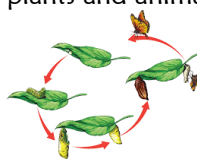
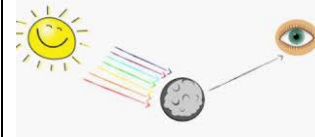

















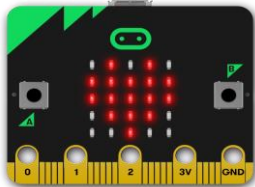
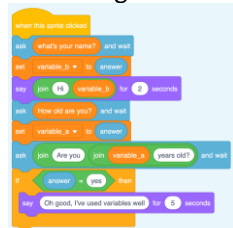
YEAR 6	AUTUMN 1 The Maya	AUTUMN 2 Changes	SPRING 1 High Energy	SPRING 2 World War II	SUMMER 1 Crime and Punishment	SUMMER 2 Transitions
SCIENCE 2023-2024	<u>Forces</u> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	<u>Living Things and their Habitats</u> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals.  <u>Scientific enquiry linked to previous learning</u>	<u>Living Things and Their Habitats</u> 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.	<u>Electricity</u> 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.	<u>Light</u> 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.  <u>Scientific enquiry linked to previous learning</u>	
SCIENCE 2024-2025	<u>Evolution and Inheritance</u> Recognise that living things have changed over time and that fossils provide	<u>Living Things and Their Habitats</u> Describe how living things are classified into broad groups according to common observable	<u>Animals including Humans</u> Identify and name the main parts of the human circulatory system, and describe the	<u>Electricity</u> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage	<u>Light</u> 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	



	<p>information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p><u>Scientific enquiry linked to previous learning</u></p>	<p>functions of the heart, blood vessels and blood</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> 	<p>of cells used in the circuit.</p> <p>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</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>from light sources to objects and then to our eyes</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> 
HISTORY	<p><u>How did the Maya civilisation compare to the Anglo-Saxons? (Autumn 1)</u></p> <p><i>NC: a non-European society that provides contrasts with British history</i></p> <p>Compare the Mayas and the Anglo-Saxons. Learn about the Maya civilisation. Investigate how the Maya settled in the rainforest, their religious beliefs, homes and what archaeological remains tell us about Maya cities. Using primary evidence, examine theories into how the Maya cities declined.</p>	<p><u>What was the impact of World War 2 on the people of Britain? (Spring 2)</u></p> <p><i>NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p>Investigating the causes of WW2. Learn about the Battle of Britain. Investigating the impact of the Blitz and evacuation on people's lives. Investigate the impact of the war on women. Evaluate the effectiveness of primary sources.</p>	<p><u>Crime and Punishment (Summer 1)</u></p> <p><i>NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; changes in an aspect of social history, from the Anglo-Saxons to the present.</i></p> <p>Explore how British law and punishment has changed since Anglos-Saxons. Gain a clear understanding as to why we have the laws we have today</p>		


						
GEOGRAPHY	<p><u>Why does population change?</u> (Autumn 2)</p> <p>Investigate why certain parts of the world are more populated than others. Explore birth and death rates. Discuss social, economic and environmental push and pull factor. Learn about the population in Britain and its impacts.</p> 		<p><u>Where does our energy come from?</u> (Spring 1)</p> <p>Learn about renewable and non-renewable energy sources. Learn where they come from and their impact on society, the economy and the environment.</p> 		<p><u>Can I carry out an independent fieldwork enquiry?</u> (Summer 2)</p> <p>Develop their own enquiry question. Analyse data. Observe, measure, record and present their own fieldwork study of the local area.</p> 	
PHSE	<p><u>Me and my Relationships</u></p> <p>Give examples of negotiation and compromise. Explain bystander behaviour by giving examples of what bystanders do</p>	<p><u>Valuing Difference</u></p> <p>Reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. Explain the difference between a passive bystander and an</p>	<p><u>Keeping Safe</u></p> <p>Explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.</p>	<p><u>Being My Best</u></p> <p>Tell you how I can overcome problems and challenges on the way to achieving my goals. Give examples of an emotional risk and a physical risk.</p>	<p><u>Growing and Changing</u></p> <p>Give an example of a secret that should be shared with a trusted adult. Tell you some emotional changes</p>	<p><u>Rights and Respect</u></p> <p>Explain why people might show certain aspects of themselves and how social media can affect how a person feels about themselves. Explain that what 'environmentally</p>




