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 Value  Negative numbers  Rounding | Common factors, common multiples and primes, mental strategies | Fractions, Algebra  Perimeter , 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 practices  What 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 Path  The 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 future  How 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 23rd  1940 HOP  Geog study Mini police | Mini police | Leventhorpe books | Science dome 9th March | SATs May  Crucial 21st May | Stanbor  St Albans  Buddhist temple |