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| Year 6 | Autumn 1 | Autumn 2 | Spring 1 | | Spring 2 | Summer 1 | Summer 2 |
| Theme | Getting to Know You/Our Local Area | The Industrial Revolution: Trains and Transport | The Vikings and Anglo-Saxons | | Evolution and Inhertiance | WW2 | Leisure and Entertainment |
| WOW Question/Stimulus /Visits | Who are we? What makes us special and unique?  **What made Scarborough one of the first tourist resorts in the UK and why was it so popular?**  How has the town’s role changed throughout time? How have the needs of tourists changed over the decades?  **Beach Schools.**  **Local learning walks (OS Map work).**  **Residential: Trip to the National Railway Museum in York/ York Chocolate Story (links to tourist attractions and celebrating York’s chocolate heritage).** | What was the industrial revolution?  Why is it an important part of our history?  How did the industrial revolution change people’s lives?  **Scarborough Engineering Trip (links to prototype wind-powered car design).**  **SJT Trip.** | Why did the Vikings invade the Kingdom of England?  What was life like during the Viking period?  What happened at the battle of Stamford Bridge?  Why was it so important?  **Jorvik (on residential trip: pre-learning).** | | How do we know what life came before humans? What makes me, me?  **Hidden Horizons workshops: fossil handling and evolution of horse limbs and finches activity.**  **Library trip.** | What caused WWII?  Which countries were involved?  **Library trip** | How does the physical environment effect where people choose to spend their holidays?    **Beach Schools** |
| English taught writing | Balanced Argument (3)- should children be allowed computers?  Quest Narrative (2) –  Science fiction narrative (3) - girl and the robot?  Biography (3) Young Engineers Robert Stephenson to be done after the visit?  Poetry (1)- reciting humorous Christmas Poems  Short writing burst (2)-letter planning from Stella. | | Fear narrative (3) linked to evolution-some sort of dino scary story?  Narrative (3) Viking link  Newspaper report (2) Viking attack.  Short writing bursts planning from Stella: description of a scene and the police report? (3) | | | Upskilling writers-Stella support (4)   1. Scenarios of war 2. Letter home from evacuee/solider 3. Dialogue to convey action-short writing piece 4. Literacy Shed-Letters narrative-Beyond the Lines   Persuasive letter (Y6 party)  Adventure story  Leavers memory speech to Y6 team | |
| English taught reading | Journey to Jo’Burg 4  Non-fiction York (youtube clip - visual) 1  Non-friction Scarborough (web page) 1  The Window – Picture 2  Non – Fiction – Amazing Transport 2  Poem - Twas The Night Before Christmas 2  Testbase texts/Black Hole video as needed | | Aubrey and the Terrible Yoot  The Jabberwocky – Poetry 2  Non-Fiction – Vikings/Darwin/Mary Anning BBC teach transcripts and books | | | Carrie’s War 3  Non-Fiction – WW2 (BBC clips and transcripts)  London Eye Mystery 6 | |
| Class story | Grannie | A Christmas Carol-children's abridged version.  Or The Highland Falcon Adventure | Skellig, There’s a Boy in the Girl’s Bathroom or Murder on the Safari Star (agreed by JG) | | | Carries War or Wonder | |
| Spoken Language |  | Playscript Performance |  |  | |  | **Poetry to Perform**  **Play performance** |
| English links to theme |  |  |  |  | |  |  |
| Maths taught | **Whiterose:**  Number and Place Value  Four Operations  Fractions | | **Whiterose:**  Decimals  Percentages  Algebra  Converting between units  Perimeter, area and volume  ratio | | | **SATS prep**: past papers, revision  **SATS week** – code crackers and nets  **Whiterose:**  Statistics  Properties of shape  **Y6 transition:** calculators  Murder mystery and loop puzzles  Whiterose problem solving – futures and tours | |
| Maths links to theme |  |  |  |  | |  |  |
| PSHCE - Jigsaw | Being me in my world   1. My Year Ahead 2. Being a Global citizen 1 3. Being a global citizen 2 4. The learning charter 5. Our learning charter 6. Owning our learning charter | Celebrating difference  1. Am I normal?  2. Understanding difference  3. Power struggles  4. Why Bully  5. Celebrating difference  6. Celebrating difference | Dreams and goals  1. Personal learning goals  2. Steps to success  3. My dream for the world  4. Helping to make a difference  5. Helping to make a difference  6. Recognising our achievements | Healthy me  1. Taking responsibility for my health and well-being  2. Drugs  3. Exploitation  4. Gangs  5. Emotional and mental health  6. Managing stress and pressure | | Relationships  1. What is mental health?  2. My mental health  3. Love and loss  4. Power and control  5. Being online: real or fake? Safe or unsafe?  6. Using technology responsibly | Changing me  1. My self image  2. Puberty  <https://vimeo.com/user/96707063/folder/729017>  (Used instead of Jigsaw)  3. Babies conception to birth  (awaiting governor and parent approval)  4. Boyfriends and girlfriends  5. Real self and ideal self  6. The year ahead |
| British Values | Community  Democracy  Rule of law | Diversity  Tolerance |  | Rule of law | |  | Diversity |
