection methods for fieldwork. To plan a route for a fieldwork trip. To collect the data to answer the enquiry question. To determine an answer to the enquiry question. To present my findings. 	<ul style="list-style-type: none"> To identify when and what Nelson Mandela and Ghandi did that made them significant historical figures. To understand the causes for Nelson Mandela's actions. To identify the impact of Nelson Madela's actions To understand the causes for Ghandi's actions. To identify the impact of Ghandi's actions To evaluate the significance of Mandela and Ghandi. 	<ul style="list-style-type: none"> To explain the impact of food choices on the environment. To understand the importance of trading responsibly. Explore the concept of globalisation To map and calculate the distance food has travelled. To design and use data collection methods to find where our food comes from. To discuss the advantages and disadvantages of buying both locally and imported food. 	<ul style="list-style-type: none"> to use different types of evidence to interpret the character of Henry VIII. To make deductions about Anne Boleyn from a range of primary and secondary sources. To understand why Henry VIII had many wives. To extract evidence from primary sources about the Royal Progresses of Elizabeth I. To reconstruct a Royal Progress using a range of primary sources. To make deductions about the people in Tudor England using inventories. To create a realistic inventory for a person living in Tudor times. 	<ul style="list-style-type: none"> To recognise when and where the ancient Maya lived. Make deductions about Maya cities. To understand the significance of the Maya's writing system as a source of historical evidence. To interpret Maya numbers. To interpret Maya numbers and glyphs relating to dates and identify similarities and differences to how we keep track of time today. To evaluate the reasons for the decline of the Maya cities.
Art & DT	Art- Natural disasters (landscapes) Drawing/painting	DT- mechanical systems, pulleys or gears	Art- Nelson Mandela (collage and portrait) Drawing/Sculpture/printing	DT- food celebrating cultures and seasonality	Art- Tudors Sculpture sewing	DT-Electrical systems
RE	Creation and Science: Conflicting or complimentary? UC 2b.2 Creation / Fall	Was Jesus the Messiah? UC 2b.4 Incarnation	How can following God bring Freedom and Justice? UC 2b.3 People of God	What difference does the Resurrection make for Christians? UC 2b.7 Salvation	What are the Five Ks of the Sikh Khalsa? Diocese of Lichfield Sikh Faith	What does it mean to live as a Muslim/ Sikh today? Islam & Sikh Faith
PE	Athletics Orienteering	Gymnastics (low level) Gymnastics shapes Netball	Gymnastics (high level) Continuing with Netball or invasion game.	Double - Tag rugby	Athletics	Batting and fielding sports (cricket)
Computing	Computing systems and networks Bletchley Park Online Safety - Life Online (Self-Image and Identity)	Data Handling Big Data 1 Online Safety - Sharing Online (Online Relationships)	Data Handling Big Data 1 Online Safety - Creating a positive online reputation (Online Reputation)	Creating Media History of Computers Online Safety - Capturing Evidence (Online Bullying)	Programming Intro to Python Online Safety - Password Protection (Privacy and Security)	Programming Intro to Python Online Safety - Think before you click (Privacy and Security)

Music	20th Century Classical music - Storm COMPOSITION	Christmas music PERFORMANCE/INSTRUMENTAL SKILLS	Gospel/protest music INSTRUMENTAL SKILLS	Rock music/music technology COMPOSITION (Garage band)	Musicals ENSEMBLE PERFORMANCE	Musicals PERFORMANCE
MFL	R2 Unit 7: Le Weekend	R2 Unit 8: Les Vetements	R2 Unit 9: Ma Journee	R2 Unit 10: Les Transports	R2 Unit 11: Le Sport	
PSHE	<u>UNIT-SETTING GROUND RULES FOR PSHE & RSE AND CITIZENSHIP</u> Human rights Food choices and the environment Caring for others Prejudice and discrimination Valuing diversity National democracy	<u>UNIT-ECONOMIC WELLBEING</u> Attitudes to money Keeping money safe Gambling What jobs are available? Career routes	<u>UNIT-FAMILIES AND RELATIONSHIPS (14/5) HELATH AND WELBEING 3,4,5</u> Challenging stereotypes Resolving conflict Taking responsibility for my health The impact of technology on health Resilience toolbox	<u>UNIT-SAFETY AND THE CHANGING BODY</u> Pregnancy and birth First Aid: Choking First Aid: Basic life support	<u>UNIT-HEALTH AND WELLBEING</u> What can I be? Relaxation: Mindfulness Immunisation Good and bad habits	<u>UNIT-FAMILIES AND RELATIONSHIPS (Lessons 1,2,6,8) SAFETY AND THE CHANGING BODY (L1)</u> Respect Respectful relationships Stereotypes: Attitudes Challenging stereotypes Resolving conflict change and loss Alcohol
Enrichment opportunities	PGL residential to Borreatton Park Police Cadets Leadership applications First Aid Training High school visits .B minfulness	Police Cadets Church visits Whole school performance Christmas Diwali dance High school visits .B minfulness	Bikeability High school visits	Swimming pool on site High school visits	Tudor workshop High school visits	SATS reward trip Performing Arts Week Sports Day Leavers assembly High school visits