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| Year 6 | P.E | History | Geography | Art | DT | MFL | R.E | PSHE/British values | ICT | Science | Music |
| Autumn 1 | **Running**  Perform a range of warm-up exercises specific to running for short and longer distances  Sustain pace over longer distance  **Basketball**  Use the skills e.g. of throwing and catching to gain points in competitive games  Develop techniques of a variety of skills to maximise team effectiveness  **Tennis**  Apply rules of fair play to competitive games  Use the skills e.g of throwing and catching to game points in competitive games  **Swimming**  Swim competently, confidently and proficiently over a distance of at least 25 meters  Use a range of strokes effectively | **WW2 ‘We’ll Fight Them On The Beaches’** |  | **Make my voice heard**  Exploring art with a message, looking at the works of Pablo Picasso and Kathe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, creating artworks with a message | **N/A** | **Spanish**  **Children will begin to learn the phonetics of Spanish with a particular focus on the vowel sounds especially when combined with different consonants** | **Creation and Science: conflicting or complimentary?** | **Being Me In My World**  Identifying goals for the year  Global citizenship Children’s universal rights  Feeling welcome and valued  Choices, consequences and rewards  Group dynamics Democracy, having a voice  Anti-social behaviour Role-modelling | **Coding and**  **E-safety**  Design, write and debug programmes 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 technology safely, respectfully and responsibility; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact. | **Electricity**  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.  Construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors.  Represent a simple circuit in a diagram using recognised symbols. | **Happy**  To listen and appraise a variety of pieces of music.  Improve and compose music for a range of purposes.  Listen with attention to detail and recall sounds.  To use musical vocabulary to describe a piece of music.  Appreciate a wide range of high-quality live and recorded music.  Develop an understanding of the history of music  Play and perform in solo and ensemble contexts. |
| Autumn 2 | **Running**  **Perform a range of warm-up exercises specific to running for short and longer distances**  **Sustain pace over longer distance – 2 minutes**  **Basketball**  **Use the skills e.g. of throwing and catching to gain points in competitive games**  **Develop techniques of a variety of skills to maximise team effectiveness**  **Tennis**  **Apply rules of fair play to competitive games**  **Use the skills e.g. of throwing and catching to gain points in competitive games**  **Swimming**  **Swim competently, confidently and proficiently over a distance of at least 25 meters**  **Use a range of strokes effectively** |  | **Rivers** |  | **Electrical Systems – Steady Hand Game**  Understand what is mean by fit gfor purpose design and form follows function. Design and develop a steady hand game using a series circuit, including housing and backboard | **Spanish**  **Yo Aprendo Espanol**  **Children will learn the basics of holding a conversation in Spanish including how to ask each other how they are, learning numbers and the basic colours**  **Los Animales**  **Children will learn the names of different animals in Spanish** | **Why do some people believe in God and some people not?** | **Celebrating Difference**  Perceptions of normality Understanding disability  Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration  Empathy | **Spreadsheets**  **‘Text adventures’**  Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.  Select, use and combine a variety of software 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. | **Light**  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.  Work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works.  Look at a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur). | **Jazz stage 2**  To listen and appraise a variety of pieces of music.  Improve and compose music for a range of purposes.  Listen with attention to detail and recall sounds.  To use musical vocabulary to describe a piece of music.  Appreciate a wide range of high-quality live and recorded music.  Develop an understanding of the history of music  Play and perform in solo and ensemble contexts. |
| Spring 1 | **Basketball**  **Develop techniques of a variety of skills to maximise team effectiveness**  **Use the skills e.g. of throwing and catching to gain points in competitive games (fielding)**  **Use tactics when attacking or defending**  **Apply rules of fair play to competitive games**  **Tag rugby**  **Develop techniques of a variety of skills to maximise team effectiveness**  **Use the skills e.g. of throwing and catching to gain points in competitive games (fielding)**  **Use tactics when attacking or defending**  **Apply rules of fair play to competitive games**  **Swimming**  Swim competently, confidently and proficiently over a distance of at least 25 metres  Use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) | **Mayan Civilisation ‘Murderous Mayans’**  Compare and contrast a non-European society with British history.  Place current study on time line in relation to other studies Use relevant dates and terms.  Summarise the major people and events from a period of history and the order in which they happen.  Understand how our knowledge is constructed from a variety of sources.  Consider the impact the Mayan civilisation has had on the world we know.  