Year 6 PSHE Autumn	
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	**Celebrate difference** Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy
Spring	
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	**Healthy me** Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress
Summer	
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	**Changing me** Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Year 6 RE Autumn	
How do the 'Heroes of Faith' encourage Christians today? ENQUIRE into 'faith' in a famous Bible story EXPLORE Christian ideas about Faith in Biblical narrative EXPLORE Christian ideas about Faith in the Christian community EXPLORE Christian ideas about Faith in Christian Living EVALUATE pupils' learning about faith in Christianity EXPRESS your RE learning so it can be shared with others	**How do Christians try to capture the mystery of God as Trinity?** ENGAGE with the idea of God as a mystery ENQUIRE into the Christian mystery of God as Trinity EXPLORE Christian ideas of Trinity in Biblical Narrative EXPLORE how Christians express belief in the Trinity in Church Practice EXPLORE how belief in the Trinity affects Christian Living EVALUATE what pupils have learnt about Christian belief and practice in relation to TRINITY EXPRESS your RE learning so it can be shared with others
Spring	
How did Buddha teach his followers to find enlightenment? ENGAGE with the meaning of enlightenment ENQUIRE into how the Buddha found enlightenment EXPLORE (1) enlightenment in Buddhist texts / stories EXPLORE (2) the impact of Buddha's enlightenment on the Buddhist community EXPLORE (3) the search for enlightenment in Buddhist Living EVALUATE pupils' learning about Enlightenment in Buddhism and the key question EXPRESS your RE learning so it can be shared with others	**Why do Christians think being a pilgrim is a good analogy for life itself?** ENGAGE with the idea of being a pilgrim ENQUIRE into some places a Christian pilgrim might visit today EXPLORE Christian ideas about pilgrimage in Christian Narrative EXPLORE Christian ideas about being a pilgrim in Church Practice EXPLORE Christian ideas on pilgrimage in Christian Living EVALUATE pupils' learning about Christian pilgrimage EXPRESS your RE learning so it can be shared with others
Summer	
How does the Triple Refuge help Buddhists in their journey through life? ENGAGE with the meaning of refuge ENQUIRE into the idea of taking refuge in Buddhism EXPLORE taking refuge in the Buddha in (1) Buddhist text / story EXPLORE taking refuge in the Dharma in Buddhist life EXPLORE taking refuge in Sanha or Buddhist community EVALUATE learning about the Buddhist idea of REFUGE EXPRESS your RE learning about 'Refuge' so it can be shared with others	**When Christians need real wisdom where do they look for it?** ENGAGE with the idea of wisdom ENQUIRE into the idea of wisdom as God's gift, using a Biblical example EXPLORE Christian ideas about Wisdom in Biblical Narrative EXPLORE Christian ideas about Wisdom in Church Practice EXPLORE Christian ideas about Wisdom in Christian Living EVALUATE what pupils have learnt about Christian belief and practice in relation to WISDOM and the key question EXPRESS your RE learning so it can be shared with others

Year 6 Science Autumn		
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	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Using test results to make predictions to set up further comparative and fair tests • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations • Identifying scientific evidence that has been used to support or refute ideas or arguments
Living things and their habitats	• describe how living things are classified into broad groups according to common observable characteristics and based on similarities & difference, includ micro-organisms, plants & animals • give reasons for classifying plants and animals based on specific characteristics	
Spring		
Evolution and inheritance	• recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals & plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	
Summer		
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	
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/ 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	

