

YEAR 6

TERM	Autumn Term		Spring Term		Summer Term	
THEME	1 st half	2 nd half	1 st half	2 nd half	1 st half	2 nd half
Writing	<p>Handwriting The children will be able to write joined-up with increasing speed.</p> <p>Narrative The children's writing will use figurative language effectively. Their stories will include a range of grammatical techniques and punctuation. Their writing techniques will add to the purpose and flow of the writing.</p> <p>Persuasive leaflet Children will use a wide range of subordinating and coordinating conjunctions to create a 'flow' to the text. They will also write concisely and purposefully, using the full range of punctuation taught before in KS2.</p> <p>Formal letter Children will choose when and which conjunctions to use in their letter writing to help draw ideas together for the reader and present them with extra information. Children will then confidently apply the different punctuation in their letter writing. They will plan ahead about punctuation types that are likely to have an effect upon the reader.</p>	<p>Newspaper report The children will become familiar with the formal language, style, and format of a newspaper, including quotes, 5ws in the introduction (who, what, where, when, why), use of a factual rather than a story style. Furthermore, children will use parentheses when appropriate to add additional information in a way that does not interrupt the flow of the text.</p> <p>Non-chronological reports Children will carefully consider the sentence structures and language best suited to delivering information and research to a targeted reader. Children will then independently plan and then use question marks as a rhetorical device to interest the reader.</p> <p>Narrative The children's writing will use figurative language effectively. Their stories will include a range of grammatical techniques and punctuation. Their writing techniques will add to the purpose and flow of the writing. They will also write concisely and purposefully, using the full</p>	<p>Handwriting The children will be able to write joined-up with increasing speed.</p> <p>Narrative The children's writing will use figurative language effectively. Their stories will include a range of grammatical techniques and punctuation. Their writing techniques will add to the purpose and flow of the writing. They will also write concisely and purposefully, using the full range of punctuation taught before in KS2.</p> <p>Persuasive leaflet Children will continue to use a wide range of subordinating and coordinating conjunctions to create a 'flow' to the text.</p> <p>Formal letter Children will choose when and which conjunctions to use in their letter writing to help draw ideas together for the reader and present them with extra information. Children will then confidently apply the different punctuation in their letter writing. They will plan ahead about punctuation types that are likely to have an effect</p>	<p>Newspaper report The children will become familiar with the formal language, style, and format of a newspaper, including quotes, 5ws in the introduction (who, what, where, when, why), use of a factual rather than a story style. Furthermore, children will use parentheses when appropriate to add additional information in a way that does not interrupt the flow of the text.</p> <p>Non-chronological reports The children will consider how to structure their sentences and language to best deliver the information to the target audience. They will use a range of devices to build cohesion within, and across, paragraphs. They will proof read to check for errors.</p> <p>Narrative The children's writing will continue to use figurative language effectively. Their stories will include a range of grammatical techniques and punctuation. Their writing techniques will add to the purpose and flow of the writing. 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They will use subjunctive verb forms for</p>	<p>Newspaper report The children will become more confident with the formal language, style, and format of a newspaper, including quotes, 5ws in the introduction (who, what, where, when, why), use of a factual rather than a story style. Furthermore, children will use parentheses when appropriate to add additional information in a way that does not interrupt the flow of the text.</p> <p>Non-chronological reports The children will consider how to structure their sentences and language to best deliver the information to the target audience. They will use a range of devices to build cohesion within and across paragraphs. They will proofread to check for errors.</p> <p>Narrative The children's writing will continue to use figurative language effectively. Their stories will include a range of grammatical techniques and punctuation. Their writing techniques will add to the purpose and flow of the writing. They will also write concisely and</p>

