

Year 6	Autumn 1 BHM	Autumn 2 Anti-Bullying Wk	Spring 1	Spring 2	Summer 1 Families' Wk	Summer 2 SRE (in HFF week)
Whole school themed weeks	Black History Month National Poetry Day	Anti-bullying Week The Big Draw	STEM Week	World Book Week (7 th March)	Families Week	Health, Fun and Fitness Week Enabling Enterprise
History/ Geography	History The change in power of the Monarchs – Magna Carta/Democracy Parliament and politics A study of an aspect or theme in British History that extends pupil's chronological knowledge beyond 1066		Geography Renewable Energy and Recycling – can be a focus in literacy Distribution of Natural Resources		History The Mayans – A study of an Ancient Civilisation A non – European society that provides contrast with British History	Geography The Mayans
Literacy	Powerful speeches Balanced argument Imagery poetry Key text: Unheard Voices- Malorie Blackman (BHM booklist)	Stories with flashbacks (Private Peaceful) Diary Entry (Private Peaceful) Key text: Private Peaceful	Persuasive leaflet Formal/informal letters	Biography/Autobiography Horror stories Narrative poetry Key text: WBW text - tbc	First person narrative Newspaper Key text: The Mystery at the Maya Ruins- Carol Marsh (Year 6 reading list)	Stories with an alternative ending Individual poets debate Key text: The Mystery at the Maya Ruins- Carol Marsh (Year 6 reading list)
SPAG	<p>To manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures consistently and effectively to match particular audiences and purposes.</p> <p>To link ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis.</p> <p>To use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text.</p> <p>To use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses.</p> <p>To use the colon to introduce a list and semi-colons within lists.</p> <p>To use bullet points to list information.</p> <p>To understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover.</p> <p>To understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use expanded noun phrases to convey complicated information concisely.</p> <p>To use the full range of punctuation taught at key stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity.</p>					
DR	Classic text: Private Peaceful- Michael Morpurgo BHM text: A Jigsaw of Fire- Yaba Badoe Science text: Counting on Katherine : How Katherine Johnson saved Apollo 13 Non Fiction: Looking After Britain (British Values) –Christopher Yeates History text:	Classic text: Tales of Beedle The Bard- J.K Rowling Science text: Who was Albert Einstein? Winter text: The Clockwork Crow- Katherine Fisher	Classic text: Black Beauty- Anna Sewell Science text: Genius! The Most Astonishing Inventions of All Time- Deborah Kespert Fearless Female text: The Girl of Ink and Stars- Kiran Millwood Hargrave	Classic text: Little House on the Prairie- Laura Ingalls Wilder Science text: Who Was Thomas Alva Edison?	Classic text: Skellig- David Almond Science text: Stephen Hawking: Little People, Big Dreams) Refugees and Migrants texts: Refugee Boy- Benjamin Zephaniah History text: The Dreamer – Pam Munoz Ryan	Classic text: Chinese Cinderella- Adeline Yen Mah Science text: 100 Scientists Who Made History History text: The Mystery at the Mayan Ruins: Mexico (Around the World in 80 Mysteries - Carole Marsh
Science	Animals including Humans	Animals including Humans	Electricity	Light	Evolution and Inheritance	Living things and their Habitats
Maths	Place Value (2 weeks) Fractions Mental Strategies – Addition and subtraction Written methods - Addition Written methods - Subtraction	Mental Strategies - x and ÷ Mental Strategies - x and ÷ Multiplication Division Shape (2 weeks) Positional direction	Place Value Fractions Mental Strategies + and - Addition – working towards written method Subtraction – working towards written method	Mental Strategies x and ÷ Multiplication - Working towards written method Division - Working towards written method Shape and properties Positional direction	Place Value and Number Fractions Fractions & Measures Mental Strategies - + and – Addition Subtraction	Mental strategies (Using and applying/inverse through relative contexts ie. money and measures) Multiplication (Embed skills, then use and apply/inverse through relative contexts ie. money and measures) Division (Embed skills, then use and apply/inverse through relative contexts

						ie. money and measures) Multiplication and division (Using and applying/inverse through relative contexts ie. money and measures) Shape and Properties (2 weeks) Positional Direction
Computing	Espresso Coding Unit 1 (Espresso Coding)	Digital Literacy: Website Design (Purple Mash)	Combining Text and Graphics: (Microsoft Publisher)	Scratch – animated stories (Scratch v1.4)	Digital Literacy: Film Making Unit (I-Movie on the I-pads)	Python Coding Unit 3 (Espresso Coding)
Start Art		Start Art to be displayed		Start Art to be displayed		
Art	Art - portraits of the different monarchs using different techniques T3	DT - Build the House of Parliament P9	DT - Design a toy out of recycled material using computing programming to use electricity P10	Art - Perspective T2	Art - painting techniques T3	DT - Mayan food
Music	Guitar/violin	Guitar/violin	Guitar/violin	Guitar/violin	Guitar/violin	
RE	Unit 9: How should we live and who can inspire us? Contemporary examples: Ruth Valerio	Unit 9: How should we live and who can inspire us? Contemporary examples: Ruth Valerio	Unit 6: How do we make moral choices?	Unit 6: How do we make moral choices?	NA: SATS	Unit 8: What do people believe about life?
PSHE	Relationships What are the important relationships in life now? What is love? How do we show love to one another? Can people of the same sex love one another? Is this okay? What are the different kind of families and partnerships? What do the words lesbian and gay mean? Why does calling someone gay count as bullying? Can some relationships be harmful?	People who help me/ getting help and advice Who can I talk to I want help or advice? Where can I find information about puberty and sex? How can find reliable information about these things safely on the internet?	My body What is puberty? Does everyone go through it? At what age? What body changes do boys and girls go through at puberty? Why are some girls 'tomboys' and some boys a bit 'girly'? Is my body normal? What is a normal body? How will my body change as I get older?	Feelings and attitudes What kind of feelings can come with puberty? What are sexual feelings? What are wet dreams? What is masturbation? Is it normal? How can we cope with these feelings and mood swings? Can I believe everything I see on the TV?	Keeping safe and looking after myself How can I look after my body now I am going through puberty? How can girls manage periods (menstruation)? How can people get diseases from sex and can they be prevented? HIV and Aids	Life cycles/ human reproduction What is sex? What is sexual intercourse? How many sperm does a man produce? How many eggs does a woman have? How do sperm reach the egg to make a baby? Does conception always occur or can it be prevented? How do same sex families have babies? How is the baby born?
RRS	Looking at the general idea of rights and respecting others in relation to our rights in class. Rights are something that we have that can never be taken away like the right to be in school, be safe and be healthy We need to make sure that we respect everyone else's rights so we can all share them.	Article15 : You have the right to chose your own friends or join a group as long as it isn't harmful to others Article 18: you have the right to be raised by your parents if possible Article; 27: you have the right to food , clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do	Article7: you have a right to a name which is officially recognised Article 14: you have the right to choose your own religion d beliefs. Your parents should have you decide what is right and wrong and what is best for you Article 30: you have the right to practise your own culture, language and religion	Article 3: all adults should do what is best for you Article 39: you have the right to help if you have been hurt, neglected or badly treated	Article 29: Your education should help you use and develop your talents	Article 16: You have the right to privacy Article 17: You have the right to get information that will keep you safe and well Article 24: you have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment and information to keep you well
PE	Netball and Gymnastics	Football and Gymnastics	Basketball and Gymnastics	Cricket and Dance	Dance and Athletics	Swimming and Athletics
Visits	Tate Modern - art trip	Houses of Parliament			Mayan workshop - in school	Highgate Woods - habitat workshop

