

Autumn Term : Year 6 2023/24

	Autumn 1 st half						Autumn 2 nd half						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
English	Text: The Explorer by Katherine Rundell Writing outcomes: Setting descriptions, diary writing, non-chronological reports Grammar: Word classes, clauses, relative clauses Spelling: Words from the year 5/6 statutory word list, words with -able, -ible and -ibly suffix			Text: Unspoken by Henry Cole Writing outcomes: Diary, narrative Grammar: Synonyms/antonyms, semicolon to mark boundaries between clauses Spelling: Adding suffixes beginning with vowels to words ending in '-fer', words from the year 5/6 statutory word list, revision			Text: The Rain Player by David Wisniewski Writing outcomes: Narrative Grammar: Cohesion between paragraphs Spelling: Words from the year 5/6 statutory word list, homophones (se/ce), personal spelling lists			Text: Cloud Busting by Malorie Blackman Writing outcomes: Diary entry, play script, informal letter Grammar: Cohesion between paragraphs, colons and layout of texts Spelling: Words ending tious/cious, words from year 5/6 statutory word lists, revision of spellings from Autumn term			
Guided Reading	Text: The Explorer by Katherine Rundell						Text: Cloud Busting by Malorie Blackman			Texts: Biographies Herstory by Katherine Halligan Benedict Allen: A biography			
Maths (White Rose Scheme)	Number: Place Value Numbers to 1,000,000 and 10,000,000 Read and write numbers to 10,000,000 Powers of 10 Number line to 10,000,000 Compare, order and round any integers Negative numbers		Number: Addition and Subtraction Add and subtract integers Common factors and multiples Rules of divisibility Primes to 100 Square and cube numbers Multiply up to a 4-digit number by a 2-digit number Solve problems with multiplication Short division and division using factors Introduction to long division and long division with remainders Solve problems with division				Number: Addition and Subtraction Solve multi-step problems Order of operations Mental calculations and estimation Reason for known facts		Number: Fractions A Equivalent fractions and simplifying Equivalent fractions on a number line Compare and order decimals (denominator and numerator) Add and subtract simple and any two fractions Add and subtract mixed numbers Multi-step problems		Number: Fractions B Multiply fractions by integers and fractions Divide any fraction by an integer Mixed questions with fractions Fraction of an amount Fraction of an amount – find the whole		Measurement: Converting Units Metric measures Convert and calculate metric measures Miles and kilometres Imperial measures
Science	Light Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them						Animals, including humans Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans Pulse rate / heart rate monitors						
History / Geography	Geography: Why is fair trade fair?						History: Who were the Maya?						
Computing	Computing Systems and Networks - Communication Learn about the World Wide Web as a communication tool. Learn how we find information on the World Wide Web, through learning how search engines work. Evaluate which methods of internet communication to use for particular purposes.						Creating Media – Webpage Creation Learners identify what makes a good web page using this information to design and evaluate their own website using Google Sites. Pay specific attention to copyright and fair use of media, aesthetics of the site and navigation paths.						
Religion and Worldviews	Why does religion look different around the world? (Part 1)						Why does religion look different around the world? (Part 2)						

