

Year 6	Autumn 1	Autumn 2	Cross curricular	Spring 1	Spring 2	Cross curricular	Summer1	Summer 2	Cross curricular
English	Holes Week 1 - intro to unit and genre Week 2 - character study and comparison Week 3 - information leaflet - writing assessment Week 4 - character study - how characters build tension; impressions of characters Week 5 - Newspaper writing - articles based on the story of 'Kissing Kate Barlow' Week 6 - mock SATs	A Christmas Carol' Week 1 - Finalise 'Holes' Week 2 - The life and times of Charles Dickens Week 3 - NC report writing on life in Victorian Britain Week 4 - writing a performance review of 'A Christmas Carol' Week 5 - character study and vocabulary in context	Values - law and society, friendship and families; art - designing a leaflet layout; history - Victorian Britain	Children of the Dust' Reading - focus on gaps from mock SATs 1 Week 1 -context to novel; impression of characters introduced in opening to novel Week 2 - focus on viewpoint in novel through character study of William; preparation for writing assessment task Week 3 - writing assessment - descriptive writing Week 4 - Move on to study second section of the novel - introduction to Bill Harnden and link to first section of the novel Week 6 - mock SATs	Children of the Dust' Reading - focus on gaps from mock SATs 2 Week 1 - Prediction as to who Ophelia is; introduction to writing to inform task Week 2 - character perspective; developing awareness of hierarchy	History - the cold war; Science - life in a bunker; atomic warfare; evolution Values - relationships	Short story with flashback - Eye of the Storm Revision - SATs preparation tasks NEW Post-SATs writing unit - TBC	Macbeth Week 1 - introduction to Shakespeare; understanding the plot of 'Macbeth' Week 2 - understand the characters of the witches and their role in the play; intro to Macbeth and LM's relationship Week 3 - Macbeth and LM's relationship; intro to writing task Week 4 - Extended writing task Week 5 - character focus on the witches analysing spell scene; drama performances to assess speaking and listening GL assessments	History - Shakespeare's life and times; politics R.E. - Religious beliefs in Shakespeare's time
Maths	All Whiterose supplemented with SATs style questions: Number and place value (2 weeks) ,four operations (4weeks) Mock SATs	Fractions (four weeks), Position and direction (2 weeks)	English writing piece: 'How to divide using long division'. Instructional writing.	Number- decimals (2 weeks), Number- percentages (2 weeks), Number-algebra (2 weeks) Mock SATs	Measurement- converting units (1 week), Measure- area, perimeter and volume (2 weeks), Number- ratio (2 weeks) Mock SATs		SATs preparation with extra booster classes (informed by assessment); Geometry- properties of shape (2 weeks), Statistics 2 weeks, SATs, Problem-solving unit	Start year 7 syllabus using Dynamic Learning: Place value, rounding , powers, measures, coordinates, transformations, square and cube numbers; Others start year 7 catch up: Place value to 10000000 and four rules; GL assessments and preparation	
Science	Electrifying Pupils: Can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Can 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. Can use recognised symbols when representing a simple circuit in a diagram. WORKING SCIENTIFICALLY CURRICULUM TAUGHT THROUGHOUT THIS MODULE.	Staying alive Pupils: Can identify and name the main parts of the human circulatory system, describing the functions of the heart, blood and blood vessels. Can recognise the impact of diet, exercise, drugs and lifestyle on body function. WORKING SCIENTIFICALLY CURRICULUM TAUGHT THROUGHOUT THIS MODULE.	English writing piece: persuasive letter to prime minister (estimated start date w/c 25th November) Maths link - further work on bar charts or line graphs depending on ability (most students pushed to develop line graph structure) VALUES: Drugs and alcohol PE: breathing and Exercise	Particles - A short module to introduce particle theory and prepare students for learning about this in more depth in year 7. Students can describe the arrangement and behaviour of the particles in solids, liquids and gases and describe changes of state using particle theory. Let it shine Pupils: can recognise that light appears to travel in straight lines. can 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. can 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. can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them WORKING SCIENTIFICALLY CURRICULUM TAUGHT THROUGHOUT THIS MODULE.	