|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Term | English | Science | History | Geography | Art and design  | DT | Music charanga, plus these links recorders  | P.E | R.E | French  | ICT | PSCHE |
| Autumn 1 | RecountsInstructions and explanationsPoetry | Electricity | **Geography:**Mountains, volcanoes earthquakes – understanding the geography of the world <https://www.youtube.com/watch?v=sQbGUifDFz4> | **DT**: making volcanoes/weather vanes – link to science – electricity  | <https://www.youtube.com/watch?v=sQbGUifDFz4> | Athletics dance  | Symbols | days months weather  | e-safeguarding | RightsDemocracyThe world  |
| Autumn 2  | Historical StoriesSignificant authorsNarrative poems  | Light  | WW1 and WW2 <https://www.youtube.com/watch?v=WAaxkAgVkHQ><https://www.youtube.com/watch?v=kXcs1Vv3YlE> | **Art**: + Christmas Activities [https://www.google.co.uk/search?q=WW2+arts+and+crafts&espv=2&biw=1366&bih=623&source=lnms&tbm=isch&sa=X&ved=0ahUKEwj867vauebOAhVGWxoKHWZWAWYQ\_AUIBigB#imgrc=OZYF82\_GDl9c\_M%3A](https://www.google.co.uk/search?q=WW2+arts+and+crafts&espv=2&biw=1366&bih=623&source=lnms&tbm=isch&sa=X&ved=0ahUKEwj867vauebOAhVGWxoKHWZWAWYQ_AUIBigB%23imgrc=OZYF82_GDl9c_M%3A) | Christmas songs LONG WAY TO TIPPARARYPACK UP YOUR TROUBLE  | BadmintonGymnastics  | Holidays  | Data Handling | PeaceGandhiChild slavery  |
| Spring 1 | Tales form other culturesJournalistic writingClassic Poems  | Evolution and inheritance  | **History**: Ancient Baghdad <https://www.youtube.com/watch?v=aqWxKlBAa8I> | **Art:** Islamic art Valentine’s card  | <https://www.youtube.com/watch?v=aqWxKlBAa8I> | Table tennis Volleyball  | Special People  | Occupations and family members  | Computer literacy | StressBuying things for a pennyBullying  |
| Spring 2 | Stories with flashbacksPersuasive writingFree form poetry | Animals including humans  | **Geography:**Human geography – trade links  | **DT**: Moving Junk  | Trombone | Basketball hockey  | Classroom routines and clothing  | Computer science | Moral valuesTaxesBenefits  |
| Summer 1 | Classic fiction | Living things and their habitats | **History:**Stone age to iron age<https://www.youtube.com/watch?v=w9-st9BoB_U> <https://www.youtube.com/watch?v=FmpomBt00_Y> | **Art:** Silhouettes  | <https://www.youtube.com/watch?v=w9-st9BoB_U><https://www.youtube.com/watch?v=FmpomBt00_Y> | Tennis tag rugby  | Initiation rites | Food and drink  | Strong societiesCancerStephen lawrence |
| Summer 2 | Modern classic fictionPoet StudyDialogue poems  | Living things and their habitats | **Geography:**Physical geography  | **DT** with ICT  |  | Cricket athletics | House and home | Media  | SecretsKnife crimeBiggest to smallest  |

**Geography:**

[**https://www.youtube.com/watch?v=sQbGUifDFz4**](https://www.youtube.com/watch?v=sQbGUifDFz4) **+ Crowded house- always take the weather**

* 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 (including day and night)
* describe and understand key aspects of: volcanoes and earthquakes

**D.T:**

* understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors

**Science: Electricity**

*Statutory requirements*

* associate the brightness of a lamp or the volume of a buzzer with the number and
* voltage of cells used in the circuit
* 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
* use recognised symbols when representing a simple circuit in a diagram.

*Notes and guidance*

Building on their work in year 4, pupils should construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors. They should learn how to represent a simple circuit in a diagram using recognised symbols. Note: Pupils are expected to learn only about series circuits, not parallel circuits. Pupils should be taught to take the necessary precautions for working safely with electricity. Pupils might work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.