		<p>range of punctuation taught before in KS2.</p> <p><u>Diary/recount</u> The children will learn to include relative clauses in their diary entries. They will join related but different clauses together in a sentence using a semi colon or a dash.</p>	<p>upon the reader. Children can ensure they are precise in their writing when editing to make sure their letter or leaflet keeps to the point.</p>	<p>range of punctuation taught before in KS2.</p> <p><u>Diary/recount</u> The children will learn to include relative clauses in their diary entries. They will join related but different clauses together in a sentence using a semi colon or a dash.</p>	<p>very formal writing and use formal sign offs when writing letter.</p>	<p>purposefully, using the full range of punctuation taught before in KS2.</p> <p><u>Diary/recount</u> The children will recall and use the key features of newspaper writing and alter their style to fit the genre. They will present the information without interrupting the flow of the text.</p>
Reading / Phonics	<p><u>Reading Genres</u> The children will explore a variety of high-quality texts linked to their current topic. These texts will link directly to the children’s English writing genres (Persuasive Letter, Narrative and Formal Letters)</p> <p><u>Retrieve/ skim and scan</u> The children will explain the uses of punctuation in texts. They will understand prefixes and suffixes that have previously been taught when they read them in texts. They will deploy a range of self-help strategies to independently find the meanings of words. They will fully explain their inferences, predictions.</p> <p><u>Define and Decode</u> The children will read with fluency and intonation across a wide range of texts and use knowledge of etymology and</p>	<p><u>Reading Genres</u> Children will explore a variety of high-quality texts linked to their current topic. These texts will link directly to the children’s English writing genres (Newspapers, Diaries, Non-Chronological Reports and Narratives)</p> <p><u>Infer and Predict</u> Children will infer details about characters and the story using the clues in the text and what they already know; make increasingly plausible predictions in age-appropriate texts based on knowledge from the text, including details that are implied) and be able to discuss which prediction is most likely to be accurate.</p> <p><u>Reading for Pleasure</u> The children will read books that are structured in different ways. They will enjoy books from our own literary heritage and from</p>	<p><u>Reading Genres</u> Children will explore a variety of high-quality texts linked to their current topic. These texts will link directly to the children’s English writing genres (Persuasive Letter, Narrative and Formal Letters)</p> <p><u>Infer and Predict</u> Children will infer details about characters and the story using the clues in the text and what they already know; make increasingly plausible predictions in age-appropriate texts based on knowledge from the text, including details that are implied) and be able to discuss which prediction is most likely to be accurate.</p> <p><u>Define and Decode</u> The children will read with fluency and intonation across a wide range of texts and use knowledge of etymology and</p>	<p><u>Reading Genres</u> Children will explore a variety of high-quality texts linked to their current topic. These texts will link directly to the children’s English writing genres (Newspapers, Diaries, Non-Chronological Reports and Narratives)</p> <p><u>Infer and Predict</u> Children will infer details about characters and the story using the clues in the text and what they already know; make increasingly plausible predictions in age-appropriate texts based on knowledge from the text, including details that are implied) and be able to discuss which prediction is most likely to be accurate.</p> <p><u>Define and Decode</u> Children will read with fluency and intonation across a wide range of texts and use knowledge</p>	<p><u>Reading Genres</u> Children will explore a variety of high-quality texts linked to their current topic. These texts will link directly to the children’s English writing genres ((Persuasive Letter, Narrative and Formal Letters)</p> <p><u>Infer and Predict</u> Children will infer details about characters and the story using the clues in the text and what they already know; make increasingly plausible predictions in age-appropriate texts based on knowledge from the text, including details that are implied) and be able to discuss which prediction is most likely to be accurate.</p> <p><u>Define and Decode</u> Children will read with fluency and intonation across a wide range of texts and use knowledge</p>	<p><u>Reading Genres</u> Children will explore a variety of high-quality texts linked to their current topic. These texts will link directly to the children’s English writing genres (Newspapers, Diaries, Non-Chronological Reports and Narratives)</p> <p><u>Summarise and Retrieve</u> Children will summarise ideas drawn from more than one paragraph, identifying key details and find quotes from the text to succinctly provide evidence to answers.</p> <p><u>Reading for Pleasure</u> The children will read books that are structured in different ways. They will enjoy books from our own literary heritage and from other cultures and traditions. They will be able to recommend books to their peers, giving reasons for their choices.</p>