Year 6 Computing Autumn	
6.2 Purple Mash Online Safety • To design a playable game with a timer and a score. • To plan and use selection and variables. • To understand how the launch command works. • To use functions and understand why they are useful. • To understand how functions are created and called. • To use flowcharts to create and debug code. • To create a simulation of a room in which devices can be controlled. • To understand how user input can be used in a program. • To understand how 2Code can be used to make a text-adventure game. *Programming with physical devices:* Teach Computing- Programming B- sensing- Micro:bits This unit brings together elements of all the four programming constructs: sequence, repetition, selection from Year 5, and variables. It offers pupils the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit. The unit begins with a simple program for pupils to build in and test within the new programming environment, before transferring it to their micro:bit.	6.1 -Purple Mash -Coding • To design a playable game with a timer and a score. • To plan and use selection and variables. • To understand how the launch command works. • To use functions and understand why they are useful. • To understand how functions are created and called. • To use flowcharts to create and debug code. • To create a simulation of a room in which devices can be controlled. • To understand how user input can be used in a program. • To understand how 2Code can be used to make a text-adventure game.
Spring	
6.3-Purple Mash- Spreadsheets • To use a spreadsheet to investigate the probability of the results of throwing many dice. • To use a spreadsheet to calculate the discount and final prices in a sale. • To use a spreadsheet to plan how to spend pocket money and the effect of saving money. • To use a spreadsheet to plan a school charity day to maximise the money donated to charity. **Safer Internet Day- assembly and lesson**	6.8 -Purple Mash -Binary To examine how whole numbers are used as the basis for representing all types of data in digital systems. • To recognise that digital systems represent all types of data using number codes that ultimately are patterns of 1s and 0s (called binary digits, which is why they are called digital systems). • To understand that binary represents numbers using 1s and 0s and these represent the on and off electrical states respectively in hardware and robotics
Summer	
6.6- Purple Mash- Networks • To learn about what the Internet consists of. • To find out what a LAN and a WAN are. • To find out how the Internet is accessed in school. • To research and find out about the age of the Internet. 6.7 -Purple Mash- Quizzing • To create a picture-based quiz for young children. • To learn how to use the question types within 2Quiz. • To explore the grammar quizzes. • To make a quiz that requires the player to search a database. • To make a quiz	6.9- Purple Mash- Spreadsheets Excel • To know what a spreadsheet looks like. • To navigate and enter data into cells. • To introduce some basic data formulae in Excel for percentages, averages and max and min numbers. • To demonstrate how the use of Excel can save time and effort when performing calculations. • To use a spreadsheet to model a reallife situation. • To demonstrate how Excel can make complex data clear by manipulating the way it is presented. • To create a variety of graphs in Excel. • To apply spreadsheet skills to solving problems.

Year 6 Art Autumn		
Photo Opportunity	Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome. Extra: Christmas Cards	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Spring		
Painting and mixed media **Artist study**	Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece. Analyse and describe the elements of other artists' work, e.g. the effect of colour or composition. Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus. Work collaboratively on a larger scale.	
Drawing Make my voice heard	Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques. Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.	
Summer		
Sculpture and 3D Making Memories	Uses personal plans and ideas to design and construct more complex sculptures and 3D forms. Combine materials and techniques appropriately to fit with ideas. Confidently problem-solve, edit and refine to create desired effects and end results.	

Year 6 DT Autumn		
Waistcoats Steady hand game	• Consider a range of factors in their design criteria and use this to create a waistcoat design. • Use a template to mark and cut out a design. • Use a running stitch to join fabric to make a functional waistcoat. • Attach a secure fastening, as well as decorative objects. • Evaluate their final product.	• Explain simply what is meant by 'form' (the shape of a product) and 'function' (how a product works). • State what they like/dislike about an existing children's toy and why. • Learn about skills developed through play and apply this knowledge in a survey of one or more children's toys. • Identify the components of a steady hand game. • Design a steady hand game of their own according to their design criteria, using four different perspective drawings. • Create a secure base for their game, neat edges matches design. • Make and test a functioning circuit and assemble it within a case.
Spring		
Automata toys	• Mark, saw & cut out components & supports of their toy with a degree of accuracy to the intended measurements. • Attempt a partial assembly of their toys using an exploded-diagram, following a teacher's demonstration. • Develop a design idea with some descriptive notes. • Explore different cam profiles & choose three for their follower toppers with an explanation of their choices. • Create neat, decorated follower toppers. • Measure and cut panels that fit with some inaccuracies to conceal the inner workings of the automata. • Decorate & finish automata to meet design brief. • Evaluate their finished product, making descriptive and reflective points on function and form.	.
Summer		
Navigating the world Come dine with me	• Incorporate key information from client's design request eg 'multifunctional' and 'compact' in their design brief. • Write program that displays an arrow to indicate cardinal compass directions with 'On start' loading screen. • Identify errors (bugs) and suggest ways to fix (debug). • Self and peer evaluate a product concept against criteria • Identify key industries that use 3D CAD model & why. • Recall & describe key tools used in Tinkercad (CAD). • Combine more than one object for a finished 3D CAD. • Complete a pitch plan that includes key information	• Find a suitable recipe for their course. • Record the relevant ingredients and equipment needed. • Follow a recipe, including using the correct quantities of each ingredient. • Write a recipe, explaining the process taken. • Explain where certain key foods come from before they appear on the supermarket shelf.