Sequence several events  Understand how to make comparisons between different times in the past | **N/A** | **Art and Design skills**  Developing design, drawing, crafting, painting and art appreciation skills; designing a hat, creating zentangle patterns and prints, painting in an impressionist style and exploring the work of Edward Hopper | **N/A** | **Spanish**  **Los instrumentos**  **Children will name and recognise instruments in Spanish, working on spelling them with their definite article/determiner** | **Why do Hindus want to be good?**  Ask questions about things that are important to me and to other people and suggest answers which relate to my own and others’ lives. | **Dreams and Goals**  Personal learning goals in and out of school  Success criteria Emotions in success Making a difference in the world  Motivation  Recognising achievements Compliments | **Blogging**  Use technology safely, respectfully and responsibility; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact.  Understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration  Select, use and combine a variety of software 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. | **Evolution and Inheritance**  Know that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.  Know 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.  Understand that characteristics are passed from parents to their offspring, i.e. different breeds of dogs, and what happens when, for example, labradors are crossed with poodles.  Know that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes’ necks got longer.  Find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution. | **New Year Carol**  To listen and appraise a variety of pieces of music.  Improve and compose music for a range of purposes.  Listen with attention to detail and recall sounds.  To use musical vocabulary to describe a piece of music.  Appreciate a wide range of high-quality live and recorded music.  Develop an understanding of the history of music  Play and perform in solo and ensemble contexts. |
| Spring 2 | **Basketball**  **Develop techniques of a variety of skills to maximise team effectiveness**  **Use the skills e.g. of throwing and catching to gain points in competitive games (fielding)**  **Use tactics when attacking or defending**  **Apply rules of fair play to competitive games**  **Hockey**  **Develop techniques of a variety of skills to maximise team effectiveness**  **Use the skills e.g. of throwing and catching to gain points in competitive games (fielding)**  **Use tactics when attacking or defending**  **Apply rules of fair play to competitive games**  **Swimming**  **Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)** | **The Mayan Civilisation ‘Murderous Mayans’**  Compare and contrast a non-European society with British history.  Place current study on time line in relation to other studies Use relevant dates and terms.  Summarise the major people and events from a period of history and the order in which they happen.  Understand how our knowledge is constructed from a variety of sources.  Consider the impact the Mayan civilisation has had on the world we know.  Sequence several events  Understand how to make comparisons between different times in the past | **N/A** | **N/A** | **Come Dine with Me**  Develop a three-course menu focused on three key ingredients, as part of a paired challenge to develop the best class recipes. Explore each key ingredients farm to fork process | **Spanish**  **La Fruta.**  **Children will be learning to name different fruits in Spanish, working on spelling them with their definite article/determiner.**  **Children will be able to ask other their preferences and express if they do or do not like certain fruits** | **What do Christians believe Jesus did to ‘save’people?** | **Healthy Me**  Taking personal responsibility  How substances affect the body  Exploitation, including ‘county lines’ and gang culture  Emotional and mental health  Managing stress | **Networks**  Explain what the Internet consists of.  Find out what a LAN and a WAN are.  Explain how the Internet is accessed in  school.  Research and find out about the age of the  Internet.  Think about what the future might hold. | **Evolution & Inheritance**  Know that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.  Know 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.  Understand that characteristics are passed from parents to their offspring, i.e. different breeds of dogs, and what happens when, for example, labradors are crossed with poodles.  Know that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes’ necks got longer.  Find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution. | **You’ve got a friend**  To listen and appraise a variety of pieces of music.  Improve and compose music for a range of purposes.  Listen with attention to detail and recall sounds.  To use musical vocabulary to describe a piece of music.  Appreciate a wide range of high-quality live and recorded music.  Develop an understanding of the history of music  Play and perform in solo and ensemble contexts. |
