

## Year 6

Subject	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Themes	<a href="#">World War II</a>	<a href="#">South America</a>	<a href="#">Dead Famous SATS Production</a>
English Reading	See English Curriculum		
English Writing	See English Curriculum		
English GPS Classroom Secrets	Ready to write Synonyms and antonyms Word classes Subjunctive form	Punctuation 1 Active and passive Formal and informal Punctuation 2 Hyphens	Revision SATS Cohesion
Maths White Rose	Place value Addition, subtraction, multiplication and division Fractions Position and direction	Decimals Percentages Algebra Converting units Perimeter, area and volume Ratio	Properties of shape Revision Problem Solving SATS Investigation
Science	<ul style="list-style-type: none"> <li>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>Take measurements, using a range of scientific equipment, with increasing accuracy, taking repeat reading when appropriate.</li> <li>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>Use test results to make predictions to set up further comparative and fair tests.</li> <li>Report and present findings from enquiries in oral and written forms such as displays and other presentations. This includes drawing conclusions, and explaining how things happen and how far I trust the results found.</li> <li>Identify scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>		
	<b>Light</b> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines.</li> <li>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.</li> <li>Explain that we see things because light travels from the light sources to our eyes or from light sources to objects and then to our eyes.</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	<b>Living Things and their Habitats</b> <ul style="list-style-type: none"> <li>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.</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <b>Evolution and Inheritance</b> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> </ul>	<b>Animals Including Humans</b> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>

## Year 6

	<p>Electricity</p> <ul style="list-style-type: none"> <li>• Associate the brightness of a lamp of the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>• 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.</li> <li>• Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>• Identify how animals and plants are adapted to suit their environment in different ways and that adaption may lead to evolution.</li> </ul>	
<p>Geography</p>	<p>Local Area</p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries within Europe (including Russia) and describe features studied.</li> <li>• Use the eight compass points to give/follow directions.</li> <li>• Use 6-figure grid references, symbols and keys (including OS maps) to build their knowledge of the UK and wider world.</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area. Measure straight line distances on a plan and use scales to measure distances.</li> </ul>	<p>South America</p> <ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on South America, concentrating on key physical and human characteristics, countries and major cities) and the key topographical features (hills, mountains, rivers and coasts).</li> <li>• Understand geographical similarities and differences through the study of human and physical geography in a region in South America.</li> <li>• Describe and understand key aspects of human geography including economic activity including trade links.</li> <li>• Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.</li> <li>• Describe and understand key aspects of human geography including the distribution of natural resources food and minerals.</li> </ul>	<p>Local Area</p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries within Europe (including Russia) and describe features studied.</li> <li>• Use the eight compass points to give/follow directions.</li> <li>• Use 6-figure grid references, symbols and keys (including OS maps) to build their knowledge of the UK and wider world.</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area. Measure straight line distances on a plan and use scales to measure distances.</li> </ul> <p>Local Area Enquiry - Who wants to live in Wanborough?</p>
<p>History</p>	<p>Develop chronological knowledge through:</p> <ul style="list-style-type: none"> <li>• placing events studied on the timeline in relation to other periods</li> <li>• sequencing up to ten key events of the time studied</li> <li>• using relevant terms and periods labels</li> </ul> <p>Establish clear narratives through studying British, local and world history:</p> <ul style="list-style-type: none"> <li>• by finding out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings (Anne Frank)</li> <li>• by studying change through the lives of significant individuals</li> </ul>		

## Year 6

	<ul style="list-style-type: none"> <li>noting connections, contrasts and trends over time and develop the appropriate use of historical terms</li> <li>know key dates, characters and events of time studied</li> <li>Use evidence to reconstruct life in time studied.</li> <li>Link sources and work out how conclusions were made.</li> <li>Look at a range of sources e.g. photos, artefacts, text books etc. Consider ways of checking accuracy of sources.</li> <li>Be aware that different evidence will lead to different conclusions.</li> <li>Recognise and compare primary and secondary sources and evaluate their usefulness.</li> <li>Identify reasons for and results of people's actions.</li> <li>Understand why people may have had to do something.</li> <li>Use a range of sources to find out about an aspect of the past.</li> <li>Use the library as a tool for researching time periods, selecting relevant sections of information.</li> <li>Ask and answer questions about change, cause, similarity, difference and significance.</li> </ul>		
	<p><b><u>World War II including Anne Frank</u></b></p> <ul style="list-style-type: none"> <li>A depth study linked to one of the British areas of study listed above.</li> <li>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).</li> <li>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ul> <p><b><u>World War I</u></b></p> <ul style="list-style-type: none"> <li>A depth study linked to one of the British areas of study listed above.</li> <li>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).</li> <li>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ul>	<p><b><u>Mayans/Incans/Aztecs</u></b></p> <p>A non-European society that provides contrast with early British history.</p>	<p><b><u>Significant Individuals throughout History</u></b> e.g. Martin Luther King, Rosa Parks, Nelson Mandela, Robert F Scott, Roald Amundson, Walt Disney etc.</p> <ul style="list-style-type: none"> <li>Place events studied on the timeline in relation to other periods.</li> <li>Study change through the lives of significant individuals.</li> <li>Identify reasons and results of people's actions.</li> <li>Use a range of sources to find out about an aspect of life in the past.</li> <li>Understand why people may have had to do something.</li> </ul>
Art	<p>Picasso, Dali, Rothco?</p> <ul style="list-style-type: none"> <li>Learn about great artists, architects and designers in history e.g. Monet.</li> <li>Identify artists that have worked in similar ways to their own work.</li> <li>Have the opportunity to explore modern and traditional artists using ICT.</li> </ul> <p>To create sketch books to record their observations and use them to review and revisit</p>	<p>Monet and the Impressionists</p> <ul style="list-style-type: none"> <li>Learn about great artists, architects and designers in history e.g. Monet.</li> <li>Identify artists that have worked in similar ways to their own work.</li> <li>Have the opportunity to explore modern and traditional artists using ICT.</li> </ul> <p>To create sketch books to record their observations and use them to review and revisit</p>	<p>Banksy</p> <ul style="list-style-type: none"> <li>Learn about great artists, architects and designers in history e.g. Monet.</li> <li>Identify artists that have worked in similar ways to their own work.</li> <li>Have the opportunity to explore modern and traditional artists using ICT.</li> </ul> <p>To create sketch books to record their observations and use them to review and revisit</p>

