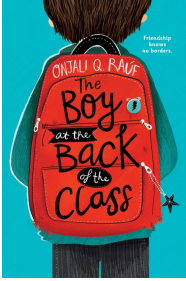


Year 6 2024-2025

<u>Asia</u>	<u>The World at War</u>	<u>Blood, Bodies and Bones</u>	<u>Crime and Punishment</u>	<u>Evolution</u>	<u>Oh, Maya Gods!</u>
English – The Boy at the Back of the Class	English – War Horse	English – Beowulf and Illumanatomy	English - Holes	English – Darwin's Dragons	English – Oh Maya Gods!
Maths – Place Value and Four Operations	Maths – Fractions and Measures	Maths – Decimals, Percentages and Ratio	Maths – Shape, Algebra, Statistics	Maths – Geometry and Revision	Maths – Algebra, Averages and Calculators
Science – Animals and their Habitats	Science - Light	Science – Animals, Including Humans	Science - Electricity	Science - Evolution and Inheritance	Science - Pond Dipping and Working Scientifically
Geography - Asia		Geography – Grid References and Compass Points		Geography – South America	Geography – Fair Trade
History – Shang Dynasty	History – World at War		History – Crime and Punishment		History – Maya Civilisation
Art - Batik		Art – Digital Art		Art - Sculpture	Art - Painting
D.T - Food Technology	D.T – Textiles		D.T – Electronic and Wooden Structures		
Computing - Google Sites	Computing - TypingClub	Computing - Digital Art and Photo Editing	Computing - Film Editing	Computing - Spreadsheets and Databases	Computing - Coding with Microbits
E-Safety - Online Relationships	E-Safety - Managing Online Information	E-Safety - Privacy and Security	E-Safety - Online Reputation	E-Safety – Self-image and Identity	E-Safety – Health, Wellbeing and Lifestyle
	RE - Gospels		RE – Festivals	RE -Eternity	RE – Creation Stories
PE – Personal Skills	PE – Social Skills	PE – Cognitive Skills	PE – Creative Skills	PE – Physical Skills	PE – Health and Fitness
PSHE – Valuing Difference	PSHE – Growing and Changing	PSHE – Keeping Myself Safe	PSHE – Right and Responsibilities	PSHE - Relationships	PSHE – Being My Best
Music - World Unite	Music - Journeys	Music - Growth	Music - Roots	Music – Class Awards	Music – Moving On
MFL – At School	MFL – WW2	MFL – Healthy Life	MFL – The Weekend	MFL – The Planets	MFL – Me In The World


Temperance 1: Asia



English	Maths	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
<p>Key Text(s): Boy at the back of the Class by Onjali Rauf</p>  <p>Poetry: Refugees by Brian Bilston</p> <p>Writing</p> <ul style="list-style-type: none"> •To identify and use coordinating conjunctions. •To identify and use subordinating conjunctions. •To identify and use semi colons, colons or dashes to mark boundaries between independent clauses. •To use brackets, dashes or commas to indicate parenthesis. <p>Reading</p> <ul style="list-style-type: none"> •To retrieve and record information from a text. •To check a text makes sense by discussing the meaning of words in context. 	<p>Place Value to 10,000,000</p> <ul style="list-style-type: none"> •To read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. •To round any whole number to a required degree of accuracy. •To use negative numbers in context, and calculate intervals across 0 •To solve number and practical problems that involve all of the above. <p>Four Operations</p> <ul style="list-style-type: none"> •To multiply multi-digit numbers up to 4 digits by a two-digit whole number •To divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division. •To divide numbers up to 4 digits by a two-digit number using the formal written method of short division •To perform mental calculations, including with mixed operations and large numbers •To identify common factors, common multiples and prime numbers •To use their knowledge of the order of operations to carry out calculations involving the 4 operations •To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use •To use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy 	<p>Geography: Asia</p> <ul style="list-style-type: none"> •To locate the main countries in Asia on a world map and identify their main environmental regions, key physical and human characteristics, and major cities. •To name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers and understand how these features have changed over time. •To describe and understand key aspects of physical geography and human geography. •To describe and understand key aspects of distribution of natural resources, such as minerals <p>Art: Batik</p> <ul style="list-style-type: none"> •To improve their mastery of textiles (using batik). •To learn about great artists, architects and designers in history: Sarkasi Said <p>History: The Shang Dynasty</p> <ul style="list-style-type: none"> •To briefly learn about the Shang Dynasty; explaining and evaluating causes and consequences of the main events, situations and changes in the period studied. •To evaluate the usefulness and accuracy of different sources of evidence <p>Computing: Google Sites</p> <ul style="list-style-type: none"> •To publish high quality digital work using a variety of different programs. •To evaluate the effectiveness of published work with audience and purpose in mind. <p>Design and Technology: Food Technology</p> <ul style="list-style-type: none"> •To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. •To understand seasonality. <p>PSHE: Valuing Difference</p> <ul style="list-style-type: none"> •To demonstrate ways of showing respect to others. •To understand and explain the terms prejudice and stereotype. •To identify the different groups that make up their community and describe the benefits of living in a diverse society <p>Science: Living things and their Habitats:</p> <ul style="list-style-type: none"> •To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. •To give reasons for classifying plants and animals based on specific characteristics. <p>Music: World Unite</p> <ul style="list-style-type: none"> •Demonstrate coordination and rhythm skills by participating in games. •Demonstrate understanding of pitch through singing from simple staff notation. •Devise, combine and structure rhythms through dance. <p>French: At School</p> <ul style="list-style-type: none"> •To repeat and recognise the vocabulary for school subjects. •To say what subjects they like and dislike at school. •To say why they like/ dislike certain school subjects. <p>PE: Personal Skills</p> <ul style="list-style-type: none"> •To accept critical feedback and make changes •To persevere with a task and improve my performance through practice. •To recognise my strengths and weaknesses and set myself appropriate targets. 	<p>Sanctuary Chichester guest speaker</p> <p>Cooking in the Food Tech rooms</p>	<p>'Asia' Webpage made on Google Sites</p> <p>Batik fabric with a south-Asian design.</p> <p>Spring Rolls</p> <p>Refugee Journal</p> <p>Refugees Information Page</p> <p>Formal Letter to the King</p>