	<p>when someone is being bullied. Explain what inappropriate touch is and give example.</p>	<p>active bystander and give an example of how active bystanders can help in bullying situations. Challenge gender stereotypes.</p>	<p>Explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws</p>  <p>relating to this. Understand that drugs can have both medical and non-medical uses. Explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).</p>	<p>Learn the basics of first-aid, for example dealing with common injuries, including head injuries.</p> 	<p>associated with 'puberty' and how people may feel when their bodies change. Know a variety of ways in which the sperm can fertilise the egg to create a baby. Know the legal age of consent and what it means. Give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).</p>	<p>sustainable' living means and give an example of how we can live in a more 'sustainable' way. Learn about democracy in Britain such as elections and how laws are made. Explain the advantages and disadvantages of different ways of saving money.</p>  <p>*Enterprise*</p> <p><u>Transition to secondary school.</u></p>
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ART	<p>Drawing: Make my voice heard From the Ancient Maya to modern-day street art, children look at how artists convey a message. Exploring imagery, symbols, expressive mark making, and ‘chiaroscuro’ children consider audience and impact to create powerful drawings to make their voices heard.</p> 		<p>Painting and mixed media: Artist study Exploring a selection of paintings through art appreciation activities. Collecting ideas in sketchbooks and planning for a final piece after researching the life, techniques and artistic intentions of an artist that interests them.</p> 		<p>Sculpture and 3D: Making memories Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.</p> 	
DESIGN TECHNOLOGY	<p><u>Structure: Playgrounds (Autumn 1)</u> Research existing playground equipment and their different forms, before designing and developing a range of apparatus to meet a list of specified design criteria.</p>  <p><u>Textiles: Christmas DT Week Christmas decorations</u> Using a combination of textiles skills such as attaching fastenings, appliqué and decorative stitches, children design, assemble and decorate a Christmas decoration for a gift.</p>		<p><u>Mechanical Systems - Automata</u> Develop a functional automata window display, to meet the requirements in a design brief. Explore and create cam, follower and axle mechanisms to mimic different movements.</p>	<p><u>Cooking and Nutrition - Come Dine with me WW2 style</u> Develop a three-course menu focused on ingredients available at the time, as part of a paired challenge to develop the best class recipes. Explore each key ingredient’s farm to fork process.</p> <p><u>Electrical Systems: Steady Hand Game</u></p>	<p><u>Digital world: Navigating the world</u> Design and program a navigation tool to produce a multifunctional device for trekkers using CAD 3D modelling software. Pitch and explain the product to a guest panel.</p> 	
COMPUTING	<p><u>Communication</u> Learn about the World Wide Web</p>	<p><u>Sensing</u> This unit is the final KS2 programming unit</p>	<p><u>Creating media – Web page creation</u></p>	<p><u>Variables in games</u> Explore the concept of variables in</p>	<p><u>Data and info – Spreadsheets</u></p>	<p><u>Creating media – 3D Modelling</u></p>

	<p>as a communication tool and how we find information on the internet, through learning how search engines work.</p>	<p>and brings together elements of all the four programming constructs: sequence, repetition, selection and variables.</p> 	<p>Develop their knowledge and understanding of using a computer to produce 3D models.</p>	<p>programming through games in Scratch. Learn what variables are, and relate them to real-world examples of values that can be set and changed.</p> 	<p>Learn to use spreadsheets. Organise data into columns and rows to create data sets.</p>	<p>Create websites for a chosen purpose. Identify what makes a good web page and use this information to design and evaluate a website using Google Sites.</p>
MUSIC	<p><u>Happy</u></p> <p>The activities are based around this song by Pharrell Williams. An integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p><u>Classroom Jazz 2</u></p> <p>Build on previous learning. The learning is focused around two tunes and improvising:</p> <p>Bacharach Anorak and Meet The Blues.</p>	<p><u>A New Year Carol</u></p> <p>The learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol. Opportunity to research Benjamin Britten's life and to listen to many of his other works</p>	<p><u>You've Got A Friend.</u></p> <p>Look at and sing this and other songs by Carole King. An integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p><u>Music In Me.</u></p> <p>This unit focusing on inspirational women working in music. Try out different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years.</p>	<p><u>Reflect, Rewind and Replay.</u></p> <p>Consolidation of the learning in Year 6. The learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>

