







Y6 2024-2025	Autumn		Spring		Summer	
Maths	<ul style="list-style-type: none"> Calculating using knowledge of known structures <ul style="list-style-type: none"> Multiples of 1000 Numbers up to 10,000,000 Draw, Compose and Decompose Shapes 		<ul style="list-style-type: none"> Multiplication & Division Area, Perimeter, Position and Direction <ul style="list-style-type: none"> Fractions & Percentages 		<ul style="list-style-type: none"> Statistics KS2 SATS <ul style="list-style-type: none"> Ratio & Proportion Calculating using knowledge of know structures Solving problems with two unknowns <ul style="list-style-type: none"> Order of Operations Mean Average 	
English	<p>Mixed Genre Writing: Hansel and Gretel</p> <p>Film Literacy: Francis (Literacy Shed)</p> <p>Persuasion: Up (Pixar Animation) or Wisp A Story of Hope</p> 	<p>Mixed Genre Writing: Darwin's Dragons</p> <p>Instructions: How to Steal Christmas</p> <p>Cinquain Poetry: Where the Poppies Now Grow</p>  	<p>Mixed Genre: The Night of The Gargoyles</p> <p>Reports: Arthur Spiderwick's Field Guide to the Fantastical World Around You</p>  	<p>Mixed Genre Writing: Friend or Foe</p> <p>Explanations: The Workings of the Human Heart</p>	<p>Mixed Genre Writing: Windrush Child</p> <p>Advocacy Campaign: Rights and Responsibilities</p> <p>Advocacy Poetry: Be the Change</p>	<p>Literacy Heritage: Romeo and Juliet</p> <p>I Don't Like Poetry by Joshua Seigal</p> 
Science	<p>Living things and their habitats</p> <p><i>National Curriculum:</i></p> <ul style="list-style-type: none"> 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>Evolution and Inheritance</p> <p><i>National Curriculum:</i></p> <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are 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>Electricity</p> <p><i>National Curriculum:</i></p> <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 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 use recognised symbols when representing a simple circuit in a diagram 	<p>Animals including Humans</p> <p><i>National Curriculum:</i></p> <ul style="list-style-type: none"> 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 	<p>Light</p> <p><i>National Curriculum:</i></p> <ul style="list-style-type: none"> 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 	
History	<p>The Maya</p> <p><i>National Curriculum: a non-European study that provides contrast with British History</i></p> <p><i>Disciplinary focus: evidential thinking</i> How do historians know about the Maya?</p>		<p>Britain in the era of the Second World War</p> <p><i>National Curriculum: a study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</i></p> <p><i>Disciplinary focus: causation</i> What was the impact of war and post-war developments on Britain</p>		<p>Black History</p> <p><i>National Curriculum: a study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</i></p> <p><i>Disciplinary focus: significance</i> How has black peoples role in British society changed over time?</p>	

<p>Geography</p>	<p>Extreme Earth National Curriculum:</p> <ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Disciplinary focus: interaction</p>		<p>Energy and Climate Change National Curriculum:</p> <ul style="list-style-type: none"> describe and understand key aspects of human geography, including the distribution of natural resources including energy <p>Disciplinary focus: interaction How do local actions in the UK affect global climate? Skills focus: interpreting pie charts</p>		<p>Jamaica National Curriculum:</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on North and South America identify the position and significance of the tropics of cancer and Capricorn and time zones describe and understand key aspects of physical geography including climate zones and biomes <p>Disciplinary focus: change What is a preferable future for Jamaica's tourist industry?</p>	
<p>PE</p>	<p>Rugby National Curriculum:</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 	<p>Flag Football National Curriculum:</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 	<p>Hockey National Curriculum:</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 	<p>Netball National Curriculum:</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 	<p>Athletics National Curriculum:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination 	<p>Cricket National Curriculum:</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
	<p>Gymnastics National Curriculum:</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 	<p>OAA National Curriculum:</p> <ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team 	<p>Dance (WW2) National Curriculum:</p> <ul style="list-style-type: none"> perform dances using a range of movement patterns 	<p>Gymnastics National Curriculum:</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 	<p>Fitness Circuits National Curriculum:</p> <ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>Dance National Curriculum:</p> <ul style="list-style-type: none"> perform dances using a range of movement patterns
<p>Art</p>	<p>Sculpture: Emma Bridgwater Clay National Curriculum:</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] to know about great artists, architects and designers in history. <p>- Shape, form, model and construct with malleable and rigid materials with increasing dexterity. - select from a variety of joining techniques to suit the purpose, medium and aesthetics. - Make initial sketches to develop ideas and inform making.</p>		<p>Activism National Curriculum:</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] to know about great artists, architects and designers in history. 		<p>Bauhaus Art National Curriculum:</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] to know about great artists, architects and designers in history. 	