## Year 6

	<p>ideas, discussing and reviewing their own and others' ideas.</p> <p>To improve their mastery of art and design techniques in drawing by:</p> <ul style="list-style-type: none"> <li>• Demonstrate a wide variety of ways to make different marks with dry and wet media.</li> <li>• Develop ideas using different or mixed media.</li> <li>• Manipulate and experiment with the elements of art: line, tone pattern, texture, form, colour and shape.</li> </ul>	<p>ideas, discussing and reviewing their own and others' ideas.</p> <p>To improve their mastery of art and design techniques in painting by:</p> <ul style="list-style-type: none"> <li>• Developing their own style using colour, tone and shade.</li> <li>• Controlling effects and textures including blocking in colour, washes, thickened paint, creating textural effects.</li> <li>• Mixing colour, shades and tones.</li> </ul> <p>Sculpture - Linked with Inca Masks</p>	<p>ideas, discussing and reviewing their own and others' ideas.</p> <p>To improve their mastery of art and design techniques in painting by:</p> <ul style="list-style-type: none"> <li>• Developing their own style using colour, tone and shade.</li> <li>• Controlling effects and textures including blocking in colour, washes, thickened paint, creating textural effects.</li> <li>• Mixing colour, shades and tones.</li> <li>•</li> </ul>
DT	<p>Burgers - links with rationing</p> <ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> <li>• Investigate and analyse a range of existing products.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>• Understand and apply the principles of a healthy and varied diet.</li> <li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques e.g. cutting, chopping, mixing and shaping.</li> <li>• Use seasonal ingredients in the burgers</li> </ul>	<p>. Building Bridges - A bridge over the Amazon</p> <ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> <li>• Select from and use a wider range of tools and equipment to perform practical tasks accurately e.g. cutting, sawing, constructing and decorating.</li> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>• Investigate and analyse a range of existing products.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>• Understand how key events and individuals in design and technology have helped shape the world.</li> </ul>	<p>Fairground/Theme Park - linked to significant individuals</p> <ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> <li>• Select from and use a wider range of tools and equipment to perform practical tasks accurately e.g. cutting, sawing, constructing and decorating.</li> <li>• Select from and use a wider range of materials and components, including construction materials, motors and ingredients, according to their functional properties and aesthetic qualities.</li> <li>• Understand and use mechanical systems in their products.</li> <li>• Understand and use electrical systems in their products.</li> <li>• Investigate and analyse a range of existing products.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul>

