Year 6

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|  | Autumn 1 | Autumn 2 PANTO | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| English | Fiction Genres and Explanation texts | Reports, Recounts and Poetry | Narrative workshop reviewing techniques- Discussion | Non-fiction texts - Persuassion | Study skills- ‘Take One’ book  | Poetry-Debating |
| Maths | Place ValueNegative numbers Rounding | Common factors, common multiples and primes, mental strategies | Fractions, AlgebraPerimeter , area | Statistics, shape, multi-plication, division strategies | Ration proportion, volume, measures | Constructing Pie Charts, Statistical Representations Further Algebra Financial Maths and Enterprise |
| Science | Animals including humans | Living things and their habitats | Electricity | Light | Evolution and Inheritance |
| RE | **Buddhism**Beliefs and practicesWhat does it mean to be a Buddhist?**Sources of Wisdom**Stories of Buddha Symbols and actions What does it mean to be a Buddhist? | Christian concept: **Incarnation** Was Jesus the Messiah? | **Buddhism****Identify and belonging, Prayer worship and reflection Ultimate questions**Eightfold PathThe teaching of Compassion.  | Christian concept: **Salvation** What difference does the resurrection make for Christians? | **Human responsibility and values** Religious plurality**Justice and fairness**Charity  | Christian concept: **Kingdom of God** What kind of King is Jesus? |
| PE | Tag Rugby Basketball | HRE Dance Gym  |  |  |  |  |
| ICT | Robotics and systems | Staying connected | Sound works |
| Art | Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils.  |  | Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.  |  | Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music  |  |
| DT |  | Design –use research and develop design criteria to inform the design of innovative, functional, appealing products using annotated sketches, prototypes etc Make select from |  | Make select from a wider range of materials/tools Evaluate-investigate a range of existing products, use a design criteria Technical knowledge |  | Use fabrics to create 3D structures Use different grades of threads and needles Experiment with batik techniques Experiment with a range of media to overlap and layer creating interesting colours and textures and effects. |
| History |  | **The Mayan Civilisation**Why should we remember the Maya? |  | **The Ancient Greeks**What did the Greeks do for us? |  | **Impact of War**Did WW1 or WW11 have the biggest impact on our locality? |
| Geography | What is life like in the Amazon? |  | Are we damaging our world? Global Warming and Climate Change | Are we damaging our world? | Our World in the futureHow will our world look in the future.  |  |
| PSHE | Being me in my world | Celebrate difference | Dreams and goals | Healthy me | Relationships | Changing me |
| French | Clothes | At School  | The Weekend  | Me in the World | Healthy Lifestyles | The Planets  |
| Trips | Kingswood Sept 23rd1940 HOP Geog study Mini police | Mini police | Leventhorpe books  | Science dome 9th March | SATs May Crucial 21st May | Stanbor St AlbansBuddhist temple |