



# Year 6

## Learning Journey

Spelling

Reading

Writing

Mathematics

Science

Computing

D-STEM

Humanities

RE

PSHE-RSE

Art

PE

Music

MFL

# Spelling

<b>Autumn 1</b>	<u>/ay/</u> e.g. dehydrate	<u>/e/</u> e.g. demonstrate	<u>/ee/</u> e.g. category	<u>/i/</u> e.g. individual	<u>/ie/</u> e.g. sacrifice	<u>/o/</u> e.g. correspond	<u>/oe/</u> e.g. furlough
<b>Half Term</b>							
<b>Autumn 2</b>	<u>/ue/</u> e.g. beautiful	<u>/air/</u> e.g. aware	<u>/er/</u> e.g. desert	<u>/or/</u> e.g. morning	<u>/f/</u> e.g. interfere	<u>/i/</u> e.g. strategy	<u>/k/</u> e.g. vehicle
<b>Christmas Holidays</b>							
<b>Spring 1</b>	<u>/l/</u> e.g. relevant	<u>/r/</u> e.g. profession	<u>/s/</u> e.g. nuisance	<u>/t/</u> e.g. restaurant	<u>/w/</u> e.g. twelve	<u>/z/</u> e.g. represent	
<b>Half Term</b>							
<b>Spring 2</b>	<u>/ch/</u> e.g. mischievous	<u>/sh/</u> e.g. explanation	<u>/e/</u> e.g. agenda	<u>/ee/</u> e.g. equality	<u>/s/</u> e.g. restaurant	<u>/sh/</u> e.g. cautious	
<b>Easter Holidays</b>							
<b>Summer 1</b>	<b>SATs Week</b>						
	Revision	Revision	Revision	Revision	Revision	Revision	
<b>Half Term</b>							
<b>Summer 2</b>	Revision	Revision	Revision	Revision	Revision	Revision	
<b>End of the Year – 22<sup>nd</sup> July</b>							

# Year 6

<u>Autumn 1</u>	<i>Letters from the Lighthouse</i> and other texts – non fiction (climate change)	<i>Letters from the Lighthouse</i> and other texts - poetry	<i>Letters from the Lighthouse</i> and other texts – fiction and non-fiction (WW2)	<i>Letters from the Lighthouse</i> and other texts – non fiction (electricity)	<i>Letters from the Lighthouse</i> and other texts – Poetry (BHM)	<i>Letters from the Lighthouse</i> and other texts – Songs (BHM)	
<u>Half Term</u>							
<u>Autumn 2</u>	<i>Letters from the Lighthouse</i> and other texts - poetry	<i>Letters from the Lighthouse</i> and other texts - fiction	<i>Letters from the Lighthouse</i> and other texts – fiction and non fiction (climate change)	<i>Letters from the Lighthouse</i> and other texts – non fiction	<i>Letters from the Lighthouse</i> and other texts - poetry	<i>Letters from the Lighthouse</i> and other texts - fiction	<i>Letters from the Lighthouse</i> and other texts – non-fiction
<u>Christmas Holidays</u>							
<u>Spring 1</u>	<i>Cogheart</i> and other texts – non fiction	<i>Cogheart</i> and other texts - fiction	<i>Cogheart</i> and other texts – fiction and non fiction	<i>Cogheart</i> and other texts – non fiction	<i>Cogheart</i> and other texts - fiction	<i>Cogheart</i> and other texts - poetry	<i>Cogheart</i> and other texts - song
<u>Half Term</u>							
<u>Spring 2</u>	<i>Cogheart</i> and other texts – non fiction	<i>Cogheart</i> and other texts - poetry	<i>Cogheart</i> and other texts – non fiction	<i>Cogheart</i> and other texts - fiction	<i>Cogheart</i> and other texts - poetry	<i>Cogheart</i> and other texts – non fiction	<i>Cogheart</i> and other texts – SATs skills
<u>Easter Holidays</u>							
<u>Summer 1</u>	Final Year and other texts – non fiction	Final Year and other texts - fiction	Final Year and other texts - poetry	Final Year and other texts - songs	Final Year and other texts - fiction	Final Year and other texts – non fiction	Final Year and other texts - fiction
<u>Half Term</u>							
<u>Summer 2</u>	<i>When Stars are Scattered</i> and other texts – non fiction	<i>When Stars are Scattered</i> and other texts - poetry	<i>When Stars are Scattered</i> and other texts - poetry	<i>When Stars are Scattered</i> and other texts - fiction	<i>When Stars are Scattered</i> and other texts - fiction	<i>When Stars are Scattered</i> and other texts - songs	<i>When Stars are Scattered</i> and other texts - songs
<u>End of the Year</u>							