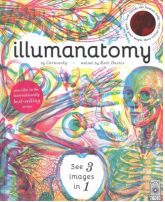

Temperance 2: The World at War



English	Maths	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
<p>Key Text: War Horse by Michael Morpurgo</p>  <p>World War 1 Poetry</p> <p>Writing</p> <ul style="list-style-type: none"> To use persuasive devices To use modal verbs or adverbs to indicate degrees of possibility. To identify and use relative pronouns To use relative clauses To use adverbials for cohesion. <p>Reading</p> <ul style="list-style-type: none"> To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. To predict what might happen from details stated and implied. 	<p>Fractions</p> <ul style="list-style-type: none"> To use common factors to simplify fractions; use common multiples to express fractions in the same denominator To compare and order fractions To add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions To multiply simple pairs of proper fractions, writing the answer in its simplest form. To divide proper fractions by whole numbers <p>Measurement</p> <ul style="list-style-type: none"> To solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate To use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to 3 decimal places To convert between miles and kilometres 	<p>History: World War 2</p> <ul style="list-style-type: none"> To describe and explain key changes in a historical period. To evaluate the usefulness and accuracy of different sources of evidence. To understand that some evidence is propaganda, opinion or misinformation. To select suitable sources of evidence, giving reasons for their choice. To explore all available evidence to form their own opinion on a historical events. To develop subject-related vocabulary. <p>Design and Technology: Textiles</p> <ul style="list-style-type: none"> To produce a good quality finish to products using art techniques. To cut with precision and produce a good finish. To select appropriate tools to cut and shape a particular type of material. <p>Religious Education: Gospels</p> <ul style="list-style-type: none"> To identify key differences between the different accounts of the Christmas story in the 4 gospels of the bible. To compare how the 4 gospels recount the Christmas story. To identify common themes through all 4 gospel recounts of the Christmas story. <p>Computing: Typing</p> <ul style="list-style-type: none"> To type with good accuracy, typing at a pace of around 20 words per minute. To publish high quality digital work using a variety of different programs. <p>PSHE: Growing and Changing</p> <ul style="list-style-type: none"> To define the word 'puberty' giving examples of some of the physical and emotional changes. To suggest strategies that would help someone who felt challenged by the changes in puberty. To identify the changes that happen through puberty to allow sexual reproduction to occur. To know a variety of ways in which the sperm can fertilise the egg to create a baby. <p>Science: Light</p> <ul style="list-style-type: none"> To recognise that light appears to travel in straight lines To 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 To 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 To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them <p>Music: Journeys</p> <ul style="list-style-type: none"> To learn to sing major and minor note patterns accurately. Convey lyrical meaning through expressive singing in a part-song with echoes. <p>French: World War Two</p> <ul style="list-style-type: none"> To group/order unknown vocabulary to help decode texts in French. To name the countries and languages involved in WW2. To say what the differences were in city and country life during the war. <p>PE: Social Skills</p> <ul style="list-style-type: none"> To negotiate and collaborate appropriately. To organise roles and responsibilities throughout a task. 	<p>Trip to Fort Nelson</p> <p>Remembrance Day Events</p> <p>RSE Week</p>	<p>Persuasive Poster (made on Canva)</p> <p>Balanced Argument Podcast – Should horses have been used in WW1?</p> <p>World War 1 inspired Black-out Poem</p> <p>Make Do and Mend-inspired Christmas Stocking</p>