<p>PSHE</p>	<p>Safety Circles & Internet Safety activities</p> <p>Rights, Rules & Responsibilities (RR 5/6) Citizenship: <ul style="list-style-type: none"> • Conventions of courtesy and manners • Online behaviour and showing respect </p>	<p>Anti-bullying week activities. Health-related Behaviour Survey</p> <p>Rights, Rules & Responsibilities (RR 5/6) Citizenship: <ul style="list-style-type: none"> • Respect and authority • Rules and conventions at school and home </p>	
<p>E-Safety (Project Evolve)</p>	<p>Privacy and Security Describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). Explain what to do if a password is shared, lost or stolen. Describe how and why people should keep their software and apps up to date, e.g. auto updates. Describe simple ways to increase privacy on apps and services that provide privacy settings. Describe ways in which some online content targets people to gain money or information illegally Know that online services have terms and conditions that govern their use.</p>	<p>Online Reputation Explain the ways in which anyone can develop a positive online reputation Explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</p> <p>Online Bullying Describe how to capture bullying content as evidence to share with others who can help me. Explain how someone would report online bullying in different contexts.</p> <p>Self-Image and identity Identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. Describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. Explain the importance of asking until I get the help needed.</p>	
<p>Art / DT</p>	<p>DT: Making Chilli: Cooking and Nutrition Art: Sketching Skills (Y6.1)</p>	<p>Art: Sculpture - Clay Sculpture Inspired by Maya masks</p>	
<p>French</p>	<p>Rigolo 2 - Unit 7 – Le week-end Ask and talk about regular activities (1st person) / Use negatives to say what you don't do / Ask and say what other people do. / Talk about what you like/dislike doing.</p>	<p>Rigolo 2 - Unit 8 – Les vêtements Identify clothes and ask and say what you'd like / Give opinions about clothes / Describe the clothes you wear / Numbers 60-80 / Ask/give prices.</p>	
<p>PE (indoor)</p>	<p>Gym: Body symmetry</p>		<p>Gym: Body symmetry</p>
<p>PE (outdoor)</p>	<p>Games – Invasion Games – Floor Ball</p>		<p>Games – Invasion Games – Floor Ball</p>
<p>Music</p>	<p>Instrumental Performance: Samba 1</p>		<p>Composing / Improvising</p>
<p>Visits/experiences</p>	<p>Kingswood residential</p>		

Spring Term : Year 6 2023/24

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	Spring 1 st half						Spring 2 nd half					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English	<p>Text: The Lost Thing by Shaun Tan Writing outcomes: Lost poster, explanation text, formal letter of advice Grammar: Expanded noun phrases, modal verbs, subjunctive mood Spelling: Words with 'ough' letter string, words from year 5/6 statutory word list, words ending tial/cial</p>			<p>Text: Dragonology by Dr. Ernest Drake Writing outcomes: Instructions, non-chronological report Grammar: Colons and semi-colons for lists Spelling: Generating words from prefixes, words from year 5/6 statutory word list, revision of learning this half term</p>			<p>Text: The Spider and the Fly by Mary Howitts Writing outcomes: Instructions (recipes), persuasive formal letters, discursive texts (Spider's court case) Grammar: Using bullet points, formal language, cohesion between paragraphs Spelling: Words from statutory word list, tricky homophones, homophones from KS2</p>			<p>Text: King Kong by Anthony Browne Writing outcomes: Informal letter, narrative, newspaper report Grammar: Modal verbs, subordinate clauses, formal/informal language, passive voice Spelling: Words from statutory word lists, generating words from prefixes and roots, revision of spellings from Spring term</p>		
Guided Reading	<p>The Book of Hopes – Short stories collected by Katherine Rundell</p>			<p>Poetry: The Malfeasant by Alan Bold The Poetry of Vernon Scannell</p>			<p>Street Child by Berlie Doherty</p>					
Maths (White Rose Scheme)	<p>Number: Ratio Add or multiply? Use ratio language and introduction to the symbol Ratio and fractions Scale drawing and using scale factors Similar shapes Ratio and proportion problems Recipes</p>		<p>Number: Algebra 1-step and 2-step function machines Form expression Substitution Formulae and form equations Solve 1-step and 2-step equations Find pairs of values Solve problems with two unknowns</p>	<p>Geometry: Position and Direction The first quadrant Read and plot points in four quadrants Solve problems with coordinates Translations and reflections</p>	<p>Number: Decimals Place value within 1 Place value – integers and decimals Add and subtract decimals Multiply and divide by 10, 100 and 1,000 Multiply and divide decimals by integers Multiply and divide decimals in context</p>		<p>Number: Fractions, Decimals and Percentages Decimal and fraction equivalents Fractions as division Understand percentages Fractions to percentages Equivalent fractions, decimals and percentages Order fractions, decimals and percentages Percent of an amount (one and multi-step) Percentages – missing values</p>		<p>Measurement: Area, Perimeter and Volume Shapes – same area Area and perimeter Area of a triangles Area of a parallelogram Volume – counting cubes Volume of a cuboid</p>		<p>Statistics Line graphs Dual bar charts Read and interpret pie charts Pie charts with percentages Draw pie charts The mean</p>	
Science	<p>Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells Compare and give reasons for variations in how components function Use recognised symbols when representing a simple circuit in a diagram</p>						<p>Evolution and inheritance Recognise that living things have changed over time and that fossils provide information about living things from millions of years ago Recognise that living things produce offspring of the same kind, but normally not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution Describe how living things are classified into broad groups according to common observable characteristics Give reasons for classifying plants and animals based on specific characteristics</p>					
History / Geography	<p>Geography: Who are Britain's National Parks for?</p>						<p>Geography: How is climate change affecting the world?</p>					
Computing	<p>Programming A – Variables in Games Learn what variables are, and relate them to real world examples of values that can be set and changed. Use variables to create a simulation of a scoreboard. Apply their knowledge of variables and design to improve their game in Scratch</p>						<p>Data and Information – Introduction to Spreadsheets Organise data in a spreadsheet into columns and rows. Introduction to formulas and how they can be used to produce calculated data. Apply formulas that include a range of cells and apply formulas to multiple cells by duplicating them. Use spreadsheets to plan an event and answer questions, creating graphs and charts.</p>					