	<p>morphology to read aloud and to understand the meaning of new words they meet. This includes prefixes and suffixes taught in the year.</p>	<p>other cultures and traditions. They will be able to recommend books to their peers, giving reasons for their choices. They will learn to explain and discuss what they have read through formal presentations and debates.</p>	<p>morphology to read aloud and to understand the meaning of new words they meet. This includes prefixes and suffixes taught in the year.</p>	<p>of etymology and morphology to read aloud and to understand the meaning of new words they meet. This includes prefixes and suffixes taught in the year.</p>	<p>of etymology and morphology to read aloud and to understand the meaning of new words they meet. This includes prefixes and suffixes taught in the year.</p>	<p>They will learn to explain and discuss what they have read through formal presentations and debates.</p>
Maths	<p><u>Place Value</u> The children will use negative numbers in their calculations. They will be introduced to the use of symbols and letters to represent variables and unknowns.</p> <p><u>Addition and subtraction</u> The children will use BIDMAS, they will use estimation to check answers. They will use their maths knowledge to solve multi-step problems. They will be introduced to letters being used to represent variables and unknowns. Rounding will be used to specified degrees of accuracy and problems will contain all 4 operations.</p> <p><u>Multiplication and division</u> The children will use written methods where an answer has up to 2 decimal places. They will solve problems using scale factors and rounding. They will use BIDMAS and know the order of operations they use.</p> <p><u>Fractions and decimals</u> The children will be learning to add and subtract fractions with different denominators and mixed numbers. They will multiply simple pairs of proper fractions writing the answer in the simplest form. They will divide proper fractions by whole numbers. They will be introduced to using symbols and letters to represent variables and unknowns. The children will be learning about rounding a decimal to 3 decimal places for simple fractions with recurring decimal equivalents. They will be exploring problem solving using percentages.</p>	<p><u>Geometry:</u> <u>Shapes</u> The children will recognise that shapes with the same area can have different perimeters and vice versa. They will calculate the area of parallelograms and triangles and learn formulae for area and volume.</p> <p><u>Geometry:</u> <u>Position and direction</u> The children will learn to describe position using all four quadrants. They will draw and translate shapes and reflect them in the axes.</p>	<p><u>Measurement</u> The children will solve calculations involving conversion of units of measure using decimal notation of up to 3 decimal places.</p> <p><u>Time</u> The children will be introduced to compound units to measure speed and link this to their scientific knowledge. They will convert between standard and nonstandard measure and larger and smaller units using up to 3 decimal places.</p> <p><u>Money</u> Children will solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</p>	<p><u>Statistics</u> The children will interpret and construct pie charts and line graphs and use them to solve problems. They will calculate the mean as an average and solve problems involving the calculation of percentages.</p>	<p><u>Ratio & Proportion</u> <u>Algebra</u> The children can express missing number problems algebraically. They can find pairs of numbers that satisfy number sentences involving two unknowns. They use simple formulae for area and volume of shapes. They can generate and describe linear number sequences.</p>	

Science	<u>Living things & their habitats</u> The children will increase their understanding of classification, including micro-organisms, plants and animals. They will give reasons for how and why specific criteria are used for classification.	<u>Evolution & Inheritance</u> The children will learn how fossils provide information about living things from the past and that living things can change over long periods of time. They will understand that animals have adapted to their environment. They will understand that offspring of the same kind are not identical to their parents.		<u>Light</u> The children will find out that light appears to travel in straight lines and use this to understand how eyes work. They will use the knowledge of light traveling in straight lines to understand why shadows have the same shape as the objects that cast them.	<u>Electricity</u> The children will understand that the number and voltage of cells can change the brightness or volume. They will use and symbols when representing a simple circuit in a diagram.	<u>Animals including humans</u> The children will identify and name the human circulatory system and each parts function. They will learn the impact of diet, exercise and drugs. They will describe the way nutrients and water are transported within animals.
History			<u>World War II</u> The children will focus on the 4 main areas of focus in History: Enquiry, Questioning, Chronological Understanding and Vocabulary. Through this, children will explore the key vocabulary of World War II. The children will place their current study on a timeline in relation to other studies done. They will consider ways to check the accuracy of interpretations of the past looking at several sources to build a fluent account. They will look at how the outcomes of historical events had an impact on the people of the time looking at social, ethnic, cultural and religious diversity. They will use historical vocabulary to communicate.		<u>Theatre</u> The children will focus on the 4 main areas of focus in History: Enquiry, Questioning, Chronological Understanding and Vocabulary. Through this, children will explore the key vocabulary of Theatres. The children will place their current study on a timeline in relation to other studies done. They will consider ways to check the accuracy of interpretations of the past looking at several sources to build a fluent account. They will look at how the outcomes of historical events had an impact on the people of the time looking at social, ethnic, cultural, and religious diversity. They will use historical vocabulary to communicate.	
Geography	<u>Europe Rivers & sustainability</u> The children will discuss a range of reasons for differences in the cultures and customs in the places they study. They will learn about the environmental, physical and human characteristics of regions of Europe. They will be able to use longitude and latitude. The children will be able to locate and name the rivers in the UK, and understand how they have impacted on the land use around them. They will learn how rivers are formed and change over time. They will look at the distribution of natural resources around the world and how the use of these impacts the environment. The children will consider how the climate has changed over time and how humans have impacted this.				<u>Skills and Fieldwork</u> The children will learn to use distribution and thematic maps to gather information. They will make a plan of their own using scale and agreed OS symbols. They will be able to accurately use a range of measuring instruments and record data from them appropriately, analysing and drawing their own conclusions and presenting them in graphs, charts and tables.	
Art	<u>Painting</u>		<u>Clay, sculpture, paper & paste</u>		<u>Drawing</u>	<u>Textiles</u>