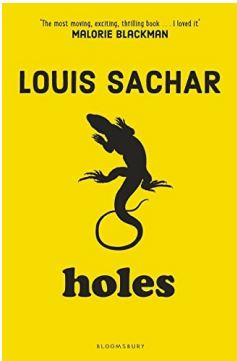
Justice 1: Blood, Bodies and Bones

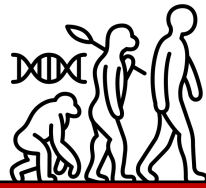


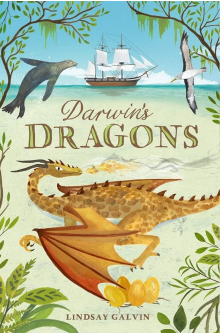
English	Maths	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
<p>Key Text: Illumanatomy by Dr Kate Davies</p>  <p>Beowulf by Michael Morpurgo</p>  <p>Writing</p> <ul style="list-style-type: none"> To identify the subject and object of a sentence. To use active and passive voice to convey information. To use organisational and presentational devices to structure a text to guide the reader. To use bullet points to list information. <p>Reading</p> <ul style="list-style-type: none"> To revise all skills taught across Key Stage 2 (Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarise) 	<p>Ratio and Proportion</p> <ul style="list-style-type: none"> To solve problems involving the relative sizes of 2 quantities where missing values can be found by using multiplication and division facts To solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison To solve problems involving similar shapes where the scale factor is known or can be found To solve problems involving unequal sharing and grouping using knowledge of fractions and multiples <p>Decimals and Percentages</p> <ul style="list-style-type: none"> To identify the value of each digit in numbers given to 3 decimal places To multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places To multiply one-digit numbers with up to 2 decimal places by whole numbers To use written division methods in cases where the answer has up to 2 decimal place To solve problems which require answers to be rounded to specified degrees of accuracy To recall and use equivalences between simple fractions, decimals and percentages, including in different contexts To associate a fraction with division and calculate decimal fraction equivalents 	<p>Science: Animals, including Humans</p> <ul style="list-style-type: none"> To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function To describe the ways in which nutrients and water are transported within animals, including humans <p>Computing: Graphics and Digital Art</p> <ul style="list-style-type: none"> To modify and alter the appearance of graphics including images, word art and videos. To evaluate the effectiveness of published work with audience and purpose in mind. <p>Religious Education: Festivals</p> <ul style="list-style-type: none"> To describe how religious festivals are related to key figures, events and stories. To explain how these religious celebrations are observed within families and religious communities. To make comparisons between the symbolism of Passover and Easter. <p>Art: Digital Art</p> <ul style="list-style-type: none"> To improve their mastery of sketching To learn about great artists, architects and designers in history: Carnovsky <p>PSHE: Keeping Myself Safe</p> <ul style="list-style-type: none"> To identify strategies for keeping personal information safe online To know that it is illegal to create and share sexual images of children. To define what is meant by addiction. To explain how drugs can be categorised into different groups. To demonstrate an understanding that drugs can have both medical and non-medical uses. To understand the actual norms around drinking alcohol. To describe some of the effects and risks of drinking alcohol. <p>Geography:</p> <ul style="list-style-type: none"> To 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. <p>Music: Growth</p> <ul style="list-style-type: none"> To follow and interpret a complex graphic score for four instruments. To revise, rehearse and develop music for a performance. <p>French: Healthy Lifestyles</p> <ul style="list-style-type: none"> Name and recognise 10 foods and drinks that are considered good for your health. Name and recognise 10 foods and drinks that are considered bad for your health. Say what activities they do to keep in shape during the week. Say in general what they do to keep a healthy lifestyle. <p>PE: Cognitive Skills</p> <ul style="list-style-type: none"> To use awareness of space/others to make good decisions To develop methods to outwit opponents To read and react to different game situations as they develop. 	<p>Heart dissection in the Secondary Science Labs</p> <p>Bikeability</p>	<p>Information Page about Blood</p> <p>Digital Animation of the Digestive System</p> <p>Digital art inspired by Carnovsky</p> <p>Suspense Story and Newspaper Report</p>