| Science | **Light**  1. To recognise light sources  2. Recognise that light appears to travel in straight lines  (periscope)  4. 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  5. use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them  6. to understand light and colours – rainbows (non-statutory guidance) | **Electricity**  1. importance of major discoveries in electricity  2. use recognised symbols when representing a simple circuit in a diagram  3. use recognised symbols when representing a simple circuit in a diagram  4. associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit  5.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  6.to research real scientists who have made a difference in the field of electricity | **Animals Inc Humans**  identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood  1. to understand the function of blood – circulatory system  2.to understand and describe the function of blood vessels and the heart – circulatory system  3.to describe how our bodies transport water and nutrients – digestive system  4.to explain how diet and exercise affect our bodies  5.to plan a scientific enquiry and present results – plan an investigation linked to heart rate and exercise  6.to explain the impact of drugs on the way their bodies function | **Evolution and Inheritance**  1. recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents  2. identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution  3. to identify the key theory of evolution  4. to identify evidence for evolution from fossil record  5. to understand how human beings have evolved  6. to explore the evolution of the whale | | **Living Things and Their Habitats**  1.to understand the 7 characteristics of living things MRS NERG  2.to understand how we group living things – the 5 kingdoms (animals, plants, fungi, protists, prokaryotes) includes micro-organisms  3. to know the difference and explain vertebrates and invertebrates  4. to understand classification keys  5. to use classification keys | **Transition to Y7 theme**  1.To know what to expect as I prepare for secondary school.  2.To research local secondary schools (timetables, clubs, staff etc).  3. To become familiar with example timetables and discuss personal organisation.  4. To explore different ways to meet new people and make friends.  5. To consider my worries and solutions for them.  6. To reflect on my time at Friarage-what should I be proud of and take with me.  7. To consider what opportunities there are looking forward to secondary school. |
| Sc Enquiry | •plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  •take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate  •record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  •identify scientific evidence that has been used to support or refute ideas or arguments  • report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations  •use test results to make predictions to set up further comparative and fair tests | | | | | | |
| Computing taught | **ESafety lesson1:**  To know who to report things to  To know to that bullying can happen anywhere in the world online  To know and be able to implement strategies in the event of bullying  **5.1: Systems and Searching**  1. To explain that computers can be connected together to form systems.  2. To recognise the role of computer systems in our lives  To identify how to use a search engine  3. To describe how search engines select results  4. To explain how search results are ranked  5. To recognise why the order of results is important, and to whom | **ESafety lesson2:**  I can identify personal information.  I can explain why someone might have an online friendship.  I can explain what to do if I am asked or told something online which makes me uncomfortable.  I can explain some of the dangers of revealing personal information to an online friend  **5.3 Video Editing**  1.To explain what makes a video effective.  2. To use a digital device to record video  3. To capture video using a range of techniques  4. To create a storyboard  5. To identify that video can be improved through reshooting and editing  6. To consider the impact of the choices made when making and sharing a video | **ESafety lesson3:**  I can identify personal information.  I can explain why someone might have an online friendship.  I can explain what to do if I am asked or told something online which makes me uncomfortable.  I can explain some of the dangers of revealing personal information to an online friend.  **5.4 Flat-File Databases**  1. To use a form to record information  2. To compare paper and computer-based databases  3. To outline how you can answer questions by grouping and then sorting data  4. To explain that tools can be used to select specific data  5. To explain that computer programs can be used to compare data visually  6. To use a real-world database to answer questions | **ESafety lesson4:**     |  | | --- | | I understand the  benefits and pitfalls of  online relationships. | | I can identify information  that I should never  share. | | I can identify personal  information. | | I can explain why  someone might have  an online friendship. | | I can explain what to  do if I am asked or told  something online which  makes me uncomfortable. | | I can explain some of  the dangers of revealing  personal information to  an online friend. | | |  | **5.6: Programming B Selection in Quizzes:**  1.To explain how selection is used in computer programs  2. To relate that a conditional statement connects a condition to an outcome  3.To explain how selection directs the flow of a program  4.To design a program that uses selection  5.To create a program that uses selection  6.To evaluate my program |