**Music**: Trombone + volcano song

Year 6: Autumn 1ST

Theme:

**R.E:– whole term**

* Share a symbol of their own and tell its story/significance
* Be able to explain the reasons why particular symbols are important to adherents
* Be able to explain what they have learned from finding out about symbols
* Understand the meaning of ‘symbol’ and know that a symbol can have many layers of meaning/varieties of interpretation
* Explain and interpret the main visual symbols of religions chosen, using appropriate vocabulary
* Know that buildings, memorials, art, design, actions, sound etc are symbolic
* Identify the relevant questions to be asked and know how to find the answers
* Know the story/belief(s) which underpin the symbol
* Understand how the symbol is used by the adherent
* Show empathy and respect for others’ symbols
* Understand the consequences of lack of respect for (religious) symbol
* Understand that some beliefs and concepts cannot be expressed easily
* Know that symbolic words and images are used to describe God

**P.E:**

 Athletics

dance

**PSCHE:**

Rights and responsibilities

Democracy

Our World

**French**:

days months weather

**ENGLISH: Choral or performance poems**

*The Works*chosen by Paul Cookson

*Revolting Rhymes* by Roald Dahl

*Read Me 1* chosen by Gaby Morgan

*Plum* by Tony Mitton

Grammar includes:

Recognising vocabulary and structures appropriate for formal and written speech, and the differences between this and spoken speech, including the use of contractions; recognising and using the subjunctive forms of the verb; recognising and using apostrophes correctly; using expanded noun phrases in own writing.

**ENGLISH: Recounts**

*The Day of Ahmed’s Secret* by Florence Parry Heide & Judith Heide Gilliland

*Hurricane* by David Wiesner

Grammar includes:

Learning the grammar in Appendix 2 specifically using adverbials of time, space and number; using commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis; using past and present tense verbs appropriately and recognising the differences; using the perfect form of verbs.

**ENGLISH: Instructions and Explanations**

Essential books:

*Sue Palmer’s Books of Instructions and Explanations*

Grammar includes:

Using brackets, dashes and commas to indicate parenthesis; using semi-colons, colons or dashes to mark boundaries between main clauses; using colons to introduce lists; punctuating bullet points consistently.

**Art and Design: Christmas activities:** [https://www.google.co.uk/search?q=WW2+arts+and+crafts&espv=2&biw=1366&bih=623&source=lnms&tbm=isch&sa=X&ved=0ahUKEwj867vauebOAhVGWxoKHWZWAWYQ\_AUIBigB#imgrc=OZYF82\_GDl9c\_M%3A](https://www.google.co.uk/search?q=WW2+arts+and+crafts&espv=2&biw=1366&bih=623&source=lnms&tbm=isch&sa=X&ved=0ahUKEwj867vauebOAhVGWxoKHWZWAWYQ_AUIBigB%23imgrc=OZYF82_GDl9c_M%3A)

* to create sketch books to record their observations and use them to review and revisit ideas
* to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

**History: WW1 AND WW2**

* a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066

**Science: Light**

*Statutory requirements*

* 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 give out or reflect light into the eye
* 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
* use the idea that light travels in straight lines to explain why shadows have the same
* shape as the objects that cast them

*Notes and guidance (non-statutory)*

Pupils should build on the work on light in year 3, exploring the way that light behaves including light sources, reflection and shadows. They should talk about what happens and make predictions.

Pupils might work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. They might investigate the relationship between light sources, objects and shadows by using shadow puppets. They could extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).

**Music: Trombone** <https://www.youtube.com/watch?v=WAaxkAgVkHQ>

<https://www.youtube.com/watch?v=kXcs1Vv3YlE>

Year 6: Autumn 2nd Theme:

**French:**

Holidays

**R.E:– whole term**

* Share a symbol of their own and tell its story/significance
* Be able to explain the reasons why particular symbols are important to adherents
* Be able to explain what they have learned from finding out about symbols
* Understand the meaning of ‘symbol’ and know that a symbol can have many layers of meaning/varieties of interpretation
* Explain and interpret the main visual symbols of religions chosen, using appropriate vocabulary
* Know that buildings, memorials, art, design, actions, sound etc are symbolic
* Identify the relevant questions to be asked and know how to find the answers
* Know the story/belief(s) which underpin the symbol
* Understand how the symbol is used by the adherent
* Show empathy and respect for others’ symbols
* Understand the consequences of lack of respect for (religious) symbol
* Understand that some beliefs and concepts cannot be expressed easily
* Know that symbolic words and images are used to describe God

**P.E:**

Badminton

Gym

**PSCHE:**

Working for peace

Ghandi

Child slavery

**English: Historical Stories**

Essential books:

WarHorse by Michael Morpurgo,

War Game by Michael Foreman,

In Flanders Fields by Jorgensen & Harrison-Lever

One Boy’s War by Huggins-Cooper & Benfold Haywood

Grammar includes:

Using a range of conjunctions to create compound and complex sentences; using relative clauses; using commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis; using correct punctuation to indicate speech.

**English: Narrative poems**

Essential books:

*The Highwayman* by Alfred Noyes

Other poems are provided in resources

Grammar includes:

Learning the grammar in Appendix 2 specifically using and choosing descriptive language; adjectives, adverbs and powerful nouns and verbs; using relative clauses correctly and appropriately; recognising and using the perfect form of verbs; identifying and using adverbials.