Classifying Critters Pupils: Can 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. Can give reasons for classifying plants and animals based on specific characteristics. WORKING SCIENTIFICALLY CURRICULUM TAUGHT THROUGHOUT THIS MODULE.	English writing piece: (estimated start date w/c 23rd March) "Essay about the benefits and drawbacks of microorganisms" Maths link - all students encouraged to share results and calculate means. Further opportunity to draw the most appropriate graph.	We're evolving Pupils: Can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. WORKING SCIENTIFICALLY CURRICULUM TAUGHT THROUGHOUT THIS MODULE.	We're evolving Pupils: Can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. WORKING SCIENTIFICALLY CURRICULUM TAUGHT THROUGHOUT THIS MODULE.	English writing piece: Darwin non-chronological report
Computing	Animated Advert in PPT for E-Safety Intro the E-Safety Logo and Character Design Create a PPT with dialogue that is animated throughout. Encourage pupils to have 2 characters and a conversation between them about staying safe online. Lessons 3-6 Aut1.			Games design - scratch Pong Flappy Bird Evaluation of the Game - Create a reflective piece, with screenshots to explain what has been created, choices made and what could be done with more time. Lessons 5/6 of Sp1.	Promoting the Game Poster Game Box Screenshot Video		History of Computing - The Codebreakers Bletchley Park and Colossus Colossus Research Creating an article		
Art	Gustav Klimt - Artist research Pupils will observe the details and tone within shells and draw them as accurately as possible. Spirals showing key Klimt patterns using pen and ink Adelle bloch Bauer- Key shapes, layering patterns and adding texture.	Gustav Klimt/Spirals - Groupwork final piece- This will include techniques such as enlargement, collage, mixing paint colours, applying pattern. Medias used:- Chalk/graphite stick/paint .	Literacy - Evaluation of final piece. What went well, what can I improve on and what new techniques I have learnt throughout the topic. Maths -enlargement, scale, colour mixing ratios.	Crazy Shoes - Studies on shoe designers such as Kobi Levi, Vivienne Westwood Observational shoe drawings, focusing on directional shading, tone and texture. Representation of shoes/ stereotypes.	Sculpture/ claywork Clay 'crazy' representative of final design based on a 'theme' 3D modelling	HISTORY - Shoes through the decades Textiles - Shoe fashion	Op Art - Bridget Riley- Illusions, contrast, abstract, movement. Selected area of pattern shows a variety of markings and use of pencil shows a strong contrast between black and white / light and dark.	Printmaking based on Op Art (3 tonal print) Evaluation of final piece	
Design Technology (students rotate between topics and do one a term)	Product Design Novelty pencil holder - Extending skills to include machines in the workshop and designing a product with limited materials	Summary of tasks 70% practical in Year 6. Design lessons will include how to produce initial designs and develop them to a final design. The importance of scale will be discussed including time spent on annotation and how to label designs. Shading and rendering techniques are also covered.	MATHS - Scale drawings, units and conversion (mm to cm) ENGLISH - annotation informing the client or designer Literacy Task will be an evaluation planned with English team and be delivered by the D&T team.	Textiles Pencil case - Extending skills to include sewing machines and using new more challenging materials.	Summary of tasks Mostly practical in Year 6. Lessons include; Threading a sewing machine, plugging in and setting up a sewing machine, operating a sewing machine, choosing stitches, reverse, speed control, following a path, sewing machine driving test, sewing onto fabric, scale drawings, design of layout and ensuring that its suitable for user, tie dye, practical and assembly lessons	MATHS - Scale drawings, units and conversion (mm to cm) ENGLISH - annotation informing the client or designer English writing piece: Literacy Task will be an evaluation planned with English team and be delivered by the D&T team.	Cooking & Nutrition Focusing on hygiene, cross contamination, adapting recipes and justification.	Summary of tasks Mostly practical in Year 6. Lessons will cover measurements, adapting recipes, health & safety, food hygiene and preparation requirements	MATHS - Units and conversion (ml to l, etc) ENGLISH - evaluation of recipes, recording of key information in booklets English writing piece: Literacy Task will be an evaluation planned with English team and be delivered by the D&T team.