R.E.	<u>How do Sikhs show commitment?</u> Develop the knowledge and understanding of Sikhism including worship and practices. Learn about symbols, commitment and service within Sikhism. Reflect on the significance of these concepts in their own lives.	<u>How do Jews remember Kings and Prophets in worship and life?</u> Extend learning about the covenant with God and how Jewish people live and celebrate their faith today. Understand what it is like to be Jewish, explore beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action; about David as a key leader in the Jewish tradition; about the prophets, about the great festivals of Rosh Hashanah, Purim and Hanukah, illustrate how Jewish people try to live. Explore how religious artefacts and texts can be a source for learning and for beliefs. 	<u>What do Christians believe about Jesus' death and resurrection?</u> Explore how Christians understand the significance of Jesus' death and resurrection, considering passages from the bible, such as: Palm Sunday, Maundy Thursday and the Last Supper, Good Friday and the crucifixion and Easter day and the empty tomb. Explore stories from the Gospels around Holy Week and the Easter story, and study the celebrations of Jesus' death and resurrection, in an attempt to explain links between scripture sources and Christian beliefs. 		<u>How does growing up bring responsibilities and commitments?</u> Reflect on their own beliefs, values and feelings about their own lives and about the world around them. This unit focuses on this personal quest, starting with an exploration of the responsibilities and opportunities that arise as young people grow into adulthood. Investigates religious and secular responses to growing up, including rites of passage. Consider their own values, beliefs and commitments.	
	P.E.	<u>Teacher Led PE: Basketball</u> Children will apply aspects of fitness to	<u>PPA P.E: Dance</u> Children will work collaboratively to	<u>Teacher Led PE: Badminton</u> Children will develop a wider	<u>PPA P.E: Gymnastics</u> Children will demonstrate accuracy,	<u>Teacher Led PE: OAA</u> Children will work

	<p>their game: strength and power. Children will choose and implement a range of strategies to play defensively and offensively. Children will grasp more technical aspects of the game.</p>	<p>include more complex compositional ideas. Children will understand and talk about different styles of dance. Children will use appropriate language and terminology.</p> <p>PPA PE: Football Children will implement a range of strategies to attack and defend. Children will perform a wider range of skills. Children will suggest, plan and lead simple drills. Children will recognise and describe good performances.</p>	<p>range of shots: inc drop and smash. Children will begin to use more sophisticated tactics. Children will begin to play with fluency with a partner.</p>	<p>consistency, and clarity of movement. Children will arrange own apparatus to enhance work and vary compositional ideas. Children will experience flight on and off of high apparatus.</p> <p>PPA PE: Cricket Children will apply and play within cricket rules. Children will attempt a small range of recognised shots. Children will use a range of tactics for attacking & defending. Children will play in the role of bowler, batter and fielder.</p>	<p>collaboratively to complete tasks. Children will undertake more complex tasks and take responsibility for a role. Children will use knowledge of physical activities to suggest design ideas and amendments to games.</p>	<p>throwing, running and jumping. Children will accurately and confidently judge across a variety of activities. Children will work in collaboration to demonstrate improvement.</p> <p>PPA PE: Rounders Children will apply rounders rules consistently. Children will play games using standard rounders pitch layout. Children will use a range of tactics for attacking & defending. Children will play in the role of bowler, batter and fielder.</p>
<p>MFL Niveau Tricolore</p>	<p>Learn the months of the year. Understand capitalisation when writing the date. In French, the months only begin with a capital letter if they</p>	 <p>Revise formal and informal speech. Learn how to say what nationality you are and how to say what</p>	<p>Use a speaking frame to help hold a conversation in French. Talk about school: what time you arrive, how you get to school, what subjects you have</p>	<p>Talk about your family: learn how to introduce a family member, talk about your parents' jobs, say if you have a brother or a sister or if you are an only</p>	<p>Talk about what you like to wear. Use a speaking frame to talk about the weather. Learn how to make a complex</p>	<p>Revise the function of a preposition and a pronoun. Use a vocabulary sheet to describe activities that people do in their leisure time and the activities</p>

	<p>are the first word in the sentence. Learn about informal speech. Practise asking how someone is and varying responses.</p>	<p>languages are spoken in the UK. Compare the English and French alphabet and learn how to spell your name. Understand adjectival agreement for singular and plural nouns and revise dictionary skills.</p>	<p>and what you enjoy doing at playtime. New grammar points include conjugated verbs and the definite article (<i>le, la, l' and les</i>).</p> 	<div> <div>un chien</div>  <div>a dog</div> </div> <p>child, say if you have a pet.</p> <p>Learn the possessive adjectives: <i>mon, ma and mes</i>.</p> <p><i>As-tu un animal?</i> <i>Oui, j'ai un chien.</i></p>	<p>sentence with a main clause saying what I like to wear and a subordinate clause describing the weather. <i>Quand il y a du soleil, j'aime porter un tee-shirt.</i></p> <p>il fait froid</p>  <p>it's cold</p> <p>Be able to count up to 70.</p>	<p>that you like to do in your leisure time. Learn how to say what you are going to do using <i>le future proche – aller + infinitive</i>. Knowledge of France: learn about Bastille Day (<i>le quatorze juillet</i>), the national motto of France (<i>Liberté, égalité, fraternité</i>) and the popular game of boules in particular pétanque.</p>
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