## Year 6

Music Charanga	I'll Be There Classroom Jazz 2	A New Year Carol Happy	You've Got a Friend Reflect, Rewind and Replay
PSHE/RSHE Jigsaw	Being me in my world Celebrating differences	Dreams and goals Healthy me	Relationships Changing me
French	<ul style="list-style-type: none"> <li>• Listen and show understanding of more complex sentences containing familiar words and unfamiliar words.</li> <li>• Read aloud the text of familiar rhymes and songs.</li> <li>• Engage in a short conversation using familiar questions and express opinions.</li> <li>• Manipulate familiar language to present own ideas and information in more complex sentences.</li> <li>• Understand the gist of an unfamiliar text using some familiar language.</li> <li>• Pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules.</li> <li>• Read and show understanding of a series of complex sentences using familiar language.</li> <li>• Decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary.</li> <li>• Write and say a complex sentence manipulating familiar language, using a dictionary for new language.</li> <li>• Write complex sentences from memory manipulating familiar vocabulary with understandable accuracy.</li> <li>• Use the correct form of the definite article in singular and plural sentences.</li> <li>• Apply all the knowledge of grammar above to build complex sentences.</li> <li>• Recognise the patterns of high frequency verb endings and the use of adverbs.</li> </ul>		
PE	<p>Gymnastics (1)</p> <ul style="list-style-type: none"> <li>• Experiment with how to link balances as a small group.</li> <li>• Use apparatus to perform group balances.</li> <li>• Link group balances with rolls, jumps and travel to move in and out of the balance.</li> <li>• Compose a group balance sequence with a clear start, middle and end.</li> <li>• Perform fluently and with control.</li> <li>• Explore ways to work in unison or in a canon as a group.</li> </ul> <p>Dance (2)</p> <ul style="list-style-type: none"> <li>• Perform and create motifs in a variety of dances styles with accuracy and consistency.</li> <li>• Perform with confidence using a wide range of compositional skills.</li> <li>• Demonstrate strong and controlled movements throughout a dance sequence.</li> <li>• Demonstrate consistent precision when performing dance sequences.</li> </ul> <p>Tag Rugby (1)</p> <p>Netball (2)</p> <ul style="list-style-type: none"> <li>• Throw and catch accurately and successfully under pressure in a game</li> </ul>	<p>Gymnastics (3)</p> <ul style="list-style-type: none"> <li>• Experiment with how to link balances as a small group.</li> <li>• Use apparatus to perform group balances.</li> <li>• Link group balances with rolls, jumps and travel to move in and out of the balance.</li> <li>• Compose a group balance sequence with a clear start, middle and end.</li> <li>• Perform fluently and with control.</li> <li>• Explore ways to work in unison or in a canon as a group.</li> </ul> <p>Pilates (4)</p> <ul style="list-style-type: none"> <li>• Perform and create motifs in a variety of dances styles with accuracy and consistency.</li> <li>• Perform with confidence using a wide range of compositional skills.</li> <li>• Demonstrate strong and controlled movements throughout a dance sequence.</li> <li>• Demonstrate consistent precision when performing dance sequences.</li> </ul> <p>Aerobics/fitness (3)</p> <p>Handball or Lacrosse (4)</p>	<p>Athletics (5)</p> <ul style="list-style-type: none"> <li>• Carry out an effective sprint finish.</li> <li>• Use a preferred leg to lead when running over hurdles.</li> <li>• Accelerate to pass other competitors.</li> <li>• Work as a team to competitively perform a relay.</li> <li>• Develop technique for a standing vertical jump.</li> <li>• Develop and improve techniques for jumping for height and distance and help others to improve their performance.</li> <li>• Develop the technique for the push, pull and fling throw and support others in improving their performance.</li> <li>• Apply skills in a competitive situation.</li> </ul> <p>Tri-golf (6)</p> <p>Tennis (5)</p> <p>Kwik Cricket (6)</p> <ul style="list-style-type: none"> <li>• Throw and catch accurately and successfully under pressure in a game</li> <li>• Choose and make the best pass in a game situation and link a range of skills together</li> </ul>

## Year 6

	<ul style="list-style-type: none"> <li>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move</li> <li>Use marking, tackling and/or interception to improve defending</li> <li>Direct a ball when striking or hitting</li> <li>Use tactics and skills to keep possession in a game</li> <li>Lead others during a game</li> <li>Change pace, length and direction to outwit an opponent</li> </ul>	<ul style="list-style-type: none"> <li>Throw and catch accurately and successfully under pressure in a game</li> <li>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move</li> <li>Use marking, tackling and/or interception to improve defending</li> <li>Direct a ball when striking or hitting</li> <li>Use tactics and skills to keep possession in a game</li> <li>Lead others during a game</li> <li>Change pace, length and direction to outwit an opponent</li> </ul>	<p>with fluency, e.g. passing and receiving the ball on the move</p> <ul style="list-style-type: none"> <li>Use marking, tackling and/or interception to improve defending</li> <li>Direct a ball when striking or hitting</li> <li>Use tactics and skills to keep possession in a game</li> <li>Lead others during a game</li> <li>Change pace, length and direction to outwit an opponent</li> </ul>
RE	<p>What matters most to Christians and Humanists?</p> <p>Living</p>	<p>Is it better to express your religion in arts and architecture or in charity and generosity?</p> <p>Expressing</p>	<p>What do religions say to us when life gets hard?</p> <p>Believing</p>
Computing	<p>Project Evolve - Managing Online Relationships and Self Image &amp; Identify</p> <p>Purple Mash</p> <p>Unit 6.1 Coding</p> <p>Unit 6.2 Online Safety</p> <p>Think U Know</p>	<p>Project Evolve - Online Bullying and Privacy &amp; Security</p> <p>Unit 6.3 Spreadsheets</p> <p>Unit 6.5 Text Adventures</p>	<p>Project Evolve - Managing Online Information, Copyright and Ownership and Health, Well-being and Lifestyle and Online Relationships</p> <p>Unit 6.6 Networks</p> <p>Unit 6.7 Quizzing</p>