	The children will be able to mix colours to make an accurate match. They will include a range of brush stroke techniques in their work.		The children will bring together their knowledge of joining techniques, application of pattern and texture to create a figure from clay.		The children will mix dry materials and match colour through a variety of techniques. They will make observations first hand and use their own imagination when drawing.	The children will learn how to make fabric resist dye.
D.T.				Materials The children will consider the user and the good function of materials when designing. They will use prototypes, cross-sectional diagrams and CAD.	Electricals & Electrics The children will design circuits using a number of components, including sensing and control components.	Mechanics The children will learn to make mechanical systems such as cams or pulleys or gears.
Music		Notating/Notation The children will use symbols to notate a piece of music to reflect pitch, tempo and dynamics. They will understand how an octave is written 8 notes apart on a staff and both notes are called the same.		Creating Listening The children will evaluate and identify key features and instruments in different musical styles and structures from different historical periods. They will identify unison and harmony in singing. They will learn to identify intervals of a third and fourth and minor 6 th and recognise how these intervals colour the music. The children will compose a rhythmic ostinato. They will structure a composition in ternary form. They will consider how mood can be created through composition. They will use pitch, tempo and dynamics to create a piece		Singing Performing The children will alter their voice to improve their performance. They will recognise terms for tempo and use rhythm to create effects. Their voice will be used with increasing accuracy, fluency, control and expression. The children will learn to use tuned percussion/melodic instruments and their voice with increasing accuracy, fluency, control and expression. They will maintain an independent melodic part keeping time with the group. They will learn to use the ukulele to improvise their own tune

				of music that describes the movement of an aircraft.		that fits with their group.
ICT	<p>Purple Mash <u>Online safety</u> The children begin to understand how information online can persist and give away details of those who share or modify it.</p> <p><u>Research</u> <i>Children to use online platforms to effectively research a given topics.</i></p>	<p><u>Coding</u> The children explore how 2Code can be used to make a text-based adventure game.</p>	<p><u>Coding</u> The children explore how 2Code can be used to make a text-based adventure game.</p>	<p><u>Presenting</u> To present ideas using an appropriate platform.</p>	<p>Purple Mash <u>Spreadsheets</u> Children can use a spreadsheet to model a real-life situation and come up with solutions that can be applied to real life.</p>	<p>Purple Mash <u>Text adventure</u> Children learn how to code a map-based text adventure.</p> <p>Purple Mash <u>Quizzing</u> The children will create a quiz suitable for their audience.</p>
P.E. (plus Real P.E.)	<p>Gym The children will be able to perform actions and balances fluently and apply them into sequences adapting them to new situations, structure routines with varied dynamics, motifs, precision and control</p> <p><u>Real PE</u> The children will look at two of the 12 fundamental skills for agility, balance and co-ordination and take part in an application game linked to the taught skills</p>	<p><u>Rugby (Invasion games)</u> The children will be able to consistently pass, strike, attack and defend a ball in an opposed game. They will learn to lead a team with clear directions and tactics. They will also be able to consistently follow rules and take direction.</p> <p><u>Real PE</u> The children will look at two of the 12 fundamental skills for agility, balance and co-ordination and take part in an application game linked to the taught skills</p> <p><u>Swimming</u> Learning how to swim within stages based on children's needs.</p>	<p><u>Dance</u> The children will continually demonstrate rhythm and spatial awareness when improvising movements. They will perform with fluency. They will learn to adapt their movements and modify their performance following evaluative feedback. They will understand the structural components required in a dance applying varied dynamics, motifs, precision, and control.</p> <p><u>Real PE</u> The children will look at two of the 12 fundamental skills for agility, balance and co-ordination and take part in an application</p>	<p><u>Basketball or netball (Invasion games)</u> The children will be able to pass, strike, attack and defend in an opposed game. They will demonstrate tactics, take direction and follow the rules. They will show how to send and receive a ball using a variety of techniques.</p> <p><u>Real PE</u> The children will look at two of the 12 fundamental skills for agility, balance and co-ordination and take part in an application game linked to the taught skills</p>	<p><u>Hockey (Invasion games)</u> The children will be able to consistently pass, strike, attack and defend a ball in an opposed game. They will learn to lead a team with clear directions and tactics. They will also be able to consistently follow rules and take direction.</p> <p><u>Real PE</u> The children will look at two of the 12 fundamental skills for agility, balance and co-ordination and take part in an application game linked to the taught skills</p>	<p><u>Athletics</u> The children will lead and be part of an athletics team. They will vary their techniques to compete against others and aim for a PB. They will create a healthy lifestyle plan. The children will evaluate their progression in athletics.</p> <p>REAL PE The children will look at two of the 12 fundamental skills for agility, balance and co-ordination and take part in an application game linked to the taught skills</p>