Justice 2: Crime and Punishment

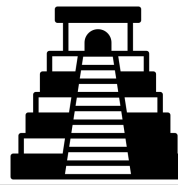


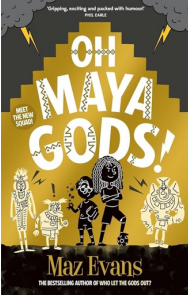
English	Maths	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
<p>Key Text: Holes by Louis Sachar</p>  <p>Writing</p> <ul style="list-style-type: none"> In narratives, to describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. To use a wide range of devices to build cohesion within and across paragraphs <p>Reading</p> <ul style="list-style-type: none"> To revise all skills taught across Key Stage 2 (Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarise) 	<p>Shape</p> <ul style="list-style-type: none"> To draw 2-D shapes using given dimensions and angles To recognise, describe and build simple 3-D shapes, including making nets To compare and classify geometric shapes based on their properties and sizes To find unknown angles in any triangles, quadrilaterals, and regular polygons To illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius To recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles <p>Position and Direction</p> <ul style="list-style-type: none"> To describe positions on the full coordinate grid (all 4 quadrants) To draw and translate simple shapes on the coordinate plane, and reflect them in the axis <p>Measurement</p> <ul style="list-style-type: none"> To recognise that shapes with the same areas can have different perimeters and vice versa To recognise when it is possible to use formulae for area and volume of shapes To calculate the area of parallelograms and triangles To calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³) 	<p>History: Crime and Punishment through the Ages</p> <ul style="list-style-type: none"> To study a theme in British History that extends pupils' chronological knowledge beyond 1066 (Crime and Punishment) To relate current studies to previous learning and make comparisons between different times. To select suitable sources of evidence, giving reasons for the choice. <p>Design and Technology:</p> <ul style="list-style-type: none"> To include design processes such as prototypes, cross-sectional diagrams and CAD. To create circuits using electronic kits that combine a number of parts. <p>Computing: Film Editing</p> <ul style="list-style-type: none"> To explore film editing, including the use of transitions, overlays and effects. <p>Science: Electricity</p> <ul style="list-style-type: none"> To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit To 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 To use recognised symbols when representing a simple circuit in a diagram. <p>PSHE: Right and Responsibilities</p> <ul style="list-style-type: none"> To explain some benefits of saving money and describe the different ways money can be saved. To explain why different jobs have different levels of pay To understand how elections work in the UK. To explain the word democracy. To understand how laws are made in the UK <p>Music: Roots</p> <ul style="list-style-type: none"> To improvise music on instruments and other sound makers. To develop, rehearse and perform a mini-musical, including singing, playing and movement. <p>French: The Weekend</p> <ul style="list-style-type: none"> To ask what the time is in French. To tell the time accurately in French. To learn how to say what they do at the weekend in French. To earn to integrate connectives into their work. <p>PE: Creative Skills</p> <ul style="list-style-type: none"> To change tactics, rules or tasks to make activities more fun or challenging. To respond imaginatively to different situations. To adapt and adjust my skills, movements or tactics so they differ from others. 	<p>Trip to the Tower of London</p> <p>World Book Day</p>	<p>Crime and Punishment film</p> <p>Camp Green Lake reviews</p> <p>Yellow-Spotted Lizard information Poster</p> <p>Steady-Hand Game</p>