| Computing links | Pupils learn to create secure passwords for their accounts, learn about spam and how to deal with it, and decode website privacy policies, understanding the implications for the info that they share online  Pupils begin to explore the nature of online audiences and permanency of information online. They begin to understand the significance of published information and personal information  Pupils understand what it means to be a good digital citizen as they interact with others online by understanding how to prevent and respond to cyberbullying. They also learn how to communicate effectively to prevent miscommunication in order to be a responsible member of a connected culture continued  Pupils begin to consider the impact of their online presence on their own self- image and the way others see them and explore how to construct a positive online profile | | | | | | |
| Geography  Use atlases to find out data about other places  Use 8 figure compass and 6 figure grid reference accurately  Use lines of longitude and latitude on maps  Locate the world’s countries on a variety of maps, including the areas studied  Know how height is recorded on OS maps and to create own maps of local area based on knowledge and skills taught  Follow a short route on a OS map  Describe the features shown on an OS map  Making maps  Draw plans of increasing complexity | **What made Scarborough one of the first tourist resorts in the UK and why was it so popular?**  1.to follow a short route on a map (links to history 1).  2. to use OS maps  3. to create my own OS map for tourists, signposting them to different attractions. |  | 1. To be able to locate and identify the countries Vikings raiders came from and where they settled. |  | | 1.To identify and record axis and allies on a map of Europe. | **Line of enquiry**  **How does the physical environment effect where people spend their holidays?**  1.To understand 6 figure grid references.  2. To understand longitude and latitude.  3. To understand the difference between climate and weather.  4. To recognise physical and human geography in the UK.  5. To research another country.  6.To design a tourist webpage for my country. |
| History  *Develop increasingly secure chronological knowledge and understanding of history, local, British and world.*  *Put events, people, places and artefacts on a time- line.*  *Use correct terminology to describe events in the past.*  *Record knowledge and understanding in a variety of ways, using dates and key terms appropriately.*  *Select sources independently and give reasons for choices.*  *Devise, ask and answer more complex questions about the past, considering key concepts in history.*  *Understand that the past is represented and interpreted in different ways and give reasons for this*  *Describe and begin to make links between main events, situations and changes within and across different periods and societies.*  *Begin to offer explanations about why people in the past acted as they did.*  *Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual.*  *Give reasons why some events, people or developments are seen as more significant than others.* | **What made Scarborough one of the first tourist resorts in the UK and why was it so popular?**  How has the town’s role changed throughout time? How have the needs of tourists changed over the decades?  1.to learn when and why did people first start to visit Scarborough?  Local learning walk -links to Geography 1. See: <https://scarboroughcivicsociety.org.uk/Old_Town_Trail.php>  2. to understand how the town has changed to cater for the changing needs of tourists (see links to geography 2).  Children to design a ‘then and now’ poster demonstrating the changes in the town and why people’s reasons for visiting have changed. | 1.to understand how transport has changed over time (*Describe and begin to make links between main events, situations and changes within and across different periods and societies.)*  **Children complete Amazing Transport Comparison activity.** | CORE: The Viking and Anglo-Saxon struggle for the Kingdom of England at the time of Edward the confessor.  1.To know where did the Vikings come from and why. To know when they invaded the Kingdom of England.  2. to know what life was like living in Viking Britain.  3. to understand how the Vikings travelled.  4. to understand the Viking legal system.  5.to know what happened to the Vikings.  **Cross Curricular:**   * ***Links made in Reading-examining Anglo-Saxon chronicles*** * **Viking writing.** * **Viking pop-up book in DT.** | **Cross Curricular:**   * **Reading across sources – link to science.** | | **Note SATs exam window. SATs week: WW2 themed small enrichment/mindfulness activities planned.**  1.To be able to order the key events of WW2. I can explain why World War II began.  2.To understand how WW2 affected children in England  3. I can describe how people’s diets were different during World War II and answer questions about the implementation of rationing.  4. I can find out about women’s wartime roles and jobs and describe what they entailed in detail.  5. To understand the role of codes in WW2. |  |
