

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	<p>Loving God who never stops loving</p> <p>Judaism Belonging and values. Guidance for Muslims. Guidance in life- 5 Pillars Zakat.</p>	<p>Vocation The vocation of priesthood and religious life</p> <p>Expectations Jesus born to show God to the world</p>	<p>Sources The Bible, the special book for the Church</p>	<p>Unity Eucharist enabling people to live in communion</p> <p>Death and New Life Celebrating Jesus' death and resurrection</p>	<p>Witnesses The Holy Spirit enables people to become witnesses</p> <p>Muslim Belonging and values- Yom Kippur. Making a new start. The value of atonement.</p>	<p>Healing Sacrament of the Sick</p> <p>Common Good Work of the worldwide Christian family</p>
Reading	<p>A Mid-Summer Nights Dream <i>Making comparison of character within a story Preparing a play to read out loud and perform (intonation, tone and volume).</i></p>	<p>Persuasive Writing <i>Discussing and evaluating how authors use language and consider impact on reader. Provide reasoned justifications for views.</i></p>	<p>Robin Hood <i>Increasing familiarity with a wide range of books; myths, legends and traditional stories. Making comparisons within and across stories.</i></p>	<p>Journalistic texts <i>Provided reasoned justification for their views.</i></p>	<p>Michael Murpurgo <i>Drawing inference such a drawing on characters feelings, thoughts and motives. Justify with evidence. Predict what might happen.</i></p>	<p>Report Writing <i>Explain and discuss understanding of what they have read; including through formal presentations and debates.</i></p>
Writing	<p>A Mid -Summer Nights Dream <i>Selecting the appropriate form. Identifying the audience for purpose of writing.</i></p>	<p>Persuasive Writing <i>Use a wide range of devises to build cohesion within and across paragraphs.</i></p>	<p>Robin Hood Myths and legends <i>In narrative describe setting, characters and atmosphere and integrate dialogue.</i></p>	<p>Journalistic Writing Evaluate and edit writing checking for vocabulary, grammar and punctuation, consistent use of tense etc.</p>	<p>War Horse Narrative Writing In writing narratives consider how the authors have developed setting and characters in hat they have read, listened to and see.</p>	<p>Report Writing <i>Use further organisational and presentational devises to structure texts and guide the reader.</i></p>

Maths	<p>Number Place value read, write, order and compare numbers up to 10 000 000 and determine the value of each digit ♣ round any whole number to a required degree of accuracy ♣ use negative numbers in context, and calculate intervals across zero ♣ solve number and practical problems that involve all of the above. Alegbra use simple formulae ♣ generate and describe linear number sequences ♣ express missing number problems algebraically ♣ find pairs of numbers that satisfy an equation with two</p>	<p>Number Addition, subtraction, multiplication and division multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication ♣ divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context ♣ divide numbers up to 4 digits by a two-digit number using the formal written method of short division where</p>	<p>Fractions Including decimals and percentages use common factors to simplify fractions; use common multiples to express fractions in the same denomination ♣ compare and order fractions, including fractions > 1 ♣ add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions ♣ multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $4 \frac{1}{2} \times 2 \frac{1}{4} = 8 \frac{1}{2}$] ♣ divide proper fractions by whole numbers [for example, $3 \frac{1}{2} \div 2 = 6 \frac{1}{4}$] ♣</p>	<p>Ratio and Proportion Measurement 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 the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison ♣ 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.</p> <p>Geometry <i>Properties of shapes</i></p>	<p>Calculation Revision of topics Alegbra 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 ♣ enumerate possibilities of combinations of two variables</p>	<p>Geometry Properties of shapes Position and directions draw 2-D shapes using given dimensions and angles ♣ recognise, describe and build simple 3-D shapes, including making nets ♣ compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons ♣ illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius ♣ recognise angles where they meet at a point, are on a</p>

