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|  | Autumn | Spring | Summer |
| **Maths** | **Singapore Maths*** Numbers to 10 Million
* Four Operations on Whole Numbers
* Fractions
* Decimals
 | **Singapore Maths** **-** Measurements**-** Word Problems**-** Percentages/Ratio/Algebra- Area and Perimeter- Volume- Geometry | **Singapore Maths** **-** Position and Movement**-** Graphs and Averages-Negative Numbers |
| **English** | **READ TO WRITE****AUTUMN 1- ‘Rose Blanche’ ‘Anne Frank’**As writers we will be writing: Recount: A DiaryPurpose: To recountRecount: A Bravery Speech AwardPurpose: To recount and inform**AUTUMN 2- ‘A Story Like the Wind’**As writers we will be writing: Narrative: A Flashback NarrativePurpose: To narrateRecount: A Newspaper ReportPurpose: To recount |  **READ TO WRITE****SPRING 1- ‘The Origin of the Species’**As writers we will be writing: Narrative: A Discovery NarrativePurpose: To narrateExplanation: An AdaptationPurpose: To explain**SPRING 2- ‘Wolves’**As writers we will be writing: Recount: A First Person NarrativePurpose: To narrateDiscussion: A Balanced ArgumentPurpose: To discussInformation Text: WolvesPurpose: To informNarrative: A Suspense Narrative | **READ TO WRITE****SUMMER 1- ‘Shackleton’s Journey’**As writers we will be writing: Narrative: An Endurance NarrativePurpose: To narrateRecount: A Magazine ArticlePurpose: To recount and inform**SUMMER 2- ‘Hansel and Gretel’** As writers we will be writing: Narrative: A Dual NarrativePurpose: To narrateRecount: A LetterPurpose: To persuade |
| **Computing**  | Computing Systems and Networks - CommunicationCreating Media – 3D Modelling | Creating Media – Web Page CreationData and Information - Spreadsheets | Programming A – Variables in GamesProgramming B - Sensing |
| **History** | **Battle Of Britain**As historians we will consider:Why did Britain declare war on Germany in 1939?Why was rationing introduced?Why were people evacuated from cities?What happened in the Battle of Britain?The Blitz: how did Hitler continue to attack Britain?How did conflict change society in the Second World War? | **Windrush Generation**As historians we will consider:Where are the Caribbean islands? What’s their history?How did the people of the Caribbean help Britain in the war against Nazi Germany and Hitler?Why did people migrate from the Caribbean to England in 1948?What was life in London like for the Windrush pioneers?Who was Sam King and what did he do? Who was Norma Best and what did she do?How did the Windrush migration change Britain for the better? | **Battle, conflict and events: study five past monarchs through time**As historians we will consider:How is William I remembered? What legacy did he leave?How is Henry VIII remembered? What legacy did he leave?How is Elizabeth I remembered? What legacy did she leave?How is Charles II remembered? What legacy did he leave?How is Queen Victoria remembered? What legacy did she leave?WEIGH-it In your opinion, who was the greatest past monarch? Why is that? |
| **Geography** | **Physical processes Earthquakes, mountains and volcanoes**As geographers we will consider: What makes up the layers of planet Earth?What are tectonic plates and where do you find them?How do tectonic plates move and what happens?What causes an earthquake and what’s the effect?How are mountains formed?How do volcanoes work? | **Settlements, land use and economic activity**As geographers we will consider: What are settlements and where are they found?Do settlements have a pattern?Do people, their movement and economic activity have patterns? | **Comparison of a region of the UK, Europe and****North America**As geographers we will consider: Where is the Lake District and what is it like?How was the Lake District formed?Poland: where can you find the Tatra mountains?What are the Tatra mountains like?The Caribbean and Jamaica: what do we know? What’s the terrain like?What is similar and what is different between the Lake District, Tatra mountains and the Caribbean? |
| **Music** | **Charanga – Year 6****Unit 1 – Happy****Unit 2 – Classroom Jazz 2**As Musicians in these units children will* Describe the style indicators of the song/music.
* Describe the structure of the song.
* Identify the instruments/voices they can hear.
* Talk about the musical dimensions used in the song.
* Play instrumental parts accurately and in time as part of the performance.
* Improvise in the lessons and as part of the performance.
* Compose a melody using simple rhythms and use as part of the performance.

Children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.Harvest Festival SongChristmas Performance | **Charanga – Year 6****Unit 1 - A New Year Carol****Unit 2 – You’ve got a Friend**As musicians in these units children will * Describe the style indicators of the song/music.
* Describe the structure of the song.
* Identify the instruments/voices they can hear.
* Talk about the musical dimensions used in the song.
* Describe the mood and story told?

Children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Some will take on a musical leadership, creating musical ideas for the group to copy or respond to. | **Charanga – Year 6****Unit 1 - You’ve Got A Friend**As musicians in these units children will* Talk about the music of featured artists.
* Talk about any musical connection with previous knowledge and understanding.
* Talk about ow they planned and wrote their composition, the key themes and tools they used.
* Discuss the sections they particularly like and dislike.
* Talk about their identity in the music and performance

**Unit 2 - Reflect, Rewind and Replay*** Listen and Appraise Classical music
* Continue to embed the foundations of the interrelated dimensions of music using voices and instruments
* Singing
* Play instruments within the song
* Improvisation using voices and instruments
* Composition
* Share and perform the learning that has taken place