| Summer 1 | **Cricket**  Develop techniques of a variety of skills to maximise team effectiveness  Use the skills e.g. of throwing and catching to gain points in competitive games (fielding)  Use tactics when attacking or defending  Apply rules of fair play to competitive games  **OAA**  Draw maps and plans and set trails for others to  follow  Use the eight points of the compass to orientate  Plan an orienteering challenge  Plan and share roles within the group based on each other’s strengths  Understand individuals’ roles and responsibilities  Adapt roles or ideas if they are not working  Recognise and talk about the dangers of tasks  Recognise how to keep themselves and others safe  Plan strategies to solve problems/plan routes/follow trails/build shelters etc.  Implement and refine strategies  **swimming**  Swim competently, confidently and proficiently over a distance of at least 25 meters  Use a range of strokes effectively  Perform safe self-rescue in different water-based situations | **N/A** | **Save Our Planet 1**  Explain the difference between human and physical geography.  Know about the different dangers that our planet faces.  Identify the key areas that are in danger.  Identifying the tropics, the Arctic and Antarctic circles, Prime/Greenwich Meridian and time zones. | **Still life:**  Creating a variety of still life pieces influenced by different artists, using a range of mediums and showcasing work in the form of a memory box. | **N/A** | **Spanish**  **La Historia De La Antigua Gran Bretana**  **Children will name in Spanish six key periods of ancient Britain. They will remember accurately from memory and use the Spanish for I am, I have and I live.** | **For Christians, what kind of king is Jesus?** | **Relationships**  Mental health Identifying mental health worries and sources of support  Love and loss  Managing feelings Power and control Assertiveness Technology safety  Take responsibility with technology use | **Quizzing**  Create a picture-based quiz for young  children.  Learn how to use the question types  within 2Quiz.  Explore the grammar quizzes.  Make a quiz that requires the player to  search a database. | **Living things and their habitats**  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  Know that broad groupings, such as micro-organisms, plants and animals can be subdivided. Classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals).  Find out about significance of the work of scientists such as Carl Linnaeus, a pioneer of classification. | **Classical reflect and rewind**  To listen and appraise a variety of pieces of music.  Improve and compose music for a range of purposes.  Listen with attention to detail and recall sounds.  To use musical vocabulary to describe a piece of music.  Appreciate a wide range of high-quality live and recorded music.  Develop an understanding of the history of music  Play and perform in solo and ensemble contexts. |
| Summer 2 | **Rounders**  Develop techniques of a variety of skills to maximise team effectiveness  Use the skills e.g. of throwing and catching to gain points in competitive games (fielding)  Use tactics when attacking or defending  Apply rules of fair play to competitive games  **Athletics**  **Sustain pace over longer distance – 2 minutes**  **Perform relay change-overs**  **Perform a range of warm-up exercises specific to running for short and longer distances**  **Explain how warming up affects performance**  **Explain why athletics can help stamina and strength**  **Set realistic targets for self, of times to achieve over a short and longer distance**  **Demonstrate a range of jumps showing power and control and consistency at both take-off and landing**  **Set realistic targets for self, when jumping for distance or height**  **Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus**  **Organise small groups to SAFELY take turns when throwing and retrieving implements**  **Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others**  **swimming**  Swim competently, confidently and proficiently over a distance of at least 25 meters  Use a range of strokes effectively  Perform safe self-rescue in different water-based situations | **N/A** | **Save Our Planet 2**  Understanding one continent in depth and the earth within the solar system.  Describe and understand key aspects of physical and human geography, including types of settlements and land use, economic activity, and the distribution of natural resources.  Describe key aspects of physical geography including: biomes and vegetation belts.  Understand and identify major climatic zones of the world, global warming, climatic extremes, jet stream, ocean currents and the gulf stream. | **N/A** | **Playground**  Research existing playground equipment and their different forms, before designing and developing a range of apparatus to meet a list of specified design criteria | **Spanish**  **Puedo**  **Children will be learning to recognise, use and remember 10 common Spanish verbs and activities.** | **How does Faith help people when life gets hard?** | **Relationships and Sex Education** | **Understanding Binary**  Know what the terms binary and denary mean and  how they relate to the number system, the digital system  and the terms base-10 and base-2.  Relate binary to the on and off states of electrical  switches.  Convert numbers from decimal to binary.  Convert numbers from binary to decimal.  Represent states of object in their own program using  binary. | **Animals including humans**  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. Explore questions to understand how the circulatory system enables the body to function.  Learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.  Explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health. | **Classical reflect and rewind**  To listen and appraise a variety of pieces of music.  Improve and compose music for a range of purposes.  Listen with attention to detail and recall sounds.  To use musical vocabulary to describe a piece of music.  Appreciate a wide range of high-quality live and recorded music.  Develop an understanding of the history of music  Play and perform in solo and ensemble contexts. |