Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic and whole-class reading texts	**WW1-Battle of The Somme** **Warhorse** Michael Morpurgo **One Boy's War** Lynn Huggins-Cooper & Ian Benfold Haywood	**WW2- Life in Britain during WW2** **Letters From The Lighthouse** Emma Carroll **The Snow Goose** Angela Barrett & Paul Gallico	**Human Body** **Ghost** Jason Reynolds **Anatomicum** Jennifer Z Paxton & Katy Wiedemann	Evolution **Skellig** David Almond	**Blue Planet** **The Incredible Ecosystems of Planet Earth** Rachel Ignotofsky **A Storm Called Katrina** Myron Uhlberg & Colin Bootman	**Transition** **Speechless** Kate Derbyshire
English	Biographies, letters from a character's viewpoint, chronological reports Securing Step 6/ Exploring Step 7	Poetry, newspaper reports, instructional writing Exploring Step 7	Story writing- character and setting descriptions. Graphic/comic book writing. Securing Step 7	Story writing- alternative chapters/ending, prologues and epilogues Securing Step 7	Non-chronological reports, poetry, Persuasive writing- charities Achieving Step 7	Diaries/Journals, discursive- arguments for and against Achieving Step 7/ Exceeding Step 7
Maths	Power Maths **Securing Step 6/Exploring Step 7** Place Value within 10,000,000 Number- Four Operations 1 Number –Four Operations 2	Power Maths **Exploring Step 7** Fractions 1 Fractions 2 Geometry- Position and Direction	Power Maths **Securing Step 7** Decimals Percentages Algebra	Power Maths **Securing Step 7** Measure- Imperial and Metric Measure- Perimeter, Area and Volume Ratio and Proportion	Power Maths **Achieving Step 7** Geometry- Properties of shapes Number -Problem Solving	Power Maths **Achieving Step 7 / Exceeding Step 7** Number- Problem Solving Statistics
History / Geography	**Focus: History H10** Focus on significant turning point in British history: the Battle of the Somme	**Focus: History H10** Focus on significant turning point in British history, Battle of Britain	**Focus: Geography G18-19** Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ◻◻use fieldwork to observe, measure, record and present the	**Retrieval** **Recap Previous Learning Address Misconceptions**	**Focus: Geography G14,15,16** Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a European country and N or S. America.	**Transition / Production**

			human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies			
Science	**Light** 12. recognise that light appears to travel in straight lines 13. 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 14. 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 15. Can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	**Electricity** 16. Can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 17. 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 18. Can use recognised symbols when representing a simple circuit in a diagram	**Nutrition and Health** 1. Can identify and name the main parts of the human circulatory system. 2. Can describe the functions of the heart, blood vessels and blood. 3. Can tell you about the impact of diet, exercise, drugs and lifestyle on the function of the human body. 4. Can describe the way in which nutrients and water are transported within animals and humans.	**Adaptation and Evolution** 8. Can tell you about how fossils provide information about living things that have lived on Earth millions of years ago. 9. Can tell you about why the offspring of living things are similar but not identical to their parents. 10. Can tell you how animals and plants adapt to suit their environment. 11. Can explain how evolution is caused by the ability to adapt to the environment.	**Classification** 5. Can describe how living things are classified into broad groups according to common observable characteristics. 6. Can classify plants and animals into groups. 7. Can explain why they have classified them into those groups	**PSHE Link** 3. Can tell you about the impact of diet, exercise, drugs and lifestyle on the function of the human body.
Religious Education (Discovery R.E scheme)	Discovery RE: Beliefs and practises What is the best way for a Muslim to show commitment to God?	UC Concept: Gospel What would Jesus do?	UC Concept: Creation Creation and science – conflicting or complimentary?	UC Concept: Salvation What difference does the Resurrection make for Christians?	Discovery: Beliefs and Moral Values Does belief in Akhirah (life after death) help Muslims lead good lives?	Discovery: Beliefs and Moral Values Does belief in Akhirah (life after death) help Muslims lead good lives?
PSHE Jigsaw Scheme	Being in My world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Art / Design	DT: Design moving lantern based on Warhorse puppetry - Start with existing designs and invent improved ones - Evaluate the design of	DT: Design moving lantern based on Warhorse puppetry Christmas Decorations Food - Invent and modify own recipes including ingredients, methods, cooking	Art: Painting Picasso] Painting - Be able to colour match accurately - Be able to mix a full range of secondary, tertiary colours, tints and tones	Art: Sculpture Andy Gommel Sculpture - To create a mythical beast model by reapplying knowledge of making thumb pots, rolling and pulling out clay	DT: Design a model to solve an environmental issue e.g. plastic in the sea Sculpture - Understand how to use a range of techniques to mix dry materials and match colour eg blending, layering - Recognise/underst and the difference	Art and DT: Creating Play Props Materials - Cut with precision and produce a good finish - Select appropriate tools to cut and shape a particular type of material - Produce a good quality finish to

	products and identify possible further changes to improve it performance Mechanics - Combine electronics and mechanics to produce original designs - Use cams to change a rotation into a push/pull movement	times and temperatures	- Understand how to use light pencil marks, then a wash, before adding layers and detail - Be able to use a range of brush strokes to achieve different effects	- Use knowledge of pattern and texture to impress designs into the figure - Revise knowledge of dragging clay to join - Learn the technique of cross hatch and slip for joining clay	between marks to represent texture and marks to portray light and dark - Be able to record accurately from first hand observation - Use imagination to apply skills by designing and drawing their own imaginary creature	products using art techniques - Include design processes such as prototypes, cross-sectional diagrams and CAD
PE / Sport / Dance	Complete PE	Complete PE	Complete PE	Complete PE	Complete PE	Complete PE
Computing (Knowsley Scheme of work)	Computer Science Crossy Roads (Knowsley Scheme)	Information Technology VR worlds (Knowsley Scheme	E-Safety My Online Life (Knowsley Scheme)	Information Technology Curriculum Link - science	Digital Literacy Stocks and Shares (Knowsley Scheme)	Computer Science Espresso coding
Music (Music Express)	Music Express Class Awards	Music Express Journey	Music Express Growth	Non Music Express unit Composition of music to accompany Skellig scene using Garage Band	**Transition / Production** **Moving On (Music Express Unit)**	**Transition / Production** **Moving On (Music Express Unit)**
MFL Languages Bridge	Building Blocks 1 Les vetements (Clothes)	Building Blocks 2 Les vetements (Clothes)	Building Blacks 3 En ville (In town)	Building Blocks 4 En ville (In town)	Building Bocks 5 Un pays francophone (A French speaking country)	Building Blocks 6 Un pays francophone (A French speaking country)