Religion and Worldviews	Why is it better to be there in person?		Why is there suffering? (Part 1)
PSHE	Financial Capability Economic wellbeing: <ul style="list-style-type: none"> • Earnings and deduction • Poverty and charities 		Drug Education Healthy and Safer Lifestyles: <ul style="list-style-type: none"> • Legal and illegal drugs • Drug uses, misuses and regulations
E-Safety (Project Evolve)	Online Relationships Explain how sharing something online may have an impact either positively or negatively Describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. Describe how things shared privately online can have unintended consequences for others. Explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.		Health, wellbeing and lifestyles Describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. Recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. Recognise features of persuasive design and how they are used to keep users engaged (current and future use) Assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise)
Art / DT	Art: Frida Kahlo inspired portraits		DT: Electrical systems: Electronic cards Art: Sketching Skills (Y6.2)
French	Rigolo 2 - Unit 9 – Ma journée Ask and talk about daily routine, including times / Ask and talk about breakfast / Give details of a typical day.		Rigolo 2 - Unit 10 – Les transports Forms of transport / Ask and talk about where you're going and how you get there / Talk about plans for a trip / Buy tickets at a station.
PE (indoor)	Dance – Why Bully Me?	Gym – Group Work	Gym – Group Work
PE (outdoor)	Games – Basketball	Outdoor and Adventurous Activities – Co-operation, Communication and Consideration	Outdoor and Adventurous Activities – Co-operation, Communication and Consideration
Music	Reading Notation: Samba 2		Singing: Class choir
Visits/experiences			Visit to Museum of Zoology and Sedgwick Museum