English	Maths	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
<p>Key Text: Darwin's Dragons by Lindsay Galvin</p>  <p>Writing</p> <ul style="list-style-type: none"> To use the subjunctive form To recognise vocabulary and structures that are appropriate for formal writing, including subjunctive forms. <p>Reading</p> <ul style="list-style-type: none"> To revise all skills taught across Key Stage 2 (Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarise) 	<p>Algebra</p> <ul style="list-style-type: none"> To use simple formulae generate and describe linear number sequences To express missing number problems algebraically To find pairs of numbers that satisfy an equation with 2 unknowns To enumerate possibilities of combinations of 2 variables <p>Revision of all topics in preparation for SATs.</p>	<p>Science: Evolution</p> <ul style="list-style-type: none"> To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution <p>Geography: South America</p> <ul style="list-style-type: none"> To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in South America. On world map, to locate the main countries in South America, including Ecuador and the Galapagos To describe and understand key aspects of physical geography. To analyse statistics to gain insight into locational characteristics. To extend to 6 figure grid references with teaching of latitude and longitude. <p>Art: Sculpture</p> <ul style="list-style-type: none"> To improve their mastery of sculpture using wire. To learn about great artists, architects and designers in history: Ceila Smith <p>Computing: Spreadsheets and Databases</p> <ul style="list-style-type: none"> To use spreadsheet and database programs to present information (Google Sheets) <p>Religious Education: Eternity</p> <ul style="list-style-type: none"> To explain how I feel about immortality. To describe the Hindu and Buddhist beliefs in reincarnation. To explain what Christians believe happens after death. To compare my own beliefs to the religious beliefs in eternity. <p>PSHE: Relationships</p> <ul style="list-style-type: none"> To explain what is meant by the terms 'negotiation' and 'compromise' To list some assertive behaviours To recognise peer influence and pressure To recognise and empathise with patterns of behaviour in peer-group dynamics To know the ages at which a person can marry, depending on whether their parents agree <p>Music: Class Awards</p> <ul style="list-style-type: none"> To refine vocal performance with consideration of posture, breathing and enunciation. To compose music from a visual stimulus. <p>French: The Planets</p> <ul style="list-style-type: none"> To name and label a map of the Solar System in French. To apply the rules of adjectival agreement to describe the Solar System in French. To use conjunctions and intensifiers to extend descriptions of the Solar System. <p>PE: Physical Skills</p> <ul style="list-style-type: none"> To link actions together so they flow. To perform a range of skills fluently and accurately with good body tension. 	<p>Trip to the Natural History Museum</p>	<p>Wire sculpture of an animal</p> <p>Exploding Book about the Galapagos</p> <p>Volcano Poem</p> <p>Balanced Argument – Should Syms set the dragons free?</p>

Courage 2: Oh, Maya Gods!



English	Maths	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
<p>Key Text: Oh Maya Gods! By Maz Evans</p>  <p>Writing</p> <ul style="list-style-type: none"> • To revise all skills taught at Key Stage 2 • To independently write for a specified purpose and audience <p>Reading</p> <ul style="list-style-type: none"> • To revise all skills taught across Key Stage 2 (Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarise) 	<ul style="list-style-type: none"> • Averages (Mean, Median, Mode & Range) • Algebra • Calculator Skills 	<p>History: Maya Civilisation</p> <ul style="list-style-type: none"> • To study a non-European society that provide contrasts with British history (Maya). • To select suitable sources of evidence, giving reasons for the choice. • To relate current studies to previous learning and make comparisons. <p>Art: Painting</p> <ul style="list-style-type: none"> • To improve their mastery of painting. • To learn about great artists, architects and designers in history: Daniel Fenelon. <p>Religious Education: Creation Stories</p> <ul style="list-style-type: none"> • To analyse a range of different religious creation stories. • To demonstrate understanding about different religious creation stories. • To explain why Jews and Christians have the same creation story. • To compare scientific understanding of creation to religious creation stories <p>Geography</p> <ul style="list-style-type: none"> • To describe and understand key aspects of human geography including fair trade. <p>Computing: Coding</p> <ul style="list-style-type: none"> • To design, write and refine programs that meet a specific brief. • To use repeat commands and variables to improve the running of a program. • To continue to debug programs with increased confidence and explain why something has happened. • To begin to write and amend instructions that can be followed by others. <p>Science: Working Scientifically</p> <ul style="list-style-type: none"> • To plan different types of scientific enquiries to answer questions. • To make measurements, using a range of scientific equipment. • To record data and results of increasing complexity. • To report and present findings from enquiries. <p>PSHE: Being My Best</p> <ul style="list-style-type: none"> • To explain what the five ways to wellbeing are. • To identify risk factors in a given situation. • To learn basic first aid. <p>Music: Moving On</p> <ul style="list-style-type: none"> • To play tuned instruments parts from graphic scores with note names. • To listen to and understanding modulation in a musical bridge. • To perform complex song rhythms confidently. <p>French: Me In The World</p> <ul style="list-style-type: none"> • To learn about different festivals (religious and non-religious) around the world. • To know that we can all help to protect our planet. • To use "à" (when talking about living in a city) and "en/au/aux" (when talking about living in a country). <p>PE: Health and Fitness</p> <ul style="list-style-type: none"> • To describe how and why my body changes during exercise. • To explain why we need to warm-up and cool down. • To record and monitor how hard I am working. 	<p>Residential to Fairthorne Manor</p> <p>Production of Alice in Wonderland</p> <p>Transition to Secondary Activities</p>	<p>End of year production</p> <p>Maya-inspired painting</p> <p>Factual writing about the Maya</p>