| **Art**  Use first hand observations using different viewpoints, developing more abstract representations to explore own ideas  revisit ideas and designs  create own inspired art work in style of famous artist - Select and develop ideas confidently, using suitable materials confidently.  Explore different techniques – pencil pictures/computer design | **Portraits and Tourism posters**  1. to draw a representation of myself, focusing on the accuracy of facial proportions.  2. to draw a representation of my peer, focusing on the accuracy of facial proportions.  **History of travel posters:**  1. to learn about designers in history – look at history of travel posters, reason for and development. To create own modern day travel poster for Scarborough. **This will follow Geography objective 3.**  <https://www.kuriosis.com/blogs/news/history-of-travel-posters>  <https://journalofantiques.com/features/selling-the-dream-the-history-of-the-travel-poster/>  <https://greenolivearts.com/2014/03/27/history-travel-posters/> |  |  | **To explore variety of fossil art work in a variety of mediums** – charcoal, chalk, paint, 3D (salt dough), textile – stitching  (3 different mediums):  1**.**to print in salt dough using fossils and replicas.  [**https://www.youtube.com/watch?v=0otIRBBjI1c**](https://www.youtube.com/watch?v=0otIRBBjI1c)  Print with naturally sourced objects onto air drying clay.  2. to create a piece of fossil art  [How to Draw an Ammonite - Danny the Dinosaur Drawer - YouTube](https://www.youtube.com/watch?v=pFqsTEsa4Tw)  Mark make with paint (dashes, blocks of colour, strokes, points).  **3. possible third task (time permitting)**  **Sewing.** | | 1.To design a WW2 propaganda poster (History lesson 4).  Retrieval: **propaganda Posters- Y5 do propaganda art linked WW1 art project.** | **Famous Artists**  Learn about 4 famous artists – Banksy, Georgia O’keefe, Andy Warhol, Salvador Dali – 4 very different styles  1. To learn about the work of famous artists.  2.To create a version of my favourite artists artwork.  3. To develop my own personal style as an artist – develop use of sketch book to collect ideas  4. create a pictures using inspiration from artists looked at in week 1 and sketches collected in week 3  5. To use watercolours to add colour. |
| Design and Tech.  Design  Make  Evaluate  Technical knowledge  select tools and equipment  plan the tools, equipment and order for making  accurately measure and make  evaluate book and suggest changes for the future |  | **Design a prototype wind-powered car:**  1.to research model energy efficient types of transportation (solar, wind and E-powered vehicles).  2.to learn about Primary Bloodhound SSC. To design my own wind-powered prototype car.  3. to make a balloon powered car.  4. to test and evaluate the car and suggest changes for the future.  **(1 week Christmas plus 1 week history LO).** | **Pop-up book about Vikings**  **(Work collaboratively in a group to design a page each and a front cover)**  1.to research pop-up and flap books  2. to learn about different ways to produce a pop-up – develop accurate measuring and cutting  3. to design a pop-up/flap book in a group (3 people, design 1 page each to go together for a book about Vikings)  4. make the pop-up/flap pages and create the book  5. evaluate the book design and suggest changes/improvements for if repeating the task |  | | **Biscuits-taught discretely over 2pms.**  **(make do and mend-links to WW2 inventive baking such as the carrot cake). After SATs Week**  1.to explore a variety of biscuit types – plan, raisins, choc chip etc.  2. to learn how to make a simple/basic biscuit.  3. to generate innovative ideas.  4. to make design decisions for a biscuit – take into account times, resources, cost.  5. to evaluate biscuits and suggest changes for the future.  6. to explore packaging and advertising – if time.  \*select tools and equipment  \*plan the tools, equipment and order for making  \*accurately measure and make |  |
| RE (PPA cover – might need to know more of scheme) |  | U2.4 If God is everywhere, why go to a place of worship?  Opening up Christmas |  | 2 weeks : U2.8 what difference does it make to believe in ahimsa, grace and/or Ummah?  2 weeks : Opening up Easter | |  | U2.7 What matters most to Christians and Humanists?  U2.3 what do religions say to us when life gets hard? (link with transition being hard?) |
| Music (PPA cover – might need to know more of scheme) | •play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  **Harvest** | •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 notation  **Christmas** |  |  | |  | appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians  •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  **Children to compare and contrast classical music to the swinging 60s lessons in theme. Children to choreograph a dance routine to a piece of music.** |