Year 6 History Autumn		
THE IMPACT OF WAR: Did WWI or WWII have the biggest impact on our locality?	Children will research and compare the impact of the First and Second World Wars on their locality. Focus of the sessions is on the Home Front and how the wars impacted on the community. Throughout the unit, the children will be required to use the skills they have developed over the scheme, particularly those relating to local history.	**Chronological knowledge/ understanding** Continue to develop chronologically secure knowledge of history. Establish clear narratives within and across periods studied Note connections, contrasts and trends over time. **Historical terms** Develop the appropriate use of specific historical language **Historical enquiry – Using evidence / communicating** Regularly addresses and sometimes devises historically valid questions Understands how knowledge in the past is constructed from a range of sources Selects and organises relevant historical information. **Interpretations of history** Understand the different versions of the past may exist, giving some reasons for this.
Spring		
THE ANCIENT GREEKS: What did the Greeks do for us?	Children will learn about aspects of political, social and cultural Ancient Greek life. They will focus on some areas in depth, such as the systems of government, religion and the importance of the Olympic Games. They will examine the legacy of the Ancient Greeks, and will have opportunities for further study of areas of interest. Main focus will be on the Classical period. Elements of the unit can also be used in a study of post-1066 British history and the legacy of Greek culture.	
Summer		
THE MAYA CIVILISATION: Why should we remember the Maya?	Children will explore the world of the Maya, and debate whether they should continue to be remembered today as a significant culture. The children will begin by learning about the lives of the Maya today, before focusing on ancient Maya architectural achievements, their religion and surviving writings. They will also study the possible reasons why the Maya city states declined after 900 AD, looking at conspiracy theories and considering whether everything they read online is reliable. They will consider the issues faced when studying a culture where only limited types of evidence are available, predominantly archaeological evidence.	

<table>
<tr><th colspan="3">Year 6 Geography Autumn</th></tr>
<tr><td>Autumn 2 – South America: The Amazon: What is life like in the Amazon?</td><td>In this unit, children find out about the Amazon region of South America, considering what it is like to live in the region as well as how it is being damaged and how it can be protected.</td><td rowspan="5">Extend their knowledge and understanding beyond their local area to include South America.
Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
Locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities.
Understand geographical similarities and differences through the study of human and physical geography of a region in South America.
Describe and understand key aspects of physical and human geography.
Use maps, atlases, globes and digital/ computing mapping to locate countries and describe features studied.
Describe and understand key aspects of the distribution of natural resources including energy, minerals and water.
Use maps, atlases and globes to locate countries and describe features studied.
Use the eight points of a compass, symbols and keys to build their knowledge of the UK and the wider world.
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.

Describe and understand key aspects of: – physical geography – human geography.
Learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the UK.
Use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</td></tr>
<tr><th colspan="2">Spring</th></tr>
<tr><td>Spring 2 - Global Warming and Climate Change Protecting the environment: Are we damaging our world?</td><td>In this unit, the children will consider if we are damaging our world and how we can protect it. The children will investigate energy production, the oceans and minerals, as well as conducting an enquiry into how the school can become more sustainable.</td></tr>
<tr><th colspan="2">Summer</th></tr>
<tr><td>Summer 2 - Our World in the future - How will our world look in the future?</td><td>In this unit, as the children move towards the end of their primary school careers and prepare to move to secondary schools, they will consider the past, present and future of their local area. This unit helps them see change as positive and to feel optimistic about the changes that lie ahead.</td></tr>
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Year 6 Music		
Autumn 1	Autumn 2	
Happy Pop/Neo Soul music. Being happy!	**Classroom Jazz 2** Bacharach & Blues. Jazz: improvisation & composition.	*Listening and Appraising:* • Appreciation, Evaluation, Opinion and Discussion • Style Indicators • Instrument Indicators • Musical History *Musical Activities:* • Games • Singing • Playing By Ear • Playing from Note Names *Creating and Exploring:* • Improvising with Voices and Instruments • Composing • Notating/Writing Down/Graphic Scoring *Performing:* • Performance
Spring 1	Spring 2	
A New Year Carol Classical music vs urban gospel. Benjamin Britten's music. Connections to religious and non-religious traditions around New Year.	**You've Got a Friend** The music of Carole King.	
Summer 1	Summer 2	
Music and Me Create your own music inspired by your identity and women in the music industry.	**Reflect, Rewind & Replay** Classical music. The history of music, look back and consolidate your learning, learn some of the language of music.	