Year 6 Long Term	Autumn 1 (Geography)	Autumn 2 (History)	Spring 1 (Science)	Spring 2 (Creative)	Summer 1 (Environmental study)	Summer 2 (Science)
Plan Cornerstones	Frozen Kingdom	A Child's War	Blood Heart	Galley Rebels	Darwin's Delights	I.b
Memorable Experience	Interactive tour of the polar regions	Eden Camp	Dissecting a heart	Visiting artist-Mick Geddes	Zoo Trip-Yorkshire Wildlife Park	Crime and Investigation Day
English	Narnia The call of the wild Shackleton's journey	Billy the kid Anne Frank The sliver Sword Goodnight Mister Tom	Pig Heart Boy	Framed Non-Fiction – The famous Artists	Zoo anthology of Poetry- balanced argument writing	Street Child Sherlock Holmes
Maths Maths Hub	Place Value Addition, Subtraction, Multiplication and Division	Fractions Position and Direction	Decimals Percentages Algebra	Converting Units Perimeter, Area and Volume Ratio Statistics	Properties of Shape Consolidation/SATs preparation	Consolidation, investigations and preparations for KS3
Science	Year 6 –Living things and their habitat  I can 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  I can give reasons for classifying plants and animals based on specific characteristics.	Year 6-Electricity  I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit  I can 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  I can use recognised symbols when representing a simple circuit in a diagram.	Year 6 –Animals including humans  I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood  I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function  I can describe the ways in which nutrients and water are transported within animals, including humans.	Year 6-Light  I can 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  I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then I can 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  I can 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	Year 6-Evolution and inheritance.  I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago  I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents  I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Year 5 –Animals including humans I can describe the changes as humans develop to old age. I can create a timeline to indicate stages of growth in humans.

				I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them to our eyes  I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.		
Art & Design	Photography :painting, block printing  I can change and improve my own final work following feedback on my first thoughts and designs	Anderson shelter I can change and improve my own final work following feedback on my first thoughts and designs	Modelling and sculpture: abstract art  I can change and improve my own final work following feedback on my first thoughts and designs  Use the scream picture as a frame - can children create pictures based on different emotions.	3d sculpture Create a clay wall and add stencil Banksy work using overlay techniques to build up their graffiti  I can describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts	Observational drawings  I can change and improve my own final work following feedback on my first thoughts and designs  Graphite used to add tone and depth to observational drawings of zoo animals	Performing art- end of year performance
Computing Rising Stars	We are adventure gamers Making a text-based adventure game	We are computational thinkers Mastering algorithms for searching, sorting and mathematic	We are advertisers Creating a short television advert	We are network technicians Exploring computer networks including the internet	We are travel writers Using media and mapping to document a trip	We are publishers Creating a yearbook or magazine
Design & Technology		Following recipes: building structures.  I can use my knowledge of famous designs to further explain the effectiveness of existing products and products I have made  I can prepare and cook a variety predominantly savoury dishes using a range of cooking techniques.	Producing working models: healthy recipes.  I can confidently plan a series of healthy meals based on the principles of a healthy and varied diet	Electing and using tools and materials  I can use research I have done into famous designers and inventors to inform my designs  Class to research the work of artist <b>Damien Hirst</b> and create their own Electronic spinning art machines culminating in creating their own spin art.  In computing, design and make a picture with either lights or sound incorporated using coding.  I can apply my understanding of computing to programme, monitor and control my products.	Designing an enclosure  I can generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computeraided design	Design and make an embroidered emblem using house colours with pin fastening.

Geography	Features of the polar	Human Geography: cities of the		U010	Animals from around the world	
	regions I understand and use a widening range of geographical questions I understand and use a widening range of geographical terms I can describe and understand key aspects of human geography I can identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night I understand about weather patterns around the world and relate these to climate zones.	uk  (Geog) I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			I understand how humans affect the environment over time.	
History		The second world war I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  I can construct informed responses that involve thoughtful selection and organisation of relevant historical information  I can understand how our knowledge of the past is constructed from a range of sources  I can make confident use of a variety of sources for independent research		Artist in history I can make confident use of a variety of sources for independent research	History of famous Zoos I can make confident use of a variety of sources for independent research	Crime and punishment throughout the year  I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  I can make confident use of a variety of sources for independent research
Music Collins Scheme	World Unite	Journeys	Growth	Roots	Class awards	Moving on
<b>PE</b> Spiral	Team games I can play competitive games, modified where appropriate (eg badminton,	Physical Skills for team games I can play competitive games, modified where appropriate (eg badminton, basketball, cricket,	Gymnastics/Dance I can develop flexibility, strength, technique, control and balance I can perform	Cricket Rounders I can take part in outdoor and adventurous activity challenges both individually	Running I can use running and jumping in isolation and in combination I can take part in outdoor and	I can compare my performance with previous ones and demonstrate

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are expressed through them give simple reasons for this;			,				

		Observe and suggest reasons for the similarities and differences between Sikh beliefs and ways of life and their own  Describe some of the features of Sikh worship and celebrations in the home and in the community  Discuss different stories, celebrations and events that influence them and make links between aspects of their own experiences and others, asking questions about celebrations and the reasons for them.		Explore and describe the impact of some projects of each of the two charities, using the terminology of Islam and Christianity  Apply the ideas of generosity and charity to my own attitudes to money;  Apply the ideas of fairness, justice and equality for myself;  Describe and make connections between the different priorities of the charities, applying my learning to the role play world development task;  Discuss and apply the ideas of fellowship, stewardship, zakat, ummah, generosity and charity to my own attitudes to money.		Observe and understand a range of Christian traditions and practices, explaining their importance for believers.  Explore, compare and contrast different expressions of belief in worship and action.
MFL Primary Languages Network SOL	My everyday life / your everyday life Asking the time Giving o'clock Understanding simple digital time Asking and answering days and times of simple daily routine Numbers 0-60 Describing simple daily routine	Where I live/where you live Rooms Describing a house and a room Asking "Is there + house language. Responding with "Here is? Asking: Have you +rooms Responding positively or negatively Christmas: at the table transactional language	New Year Celebrations Playing sport and enjoying sport You can Play + sports Asking how to play a sport Simple explanation of a sport (equipment /sports terrain/team or individual sport) Opinions / Likes and dislikes	This is me! Asking and answering preferences/feelings and characteristics  All the Fun of the Fair Fair ground rides Opinions Likes and dislikes	Cafe Culture and Going to the restaurant Transactional language to order a meal you can Eat + foods Buying snacks and drinks (Instructions to make a snack)	Performances Revisiting basic transactional Language - questions and answers