	<p>unknowns ♣ enumerate possibilities of combinations of two variables.</p>	<p>appropriate, interpreting remainders according to the context ♣ perform mental calculations, including with mixed operations and large numbers ♣ identify common factors, common multiples and prime numbers ♣ use their knowledge of the order of operations to carry out calculations involving the four operations ♣ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p>	<p>associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{8}{3}$] ♣ identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</p>	<p><i>Position and directions</i> draw 2-D shapes using given dimensions and angles ♣ recognise, describe and build simple 3-D shapes, including making nets ♣ compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons ♣ illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius ♣ recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p> <p>Describe positions on the full coordinate grid (all four quadrants) ♣</p>		<p>straight line, or are vertically opposite, and find missing angles.</p>
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				draw and translate simple shapes on the coordinate plane, and reflect them in the axes		
Science	Earth and Space <i>Identifying scientific evidence to refute or support ideas and arguments.</i>	Animals including humans <i>Record data and results using scientific labels, graphs and diagrams.</i>	Properties and Changes of Materials <i>Reporting and presenting findings for enquiries including conclusions.</i>	Forces <i>Planning different types of scientific enquiries to answer questions.</i>	Living things and their habitats <i>Using test results to make predictions and set up further comparative fair tests.</i>	Child led <i>Taking measurements and using a range of scientific equipment.</i>
Computing	Let's Learn Language Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Young Authors Use search technologies effectively. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data	Stocks and Shares Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Apply Times PT 1 Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Heroes and Villains Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Select, use and combine a variety	Around the World Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use search technologies effectively Select, use and combine a variety of software (including internet services) on a range of digital devices to design

		and information Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.			of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Be discerning in evaluating digital.
PE	Swimming <u>Aim-</u> Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based	Swimming <u>Aim-</u> Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based	Basketball <u>Aims-</u> play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	Gymnastics <u>Aim-</u> develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns.	Athletics <u>Aims-</u> use running, jumping, throwing and catching in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Football <u>Aim-</u> play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

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History and Geography	<p>Terrible Tudors Engage in a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>	Terrible Tudors	<p>Appalling Aztecs Engage in a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 . Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	Appalling Aztecs	<p>Local History and Geography Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ♣ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ♣ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including</p>	<p>North America Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South</p>

					<p>sketch maps, plans and graphs, and digital technologies.</p> <p>Understand physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ 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.</p>	America.
Creative Learning	<p>Textiles Tudors</p> <ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching 	<p>DT Festive Market</p> <p>I am beginning to use basic sewing and decorating techniques. I can design with</p>	<p>Printing</p> <ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. 	<p>DT</p> <p>can design with the user and function of the product in mind. I take users' views into</p>	<p>Collage</p> <ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual 	DT

	<p>techniques.</p> <ul style="list-style-type: none"> Combine previously learned techniques to create pieces. <p>DT TO make a healthy pasta salad.</p> <p>To combine ingredients into a product.</p> <p>To follow a recipe.</p>	<p>the user and function of the product in mind.</p> <p>I take users' views into account.</p> <p>I can ensure that my designs are of high quality and use art skills where appropriate.</p> <p>I can combine elements of design from a range of inspirational designers throughout history, giving reasons for my choices.</p>	<ul style="list-style-type: none"> Use a range of visual elements to reflect the purpose of the work. 	<p>account.</p> <p>I can ensure that my designs are of high quality and use art skills where appropriate.</p> <p>I can combine elements of design from a range of inspirational designers throughout history, giving reasons for my choices.</p>	<p>and tactile qualities.</p> <ul style="list-style-type: none"> Use ceramic mosaic materials and techniques. 	
Music	<p>Key Milestone: to perform</p> <p>Hold a part within a round.</p> <p>Sing a harmony part confidently and accurately.</p> <p>Sustain a drone or a melodic ostinato to accompany singing.</p>	<p>Key Milestone: to compose</p> <p>Use drones and melodic ostinati (based on the pentatonic scale).</p> <p>Convey the relationship between the lyrics and the melody.</p> <p>Use digital technologies to compose, edit and refine pieces of music.</p>	<p>Key Milestone: to transcribe</p> <p>Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</p> <p>Understand and use the # (sharp) and b (flat) symbols.</p>	<p>Key Milestone: to describe music</p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: sense of occasion / expressive / solo/rounds/ harmonies/accompaniments/ drones/ cyclic patterns/ combination of musical elements/ cultural context.</p>	<p>Key Milestone: to compose</p> <p>Use digital technologies to compose, edit and refine pieces of music.</p>	<p>Key Milestone: to perform</p> <p>Perform with controlled breathing (voice) and skillful playing (instrument).</p>