Summer Term : Year 6 2023/24

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	Summer 1 st half						Summer 2 nd half					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English	<p>Text: Shackleton’s Journey by William Grill Writing outcomes: Formal letter, motivational speech, discursive text Grammar: Formal language for writing, cohesive devices Spelling: Words ending ant and ancy, root words and meanings,</p>			SATS Week	<p>Text: Macbeth by William Shakespeare (Leon Garfield retelling) Writing outcomes: Descriptive stories, formal letters, discursive texts Grammar: Use range of grammar taught this year. Spelling: Revision of spellings from last half term, tricky spellings to revise, Words ending ‘-ent’, ‘-ence’ and ‘-ency’</p>		<p>Text: Macbeth by William Shakespeare (Leon Garfield retelling) Writing outcomes: Descriptive stories, formal letters, discursive texts Grammar: Use range of grammar taught this year. Spelling: Revision of spellings from last half term, tricky spellings to revise, Words ending ‘-ent’, ‘-ence’ and ‘-ency’</p>					
Guided Reading	Past SATs Papers			SATS Week	Independent reading		Independent Reading and Production script reading					
Maths (White Rose Scheme)	<p>Geometry: Shape Measure and classifying angles Calculate angles Vertically opposite angles Angles in triangles Angles in quadrilaterals and polygons Circles Draw shapes accurately Nets of 3-D shapes</p>			SATS Week	Themed projects, consolidation and problem solving		Themed projects, consolidation and problem solving					
Science	<p>Evolution and inheritance (Continued) Recognise that living things have changed over time and that fossils provide information about living things from millions of years ago Recognise that living things produce offspring of the same kind, but normally not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>						<p>Living things and their habitats 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 Give reasons for classifying plants and animals based on specific characteristics</p>					
History / Geography					History: Local history unit- women in Cambridge		History: Local history unit- women in Cambridge.					
Computing	<p>Creating Media – 3D Modelling Develop knowledge and understanding of using a computer to produce 3D models. Make accurate 3D models of physical objects, such as a pencil holder, which include using 3D objects as placeholders. Examine the need to group 3D objects, then go on to plan, develop, and evaluate their own 3D model of a photo frame.</p>						<p>Programming B – Sensing Bringing together elements of: sequence, repetition, selection and variables. Build and test in the programming environment, before transferring it to a micro:bit. Apply knowledge of the programming constructs to create own micro:bit-based step counter</p>					
Religion and Worldviews	Why is there suffering? (Part 2)						What place does religion have in our world today?					

<p>PSHE</p>	<p>Personal Safety (5/6) Healthy and Safer Lifestyles: <ul style="list-style-type: none"> • Feeling safe and sharing worries • Bodily autonomy </p>	<p>Managing Change (MC 5/6) Myself and My Relationships: <ul style="list-style-type: none"> • Changes now and in the future • Preparing to move school (Unit linked to additional transition preparation.) Relationships and Sex Education (RS 6) Healthy and Safer Lifestyles: <ul style="list-style-type: none"> • Human lifecycle • Puberty • Sexual reproduction </p>	
<p>E-Safety (Project Evolve)</p>	<p>Managing Online Information Describe how some online information can be opinion and can offer examples Explain how and why some people may present ‘opinions’ as ‘facts’; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal Define the terms ‘influence’, ‘manipulation’ and ‘persuasion’ and explain how someone might encounter these online (e.g. advertising and ‘ad targeting’ and targeting for fake news). Understand the concept of persuasive design and how it can be used to influences peoples’ choices.</p>	<p>Managing Online Information Demonstrate how to analyse and evaluate the validity of ‘facts’ and information and I can explain why using these strategies are important Explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. Describe the difference between online misinformation and dis-information Explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation) Identify, flag and report inappropriate content.</p>	
<p>Art / DT</p>	<p>Art: Drawing - Zaha Hadid Architecture Painting - David Hockney and perspective</p>	<p>DT: Making slippers - Textiles</p>	
<p>French</p>	<p>Rigolo 2 - Unit 11 – Le sport Name sports / Give opinions about different sports / Give reasons for preferences and opinions / Talk about sporting events.</p>	<p>Rigolo 2 - Unit 12 – On va faire la fête! Revise transport, places and future plans / Revise descriptions of people and clothes / Revise opinions of food and clothes / Order food.</p>	
<p>PE (indoor)</p>	<p>Dance: Football dance</p>	<p>Dance: Football dance</p>	<p>Water safety</p>
<p>PE (outdoor)</p>	<p>Athletics: Decathlon</p>	<p>Athletics: Decathlon</p>	
<p>Music</p>	<p>Performing: Samba 3</p>	<p>Singing: Musical theatre</p>	
<p>Visits/experiences</p>		<p>Visit to University of Cambridge Year 6 production</p>	