**English: Significant authors**

Essential books:

Books by Phillip Pullman: Northern Lights and Clockwork. Then choose those preferred from: Spring-heeled Jack, Count Karlstein, Firework Maker’s Daughter, I was a Rat

Grammar includes:

Learning the grammar in Appendix 2 specifically using a range of conjunctions to create compound and complex sentences; using expanded noun phrases to convey complicated information concisely.

**History: Ancient Baghdad**<https://www.youtube.com/watch?v=aqWxKlBAa8I>

* a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

**Music: Trombone**

**Art: Valentines cards and Islamic Art**

* about great artists, architects and designers in history.

**R.E:– Special People whole term**

* know the key event in the life of a religious leader which began their work
* identify key beliefs about leaders
* know that different people have different beliefs about some leaders
* know the main activities of the leaders and their significance for their followers
* know that religious leaders are portrayed in a variety of ways
* express their responses to the portrayals
* know that songs and poetry are used to express beliefs
* about religious leaders
* know that representation of some religious leaders, eg the prophets of Islam, is unacceptable to some groups
* be able to explain the ways in which religious people respond to their prophets, founders and leaders
* be able to articulate their own beliefs

**Science: Evolution and Inheritance**

*Statutory Guidance*

* recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
* recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
* identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

*Notes and guidance*

Building on what they learned about fossils in the topic on rocks in year 3, pupils should find out more about how living things on earth have changed over time. They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes’ necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution. Note: At this stage, pupils are not expected to understand how genes and *chromosomes work*

Year 6 : Spring 1st : Theme

**P.E:**

Volleyball/table tennis

**PSCHE:**

Stressed out

Buy for a penny

Bullying

**French:**

Occupations and family names

**English: Tales from other cultures**

Essential books:

*Sinbad the Sailor* retold by Marcia Williams

*The Seven Voyages of Sinbad the Sailor* by J. Yeoman

*Tales from Nasreddin Hodja* by Cengiz Demir

Grammar includes:

Using dialogue punctuation to indicate direct speech, recognising differences between spoken and written speech and between direct and indirect speech, formal and informal speech and writing, including the use of the subjunctive.

**English: Non-chronological reports and journalistic writing**

Essential books:

The Emperor’s New Clothes by Hans Christian Andersen

Other texts on Clothes and shoes

Grammar includes:

Understanding active and passive moods and when to use each one, recognising differences between direct and indirect speech, including punctuation, understanding the grammatical differences between spoken and written speech, including contractions**.**

**English: Classic poems**

Essential books:

*Classic Poems for Children* compiled by Nicola Baxter

Grammar includes:

Using brackets, dashes or commas to indicate parenthesis, using semi-colons, colons or dashes to mark boundaries between independent clauses, using commas to clarify meaning, using expanded noun phrases to convey complicated information concisely, using and understanding grammatical terminology.

**Geography: A Changing World**

* 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

**D.T: New forom Old**

* generate, develop, model and communicate their ideas through talking, drawing templates, mock-ups and, where appropriate, information and communication technology
* explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

**R.E:– Special People whole term**

* know the key event in the life of a religious leader which began their work
* identify key beliefs about leaders
* know that different people have different beliefs about some leaders
* know the main activities of the leaders and their significance for their followers
* know that religious leaders are portrayed in a variety of ways
* express their responses to the portrayals
* know that songs and poetry are used to express beliefs
* about religious leaders
* know that representation of some religious leaders, eg the prophets of Islam, is unacceptable to some groups
* be able to explain the ways in which religious people respond to their prophets, founders and leaders
* be able to articulate their own beliefs

**Science: Animals including Humans**

*Statutory Guidance*

* identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
* 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.

*Notes and guidance (non-statutory)*

Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function. Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

**Music: Trombone**

Year 6: Spring 2nd

Theme

**P.E:**

Basketball

Hockey

**PSCHE:**

Moral values

Taxes

Benefits system

**French:**

* classroom routines and clothing

**English: Persuasive writing**

Essential books:

*The Tin Forest* by Helen Wood & Wayne Anderson

*Dinosaurs and all that Rubbish* by Michael Foreman

*Eco-Wolf and the Three Pigs* by Laurence Anholt

Grammar includes:

Recognising vocabulary and structures that are appropriate for formal speech and writing, using modal verbs in writing, using expanded noun phrases, using and understanding the grammatical terminology.

**English: Free form poetry**

Essential books:

*A variety of poems* provided

Grammar includes:

Revising grammatical categories: noun, adjective, verb, adverb and preposition, using expanded noun phrases and adverbials, identifying and using relative clauses, using commas and semi-colons correctly.

**English Stories with flashbacks**

Essential books:

*Harry Potter books* by J.K. Rowling

Grammar includes:

Adverbs, adverbials, including fronted adverbials, using commas after fronted adverbials and to clarify meaning, using relative clauses beginning with who, whom, which, where, when, whose, that or with an implied relative pronoun.