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R.E.	<p><u>Christianity</u> The children will learn the Ten Commandments and consider if they believe they are important to society today. They will think about rules they follow in life.</p>	<p><u>Buddhism</u> The children will describe the differences and similarities between Buddhist temples and consider why visiting a temple is important to Buddhists. They will evaluate the effectiveness of meditation.</p>	<p><u>Sikhism</u> The children will learn the significance of the five Ks. They will explain how religious concepts can be applied to people's lives. The children will debate and discuss the idea of selflessness and equality.</p>	<p><u>Judaism</u> The children will learn the importance of Shabbat. They will discuss the importance of the Torah and what it contains. They will understand the important events in Judaism before and during the run up to WW2.</p>	<p><u>Humanism</u> The children will learn about Humanism. They will consider why it is different to other religions.</p>	
PSHE		<p><u>Health and well-being</u> Children will discuss what constitutes a healthy lifestyle including diet and exercise. They will talk about what positively and negatively affects their physical, mental and emotional health (including the media), and that they should take the opportunity to make my own choices. They will discuss some of the bodily and emotional changes at puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing), and can demonstrate some ways of dealing with these in a positive way. They will talk about human reproduction.</p>	<p><u>Relationships (including Diversity)</u> Children will understand the consequences of discrimination (including bullying, cyber bullying and prejudice-based language). They will be aware of differences and similarities between people, including sexual orientation (referring to the Equality Act 2010).</p>			
ReflectED	<p><u>Learning a new skill</u> The children will learn how to reflect on mistakes and what they can do differently. They will use coaching skills to support others learning and improve their own</p>	<p><u>Growth mindset</u> Children will discuss if a calculator is better than a brain. They will discuss what they want to achieve by the end of Year 6 and what learning tools and</p>	<p><u>What a successful learner looks like</u> The children will learn to recognise what successful learning characteristics they have and which ones they need to improve. They will write useful</p>	<p><u>Questioning, summarising and visualisation skills</u> Children will start to think of some sensible questions to ask at different points of reading to improve their understanding. They will start to use different</p>	<p><u>Review knowledge of Growth Mind set</u> Children will listen to and respond to other people's ideas. They will learn to speak publicly with confidence and debate an idea.</p>	<p><u>Deliberate practice, coaching and feedback</u> <u>Co-operative learning and teamwork</u> Children will be able to break tasks down appropriately so they can coach.</p>

	understanding. Children will say what strategies help them to be a successful learner.	strategies they are going to have to use.	reflections on their learning. They will also talk about how peer pressure and friendship can be a barrier to learning. Children will be able to name what motivates them.	strategies and frames to help them summarise a text. They will visualise and empathise to help improve their understanding.		
MFL	A L'ecole In this unit the children will learn how to: Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school. Say why they like/ dislike certain school subjects. Tell the time (on the hour) in French. ☑ Say what time they study certain subjects at school.	Regular Verbs In this lesson we will consolidate the new school subject vocabulary and then extend what pupils are able to say by introducing a wider range of opinions.	My House Children will learn to say and spell the words for an apartment and a house (correctly using UN and UNE). They will learn to say what rooms they have and do not have in their home using the French phrases. They will use the connective word for "and" (et) to link two sentences together.	Weather Children will remember at least five phrases for the weather in French. They will translate these phrases correctly into English. Children will learn to ask what the weather is like today and reply in French. They will learn to describe what the weather is like in France by reading a French weather map.	The Weekend We will use this lesson to teach the children the language required to be able to tell the time accurately in French. They will be shown via the 'Telling Time (1)' PowerPoint how to say quarter past, quarter to and half past the hour as well as being able to then say it is ten to or twenty-five past the hour etc.	Me in the World In this unit the children will learn: About the many countries in the Francophone world. About different festivals (religious and non-religious) around the world. That we are different and yet all the same. That we can all help to protect our planet. How to use "à" (when talking about living IN a city) and "en/au/aux" (when talking about living IN a country).
RSE	Citizenship Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy.	Health and wellbeing Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals.	Families and relationships Learning: to resolve conflict through negotiation and compromise; about respect; understanding that everyone deserves to be respected, and about grief.	Economic wellbeing Exploring: attitudes to money, how to keep money safe, career paths and the variety of different jobs available. Identity Three lessons on the theme of personal identity, gender identity and body image.	Safety and the changing body Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.	Safety and the changing body Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.