French	Introduction main French cities (and directions) Where I live In my house (types of housing, rooms) French poem: La sorciere	In my bedroom (objects, prepositions, colours and adjectival agreements) French poem:Ma maison Activities in the evening (notion of infinitives + introducing the 3rd person) Christmas activities	Geography-Sense of place French poetry Literacy-Grammar PHSE- Celebrations and culture	Describing in more detail your activities in the evening (endings for 3rd person for ER verbs , adding days and who with) Telling the time Writing at length about your life at home (where you live, your house and activities)	In the town centre (describing facilities, asking for directions) World Book Day: La chenille (French book)	Literacy-Grammar Numeracy Geography-Features Geography-Map PHSE-Celebrations and Culture English	Introduction of the irregular verbs (to go and to be) When= weather (idiomatic)+ activities+ extra details	Snacks and prices Daily routine (reflexive verbs)+ time+ places School subjects : Opinions and reasons	Literacy- Grammar Numeracy
Geography	UK geography-recognising Physical and human features, map skills			Mountains of the world-geographical processes and case studies.	Rivers		Tropical Rainforests- project study	Can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. WORKING SCIENTIFICALLY CURRICULUM TAUGHT THROUGHOUT THIS MODULE.	
History	What can we learn from studying the Aztecs?	What can we learn from studying the Aztecs?/What was Ampthill like during the Victorian Period?	English writing piece: Newspaper Report on Aztec sacrifice	What was Ampthill like during the Victorian Period?	What was Ampthill like during the Victorian Period?	English writing piece: several extended writing pieces included script, letter, diary entry as highlighted in SofW. Key focus piece to be decided.	What was Ampthill like during the Victorian Period?	Were the 1980s a fun decade?	English writing piece: - Write up of interview with parents (non-fiction)
Music	Rhythm Revisited Time-keeping		English writing piece: Students will be writing a persuasive piece of text, where they will try to persuade another student of their age to learn a particular instrument. The use of emotive language, facts and statistics and rhetorical questions will be used.	Compostion using the grand staff. Students will be introduced to reading the bass clef and revisit the treble clef. They will also begin to understand how this connects to playing the keyboard.		English writing piece: - Students will be writing a formal letter to the conductor of the London symphony orchestra,explaining their recent musical project. They will detail their process of composition and reasons why their piece should be added.	Music from China		English writing piece: - Students will be writing a piece of informational text. Detailing factual information that they have learnt about music from china. The use of technical vocabulary which is suitable to the topic will be included .
PE	2 Weeks of fitness testing and multi-skills. Looking at more advanced movement techniques including agility and co-ordination. Understanding how and why we warm-up. Rugby/Netball, 6 lessons of each. Starting to look at more advanced movements and techniques. Introduction to contact rugby with safe and effective tackling technique. Netball (high-5)	Gymnastics and Dance, 7 lessons of each. Gym - Development of balance including individual, pair and group balances. Development of balance themed sequences to music. Dance. Development of motifs with a set theme/stimulus.		O.A.A and Badminton - 6 lessons of each. O.A.A more advanced problem solving and team work activities. Introduction to orienteering. Badminton. Introduction to the sport including basic techniques and control.	Football/Short Tennis - 6 lessons of each. Football - development of marking and defending techniques, use of more advanced attacking techniques. Development of refereeing/coaching roles. Short tennis - Development of skills and gameplay. Introduction to competitive singles and doubles matches. using more advanced shot selection.		Athletics - 10 lessons Development of basic running, throwing and jumping techniques including event-specific techniques. Development of peer coaching/assessment.	Striking and fielding 15 lessons - Development of basic throwing, catching and batting skills in rounders and cricket. Development of bowling technique.	
Values	Why do some people believe in God and some people not? LIT- Essay task - Do you believe in God CC = History WB - 7th October	Diversity LIT - Character discription CC = English WB - 9th December	English - Character discription task	U2.9 Justice and Poverty LIT - Write a modern day bible story CC = Humanities WB - 3rd February	Changing adolescent body LIT - Writing an agony aunt/uncle story CC - Science WB - 30th March	Science - human body, internal organs, reproduction Humanities - looking at poverty around the world	How is faith Expressed in Islam	Drugs, alcohol and tobacco	Science - The affects of drugs on the human body
Community time	Caring Friendships (T2) R9, R2.1, R2.2-R4, R11 (Role play - text messages, spoken and text), R12.2 - 13, R12.1	U2.12 - How does faith enable resilience		Mental Wellbeing	Britishness		Respectul relationships (T3)		