End of year performance |
| **Art** | **Drawing Block A**In this block, pupils will apply knowledge of techniques to draw in detail, using scale and proportion to modify their artwork.They will produce portraits.**Painting and Collage Block B**In this block, pupils will complete a series of still life paintings, combined with collage. They will look at the still life work of Patrick Caufield and compare it to the cubism work of Pablo Picasso. | **Printmaking and Textiles Block C**In this block, pupils will create a simple one-point perspective drawing and use selected parts to create a printed image as well as replicate line through batik.**3D Block D**In this block, pupils will create 3D forms using a variety of techniques. They will need to consider use of colour, pattern and texture as they combine their pieces made throughoutthe unit in Lesson 3, to form 3D structures. | **Painting Block E**In this block, pupils will combine techniques learnt in previous lessons to create the illusion of depth and represent the translucent qualities of water.**Creative Response Block F**In this block, pupils will work through the steps of the creative process as they combine drawing and batik to add detail to a circular piece of fabric. This will be added to a collaborative piece of work. |
| **D.T.** | **Food and Nutrition-Can street foods save us?**In this block, pupils will study and make street foods from different cultures. The aim of these sessions is to encourage pupils to think about their own diet and snacks and how their nutritional value could be improved. The block provides an opportunity for pupils to learn about a range of different cultures.**Mechanisms - How do pulleys and gears let you see the world?**In this block, pupils will investigate how pulleys and gears work and design and make their own gears product. Pupils will select and use a variety of modelling materials to create final outcomes. | **Food and Nutrition – Does food affect the way you feel?**Pupils will learn how to cook foods that are often pre-made and processed. They will learn and apply techniques to make dishes designed to help improve energy levels, mood and future health.**Structures – How strong is a piece of Spaghetti?**In this block, pupils will test the strength of spaghetti and then apply what they have learned to construct a tower that is at least one metre tall. | **Electrical Systems – Can switches perform more than one function?**In this block, pupils will learn how switches can be combined with electrical components in different ways to change the functionality of a product.**Textiles – How can we reduce, recycle and repurpose?**In this block, pupils will learn how they can reduce waste by recycling and repurposing snack packets and plastic bags into useful items. |
| **P.E.** | **Colomendy, Gym, Swimming, Invasion Games – Tag Rugby**During our P.E. sessions we will:Take part in outdoor and adventurous activity challenges individually and as a team.Compare their performance to previous ones and demonstrate improvement to achieve their personal best.Swim competently confidently and proficiently over a distance of at least 25m.Perform safe, self-rescueUse a range of strokes effectivelyPlay competitive games and apply basic principles suitable for attacking and defending.Develop flexibility strength, technique, control and balance. | **Dance, Invasion Games – Basketball/Netball/Hockey**During our P.E. sessions we will:Develop flexibility strength, technique, control and balance.Perform dance using a range of movement patternsCompare their performance to previous ones and demonstrate improvement to achieve their personal best.Perform dance using a range of movement patternsCompare their performance to previous ones and demonstrate improvement to achieve their personal best.Hockey/Netball/basketballPlay competitive games and apply basic principles suitable for attacking and defending. | **Athletics, Invasion Games, Striking and Fielding**During our P.E. sessions we will:Rounders, cricket, athleticsRunning, jumping throwing and catching in isolation and in combinationPlay competitive games and apply basic principles suitable for attacking and defendingDevelop flexibility strength, technique, control and balanceCompare their performance to previous ones and demonstrate improvement to achieve their personal best. |
| **R.E.** | **Jigsaw RE****Buddhism**We will learn the best way for a Buddhist to show commitment to their beliefs and understand the best way for a Buddhist to live a good life. We will also learn to understand how  Buddhist teachings are interpreted by believers.**Christianity - Christmas**We will consider how significant is it that Marywas Jesus' mother?Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born? | **Jigsaw RE****Humanism**We will think about how inspirational people impact on how Humanists live today.**Christianity - Easter**We will consider if Christianity is still a strong religion over 2000 years after Jesus was on Earth?**Islam**We will consider What is the best way for a Muslim to show commitment to God?How is the Qur’an vital to Muslims today?Does belief in Akhirah (life after death) help Muslims lead a good life? | **Jigsaw RE****Judaism**We will consider Are Rosh Hashanah and Yom Kippur important to Jewish children?What is the best way for a Jew to show commitment to God?How are sacred teachings and stories interpreted by Jews today?**Sanatana Dharma**  We will consider what  the best way is for a Sanatani to show commitment to God, how Brahman can be everywhere and in everything and if beliefs in Karma Samsara and Moksha help Sanatanis lead good lives**Sikhi**We will consider How far would a Sikh go for their religion?How are sacred teachings and stories interpreted by Sikhs today?What is the best way for a Sikh to show commitment to God? |
| **PSHCE** | **Jigsaw Units**AUTUMN 1-Being in my worldAUTUMN 2-Celebrating difference | **Jigsaw Units**SPRING 1-Dreams and GoalsSPRING 2-Healthy Me | **Jigsaw Units**SUMMER 1-RelationshipsSUMMER 2-Changing Me |
| **Cultural Themes** | **Languages – French** French Sport and the OlympicsFrench Football Champions | **Languages – French** In my French housePlanning a French Holiday | **Languages – French**Visiting a Town in France  |
| **Science** | **Animals Including Humans**As Scientists we will: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 our bodies function.Describe the ways in which nutrients and water are transported within animals, including humans. | **Evolution & Adaptation**As Scientists we will: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.**Classifying Living Things**As Scientists we will: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. | **Electricity**As Scientists we will: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.**Light**As Scientists we will: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. |