<p>PSHE</p>	<p>New Beginnings To revisit the idea that we each contribute to our communities differences through our similarities. To further promote the respect and celebration of diversity in all its forms.</p>	<p>Getting on and falling out To understand how events appear differently from alternative viewpoints. To understand the importance of listening to the other person in understanding a situation. To develop empathy and understand that people may act differently because they have a different perspective or point of view to our own.</p>	<p>Say no to bullying To understand the importance of groups and the need to belong. To value and respect similarities and differences between people. To understand the effect of bullying on an individual. To understand reasons for bullying behaviour. To deal with our feelings if we have bullied someone.</p>	<p>Good to be me To explore resilience – the idea of recovering from setbacks and misfortune.</p>	<p>Going for Goals To understand how others have had to: overcome obstacles to achieve goals; review goals when obstacles are met; persevere; have self-belief.</p>	<p>Relationships To explore relationships built on trust. To develop a sense of belonging to a group, and personal identity. To understand and manage feelings of embarrassment. To explore comfortable and uncomfortable feelings.</p>
<p>MFL</p>	<p>Family and Holidays Read out loud everyday words and phrases</p>	<p>Family and Holidays</p>	<p>In France Write or copy everyday words correctly</p>	<p>In France</p>	<p>The Future Understand a range of spoken phrases.</p>	<p>The Future</p>

AUTUMN TERM		YEAR 6			
PSHE Opportunities for pupils to:	Children are able to:	Links to Come & See Topics	Links to RSE (JIL) Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other
<p>Our Lives (Difference and Diversity – stereotyping)</p>	<p>Explore the effects of stereotyping on other people. Investigate the effects of stereotyping on the community. Develop strategies for minimising the effects of stereotyping. Realise the nature and consequences of racism, teasing, bullying and aggressive behaviour. Recognise that differences and similarities between people arise from a number of factors. Reflect on the ways they are able to support people in their Community. Develop sensitivity and respect of the rights and needs of others regardless of gender, race, belief, physical and mental ability. Develop ways to evaluate media experiences and to make critical judgements.</p>	<p>Domestic church Family Loving God who never stops loving</p> <p>Baptism/confirmation belonging Vocation & commitment The vocation of priesthood and religious life</p> <p>Advent/Christmas loving Expectations Jesus born to show God to the world</p> <p>Other faiths</p> <p>Judaism</p>	<p>Recognise that actions have consequences for themselves and others, recognise others' feelings (JIL).</p>	<p>New beginnings Consider the necessity for family rules. Explore groups they belong to and the commitment made to groups. Recognise their worth as individuals by expressing positive things about themselves and their achievements. Learn that there are different kinds of duties, responsibilities and rights at home, school and in the community and that these can conflict with each other. Say no to bullying Realise the nature and consequences of racism, teasing, bullying and aggressive behaviour. Getting on and falling out Recognise risks in different situations and make judgements about behaviour.</p>	<p>Fairground: 26– Special Places 18—We are all special 21—Caring for the Forest 29—Let's Celebrate Difference</p> <p>Story of the Rainbow Fairground: 22– Fair Price for Coffee</p> <p>Fair Trade quiz—buying and selling</p> <p>Global Connections</p> <p>Banana Game</p> <p>Story of the Rainbow Fairground: 19—Mani's Healthy Journey 23—Where is my home? 25—Water for Life</p> <p>Themed Week/Days Anti-Bullying Week Healthy Living Universal Children's Day International Day of Peace Childline/nspcc</p>