<p style="text-align: center;">DT</p>	<p style="text-align: center;">Food and Nutrition: Celebrating Culture & Seasonality</p> <p style="text-align: center;"><i>Key Knowledge, Skills and Understanding:</i></p> <ul style="list-style-type: none"> know that recipes can be adapted to change the appearance, taste, texture and aroma understand seasonality, & know where & how a variety of ingredients are grown, reared, caught & processed understand some of the ethical dilemmas associated with the food people choose to buy measure accurately & calculate ratios of ingredients to scale up or down from a recipe understand how key chefs have influenced eating habits to promote varied and healthy diets 		<p style="text-align: center;">Structures: Flood Proof Houses</p> <p style="text-align: center;"><i>Key Knowledge, Skills and Understanding:</i></p> <ul style="list-style-type: none"> understand how to strengthen, stiffen and reinforce 3-D frameworks know what methods of construction have been used in existing products know that materials can be combined and mixed to create more useful characteristics. Know how sustainable the materials in products are know about inventors, engineers and manufacturers who have developed ground-breaking products know how innovative products are demonstrate resourcefulness when tackling practical problems select and use appropriate tools safely and competently, including junior hacksaws, G-clamps and hand drills 		<p style="text-align: center;">Electrical Systems: Shaky Hand Tester Games</p> <p style="text-align: center;"><i>Key Knowledge, Skills and Understanding:</i></p> <ul style="list-style-type: none"> investigate famous inventors who developed ground-breaking electrical systems and components: Thomas Edison, Charles Fritz-solar energy, Charles Brushwind power, William Armstrong & Joseph Wilson Swan-incandescent light bulb know how to use learning from Science to help design and make products that work know how more complex electrical circuits and components can be used to create functional products understand and use electrical systems in their products apply their understanding of computing to program, monitor and control their products know how to test an electrical system to demonstrate its effectiveness for the intended user and purpose 	
<p style="text-align: center;">Music</p>	<p style="text-align: center;">Whole-Class Instrument: Recorders</p> <p style="text-align: center;">Charanga Music Scheme Extra Repertoire Steps 14-28 <i>National Curriculum:</i></p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations 		<p style="text-align: center;">WW2</p> <p style="text-align: center;"><i>National Curriculum:</i></p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 		<p style="text-align: center;">Pop Art</p> <p style="text-align: center;"><i>National Curriculum:</i></p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 	<p style="text-align: center;">Music Technology Unit Hip-Hop Project</p> <p style="text-align: center;"><i>National Curriculum:</i></p> <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music
<p style="text-align: center;">PSHE</p>	<p style="text-align: center;">My Emotions MMR15 ME 5/6</p>	<p style="text-align: center;">Rights, Rules and Responsibilities CIT 11 RR 5/6</p> <p style="text-align: center;">Anti-Bullying MMR17 AB 5/6</p>	<p style="text-align: center;">Drug Education HSL 22 DE 5/6</p>	<p style="text-align: center;">SRE HSL 24 SR 6</p>	<p style="text-align: center;">Body Image</p>	<p style="text-align: center;">Financial Capability EW 3 FC 5/6</p> <p style="text-align: center;">Healthy Belonging</p>
<p style="text-align: center;">RW</p>	<p style="text-align: center;">Sikhism: The teaching of the gurus</p> <p style="text-align: center;"><i>How do Sikhs use their stories and sayings in their everyday lives?</i></p>	<p style="text-align: center;">Sikhism: Living Sikh Traditions</p> <p style="text-align: center;"><i>Sikh identity in modern Britain</i></p>	<p style="text-align: center;">Humanism: the life of a humanist</p> <p style="text-align: center;"><i>What are Humanist beliefs and how they differ from religions?</i></p>		<p style="text-align: center;">Local Faiths</p> <p style="text-align: center;"><i>What faiths are around us? A study of St Ives and how different faiths and denominations are part of the local community.</i></p>	

Computing	<p>Online Safety <i>National Curriculum:</i></p> <ul style="list-style-type: none"> • use technology safely, respectfully and responsibly • recognise acceptable/unacceptable behaviour • identify a range of ways to report concerns about content and contact. 	<p>Computing Systems and Networks: Communication and Collaboration <i>National Curriculum:</i></p> <ul style="list-style-type: none"> • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<p>Programming: Variables in Games <i>National Curriculum:</i></p> <ul style="list-style-type: none"> • 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 • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<p>Data and Information: Introduction to Spreadsheets <i>National Curriculum:</i></p> <ul style="list-style-type: none"> • 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 	<p>Creating Media: Webpage Creation <i>National Curriculum:</i></p> <ul style="list-style-type: none"> • 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
	MFL	Numbers 50-100 Time		Describe Myself Physically My Personality	