**History: changes in Britain from the Stone Age to the Iron Age** <https://www.youtube.com/watch?v=w9-st9BoB_U>

<https://www.youtube.com/watch?v=FmpomBt00_Y>

This could include:

* late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
* Bronze Age religion, technology and travel, for example, Stonehenge
* Iron Age hill forts: tribal kingdoms, farming, art and culture

**Art: Stone Age silhouettes**

* to create sketch books to record their observations and use them to review and revisit ideas
* to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

**Science: Living things and their habitats Whole term**

*Statutory requirements*

* 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

*Notes and guidance (non-statutory)*

Pupils should build on their learning about grouping living things in year 4 by looking at the classification system in more detail. They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another. Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification. Pupils might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.

**Music: Trombone**

**French:**

Food and drink

Year 6: Summer 1st

Theme

**R.E: Initiation Right Whole term**

* identify their own responsibilities
* be able to describe responsibilities in relation to age
* be able to reflect on ages at which, in law, we can do certain things
* identify events in their own lives when they took on responsibilities
* understand the idea of ‘religious responsibility’ and commitment
* know that some initiation ceremonies occur at particular ages and that others do not
* know and understand the preparation undertaken by religious people before initiation
* know the main features of initiation ceremonies
* know and understand the origin of the ceremony in history or scriptures
* know where initiation ceremonies occur
* understand the symbolic features of the ceremonies
* understand the meaning of the ceremony for initiates
* explain what religious commitment means and how it influences people’s lives
* be able to reflect on commitment in their own life

**P.E:**

Tennis

Tag rugby

**PSCHE:**

Strong societies

Cancer

Stephen Lawrence

**English: Information texts**

Essential books:

The First Drawing by M Gerstein

Stone Age Boy by S Kitamura

The Secrets of Stonehenge by M Manning

Grammar includes:

Using modal verbs to indicate degrees of possibility, using bullet points and punctuation correctly, recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms, using full stops, commas, exclamation marks, speech marks and question marks to punctuate sentences correctly.

**English: Chronological reports**

Essential books:

*When Jessie Came Across the Sea* by Amy Hest

*Mr George Baker* by Amy Hest

Grammar includes:

Using passive verbs to affect the presentation of information in a sentence, using hyphens to avoid ambiguity, using the perfect form of verbs to mark relationships of time and cause, using a colon to introduce a list, using and understanding UKS2 grammar accurately and appropriately.

**English: Classic fiction**

Essential books:

*Just William 1* by Richmal Crompton

Grammar includes:

Using commas to clarify meaning, using brackets, dashes or commas to indicate parenthesis, using dashes to mark boundaries between independent clauses, recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

**Art : Famous artists from around the world**

* about great artists, architects and designers in history.

**Geography: The World: Factual Knowledge**

 describe and understand key aspects of:

* physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,

**Music: Trombone**

**Science: Living things and their habitats Whole term**

*Statutory requirements*

* 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

*Notes and guidance (non-statutory)*

Pupils should build on their learning about grouping living things in year 4 by looking at the classification system in more detail. They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another. Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification. Pupils might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.

**R.E: Initiation Right Whole term**

* identify their own responsibilities
* be able to describe responsibilities in relation to age
* be able to reflect on ages at which, in law, we can do certain things
* identify events in their own lives when they took on responsibilities
* understand the idea of ‘religious responsibility’ and commitment
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* know and understand the preparation undertaken by religious people before initiation
* know the main features of initiation ceremonies
* know and understand the origin of the ceremony in history or scriptures
* know where initiation ceremonies occur
* understand the symbolic features of the ceremonies
* understand the meaning of the ceremony for initiates
* explain what religious commitment means and how it influences people’s lives
* be able to reflect on commitment in their own life

Year 6: Summer 2nd

Theme

**French:**

House and home

**P.E:**

Cricket

Athletcis

**PSCHE:**

Don’t make….

Knife crime

Biggest to smallest

**English: Dialogue poems**

Essential books:

*A variety of poems* provided

Grammar includes:

Using the perfect form of verbs to mark relationships of time and cause, using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

LKS2 revision

Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (Year 3/4), indicating possession by using the possessive apostrophe (Y3/4).

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**English: Modern classic fiction**

Essential books:

*The Eighteenth Emergency*by Betsy Byers

Grammar includes:

Using commas to clarify meaning or avoid ambiguity in writing, looking at the infinitive form of a verb, and the split infinitive, using expanded noun phrases and adverbials to add detail and link ideas within/between paragraphs, using and understanding UKS2 grammar accurately and appropriately**.**

**English: Poet study: Emily Dickinson**

Essential books:

*A variety of poems* provided

Grammar includes:

Using expanded noun phrases to convey complicated information concisely, using relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that* or with an implied (i.e. omitted) relative pronoun, using semi-colons, colons or dashes to mark boundaries between main clauses.