SPRING TERM		YEAR 6			
PSHE Opportunities for pupils to:	Children are able to:	Links to Come & See Topics	Links to RSE (JIL) Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other
<p>Our Lives (Drugs Education-drug and alcohol education)</p>	<p>Develop appropriate techniques to resist pressure from friends and others with regard to tobacco, alcohol and drugs.</p> <p>Learn which commonly available substances and drugs are legal and illegal, their effects and risks.</p> <p>Investigate ways to achieve a healthy body through diet, exercise, hygiene and rest.</p> <p>Science Links</p> <p>Animals, including humans</p> <p>Identify and describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>	<p>Local church community</p> <p>Sources</p> <p>The Bible, the special book for the Church</p> <p>Eucharist relating</p> <p>Unity Eucharist enables people to live in communion.</p> <p>Lent/Easter giving</p> <p>Death & new life</p> <p>Celebrating Jesus' death & resurrection</p>	<p>Develop skill needed to form, and to end relationships(JIL).</p> <p>Continue developing ways to talk about relationships and to seek advice from significant adults(JIL).</p> <p>Learn about different kinds of relationships among friends and families and develop the skills to be effective in relationships(JIL).</p> <p>Recognise the risks in different situations and make judgements about behaviour (JIL).</p> <p>Investigate ways to achieve a healthy body and lifestyle(JIL).</p>	<p>Going for Goals</p> <p>Recognise their worth as individuals by expressing positive things about themselves and their achievements.</p> <p>Relationships</p> <p>Know that there are helping agencies to support families and individuals in time of loss.</p> <p>Be aware that death leads to 'new life' with God.</p> <p>Know that the Church has rituals and ways of dealing with death.</p> <p>Reflect on their developing role within the family.</p>	<p>Child's Guide to CAFOD</p> <ul style="list-style-type: none"> • Journey Through Bolivia. • Video: 'One Day, One World' <p>CAFOD Primary CD ROM (September 2004)</p> <p>Fairground:</p> <p>21 - Caring for the Forest</p> <p>27 - Being a Peace maker</p> <p>Fast Day Stories: www.cafod.org.uk</p> <p>Child's Guide to CAFOD:</p> <ul style="list-style-type: none"> • Story of Sori <p>Fairground:</p> <p>23 - Where is my home - Story of Sitara</p> <p>25 - Water for Life.</p> <p>Themed Week/Day</p> <p>Fairtrade</p> <p>Online Safety Week</p> <p>Safer Sleep Day</p>

SUMMER TERM		YEAR 6			
PSHE Opportunities for pupils to:	Children are able to:	Links to Come & See Topics	Links to RSE (JIL) Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other
<p>Our Lives (SRE - sex and relationship education)</p>	<p>Be aware that balanced diet, exercise, hygiene and rest are necessary for maintaining a healthy body and a healthy mind. Learn that bacteria and viruses can affect health and transmission may be reduced when simple safe routines are used. Consider ways in which they can contribute to family life.</p> <p>Science Links</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Deepen awareness of current environment issues in the context of God's creation including allocation of resources.</p>	<p>Pentecost serving Witnesses The Holy Spirit enables people to become witnesses</p> <p>Reconciliation Inter-relating Healing Sacrament of the Sick</p> <p>Universal Church world Common good Work of the worldwide Christian family</p> <p>Other Faiths</p> <p>Islam</p>	<p>Reflect on the importance of God's unconditional love(JIL). Know the basic biology of human reproduction within the context of marriage (including sexual intercourse) (JIL). Learn about different kinds of relationships among friends and families and to develop the skills needed to be effective in relationships(JIL) . Develop an appreciation of what is involved in bringing up children (JIL). Hear about the commitment of Christian parents in bringing up their children (JIL). Explore the responsibilities that parents have in bringing up children (JIL). Recognise and value the importance of forgiveness in relationships and the place of themselves in this(JIL). Develop ways to deal with the consequences of wrong choices(JIL).</p>	<p>Good to be me Appreciate the healing grace that is available through the sacrament of Reconciliation.</p> <p>Changes Face new challenges positively through collecting information , looking for help, making responsible choices and taking action.</p>	<p>A Day in the Life of a Child in Columbia: (Child's Guide to CAFOD) www.cafod.org.uk/schools</p> <p>Fairground: 29 - Millennium Development Goals—Making the world a fairer place. CAFOD Primary CD ROM Www.cafod.org.uk/schools</p> <p>Fairground: 27 - Being a Peacemaker</p> <p>Story of the Rainbow Fairground: 18 - We are all Special 21 - Caring for the Forest 26 - Special Places 29 - Let's Celebrate Difference</p> <p>We work together poster and Lesson Plan Child's Guide to CAFOD—Who is my neighbour? 'One Day, One World' Video Primary CDROM Rainbow Story Themed Week/Day Day of Many Colours International Day of Friendship Healthy Living Week National Sport Week</p>
<p>Environment</p>					
<p>Money management</p>	<p>Explore ways to look after money and the benefits of saving for future needs (invite local Bank representatives to come into school) Lloyds have a good schools prog so do Barclays Aspiration Week</p>				