| PE | Year 5/6  Athletics  Pupils will apply a refined understanding of running for speed, pacing, throwing and jumping for distance.  Key Success Criteria Pupils will demonstrate an advanced understanding of how to apply the correct technique in each event and why the correct technique is so important.  Pupils will refine their ability to encourage and collaborate with other, communicating developmental feedback and showing respect.  Pupils will constantly apply life skills such as responsibility and self discipline by applying their best effort every time and leading others by example. | Year 5 and 6  Netball  Pupils will apply a refined understanding of attacking skills and defensive skills, that will be executed accurately and consistently.  Key Success Criteria Pupils will demonstrate resourcefulness and problem solving skills by creating, applying and then adapting a range of attacking and defending tactics.  Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.  Pupils will constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example. | Year 5/6  Health Related Exercise  Pupils will be able to complete fitness assessments and participate in circuits that will enhance their fitness.  Key Success Criteria Pupils will refine their understanding of the impact of exercise on their bodies and the importance of developing their aerobic capacity, strength and flexibility.  Pupils will refine life skills such as communication and respect as they encourage their partners through the circuits.  Pupils will refine life skills such as self motivation, resilience and self discipline as they strive to improve their own performances. | Year5/6  Matching and Mirroring  Pupils will create a sequence containing both matching and mirroring movements, executed with accuracy and fluidity using a range of apparatus.  Key Success Criteria Pupils will effectively apply life skills such as evaulation and decision making as they identify strengths and weaknesses in their sequences and find ways to improve.  Pupils will demonstrate respect and trust as they give and receive constructive feedback in order to improve their sequences and performances.  Pupils will consistently apply integrity and self discipline as they perform their sequences and receive feedback.  Pupils will strive to improve their sequences. | | Year 5/6  Rounders  Pupils will apply a refined ability to consistently execute throwing, catching, retrieving and batting skills.  Key Success Criteria Pupils will demonstrate resourcefulness and problem solving skills by creating a range of tactics, applying these to their games.  Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.  Pupils will constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example. | Year 5/6  Competitions  Pupils will apply a refined understanding of running for speed, pacing, throwing and jumping for distance.  Key Success Criteria Pupils will demonstrate an advanced understanding of how to apply the correct technique in each event and why the correct technique is so important.  Pupils will refine their ability to encourage and collaborate with other, communicating developmental feedback and showing respect.  Pupils will constantly apply life skills such as responsibility and self discipline by applying their best effort every time and leading others by example. |
| French | Unit 19 - Les portraits  1.Be able to describe themselves  2.Be able to say how other people look  3.Understand descriptions spoken and written by other people  4.Be able to write about themselves or another person using adjectives to describe distinguishing features | Unit 20 – Les cadeaux  1.Know the vocabulary for a range of presents  2.Be able to say and write what they would like for Christmas in French  3.Be able to say what they would buy for other family members | Unit 21 - Le carnaval des animaux  1.Be able to name four more animals  2.Be able to discriminate between the **ou** and **u** sounds in French  3.Be able to follow instructions to mimic animal walks  4.Be able to write simple sentences to describe where animals live, and some of their other characteristics | Unit 22 – Au café  1.Be able to order one or two food items as part of a dialogue  2.Be able to understand a price in spoken and written French  3.Be able give a reason why they like/dislike an item of food or a drink and understand other people’s opinions | | Unit 23 – Tour de France  1.Be able to give 5 facts about each of these topics: France, Paris and ***le Tour de France***  2.Be able to present some facts about a town, orally and in writing, in French | Unit 24 – Destinations  1.Be able to name some European countries and shapes in French  2.Able to apply language learning strategies and knowledge of language to explore French and other languages  3.Be able to name some other French speaking countries in the world  4.Be able to say where they are going on holiday and what they will see and do  5.Be able to say their nationality, where they live and the language people speak |