# Writing

<b><u>Text</u></b>	Letters From the Lighthouse						
<b><u>Autumn 1</u></b>	Poetic Writing (Here I am)	Writing to inform (reports on lighthouses)	Writing to inform (reports on lighthouses)	Writing to inform (Pat Davies biography)	Creative Writing to entertain (flashbacks)	Creative Writing to entertain (flashbacks)	PGL
<b><u>Half-Term</u></b>							
<b><u>Text</u></b>	Letters From the Lighthouse						
<b><u>Autumn 2</u></b>	Writing to entertain (Tuesday- Narrative)	Writing to entertain (Tuesday- Narrative)	Writing to entertain (Tuesday- Narrative)	Writing to persuade (Formal letter writing)	Writing to persuade (Formal letter writing)	Creative Writing to entertain (A Christmas Carol)	Creative Writing to entertain (A Christmas Carol)
<b><u>Christmas Holidays</u></b>							
<b><u>Text</u></b>	Cogheart						
<b><u>Spring 1</u></b>	Writing to entertain (twisted fairy tales)	Writing to entertain (twisted fairy tales)	Writing to entertain (twisted fairy tales)	Writing a balanced argument (History link)	Writing a balanced argument (History link)	Writing a balanced argument (History link)	
<b><u>Half Term</u></b>							
<b><u>Text</u></b>	Cogheart						
<b><u>Spring 2</u></b>	Poetic Writing (This is me performance poetry)	Creative Writing to entertain (The Sweetest Fig)	Creative Writing to entertain (The Sweetest Fig)	Creative Writing to entertain (The Sweetest Fig)	Writing to persuade (Charity advocacy)	Writing to persuade (Charity advocacy)	
<b><u>Easter Holidays</u></b>							
<b><u>Text</u></b>	SATs Week						
<b><u>Summer 1</u></b>	Wolf Wilder						
<b><u>Summer 1</u></b>	Writing to inform (Biography)	Writing to inform (Biography)	Writing to inform (Biography)	Creative Writing to entertain (Flash Fiction 'The Key)	Creative Writing to entertain (Flash Fiction 'The Key)		
<b><u>Half-Term</u></b>							
<b><u>Text</u></b>	Wolf Wilder						
<b><u>Summer 2</u></b>	Writing to persuade (Community activism)	Writing to persuade (Community activism)	Creative Writing to entertain (The Watchtower)	Creative Writing to entertain (The Watchtower)	Writing to reflect (Autobiography)	Writing to reflect (Autobiography)	
<b><u>End of the Year</u></b>							

# Mathematics

Mathematics		
<b>Autumn 1</b>	<a href="#">Number: Place Value</a>	<a href="#">Number: Addition, Subtraction, Multiplication and Division</a>
	To be able to recognise numbers up to 1,000,000.	To be able to add and subtract any given integer.
	To be able to recognise numbers up to 10,000,000.	To be able to recognise common factors.
	To investigate numbers up to 10,000,000.	To be able to recognise common multiples.
	To understand powers of 10.	To investigate rules of divisibility.
	To explore using number lines for numbers up to 10,000,000.	To be able to recognise and explore square and cube numbers.
	To be able to compare and order any integer.	To be able to multiply a 4-digit number by a 2-digit number, using a formal method.
	To be able to round any integer to a given place value.	To be able to apply my learning to solve multiplication problems.
	To investigate negative numbers.	To explore using short division and dividing with factors to solve problems.
	End of unit assessment for place value.	To be able to use the formal method for division.
		To apply my learning of division in order to solve problems.
		To investigate the rules for operations (BIDMAS)
		To be able to apply methods of mental calculation to create an estimation.
		To apply my learning of multiplication and division to solve problems.
	End of unit assessment for multiplication and division.	
<u>Half Term</u>		
<b>Autumn 2</b>	<a href="#">Number: Fractions</a>	<a href="#">Geometry: Measurement</a>
	To explore finding equivalency through simplifying.	To find be able to compare and order amounts in metric measurements.
	To be able to identify equivalent fractions on a number line.	To be able to convert any given metric measurement.
	To be able to compare and order any given fraction using the denominator.	To calculate with amounts in metric measurements.
	To be able to compare and order any given fraction using the numerator.	To be able to convert between miles and kilometres.
	To be able to add and subtract any given simple fraction.	To investigate amounts in imperial measurement, and compare those with metric measurements.
	To investigate adding and subtracting any given fraction.	End of unit assessment for measurement.
	To be able to add mixed numbers.	
	To be able to subtract mixed numbers.	
	To be able to apply my learning of adding and subtracting mixed numbers to solve problems.	
	To be able to multiply a fraction by a given integer.	
	To be able to multiply any two fractions together.	
	To be able to divide a fraction by a given integer.	
	To apply my learning in order to solve problems involving fractions.	
	To be able to find a fraction of an amount.	
	To investigate finding fractions of amounts.	
	To be able to find the whole from a given fraction.	
	End of unit assessment for fractions.	

# Mathematics

<b>Spring 1</b>	<u>Number: Ratio</u>	<u>Number: Algebra</u>	<u>Number: Decimals</u>
	To investigate adding or multiplying in ratio.	To explore using one-step function machines.	To explore place value within 1.
	To be able to recognise and apply the language of ratio.	To explore using two-step function machines.	To investigate place value involving integers and decimals.
	To understand the meaning of the ratio symbol.	To be able to form a simple algebraic expression.	To be able to round a decimal to a given integer.
	To explore the connection between ratio and fractions.	To understand and explore the concept of substitution in algebraic expression.	To be able to add and subtract decimals.
	To be able to apply my learning of ratio to be able to draw at to a given scale.	To be able to follow a simple formula in order to solve problems.	To be able to multiply using place value (x10, x100, x1000)
	To investigate using scale factors to draw accurately.	To be able to form simple equations.	To be able to divide using place value (/10, /100, /1000)
	To explore creating similar shapes using ratio.	To be able to solve one-step equations.	To explore multiplying decimals by a given integer.
	To apply my learning of ratio in order to solve problems.	To be able to solve two-step equations.	To explore dividing decimals by a given integer.
	To investigate problems involving proportion.	To investigate finding pairs of values from an equation.	To apply my learning of decimals in order to solve problems.
	To apply my learning of ratio and proportion in order to follow a recipe.	To be able to solve algebraic problems with 2 unknowns.	End of unit assessment for decimals.
	End of unit assessment for ratio	End of unit assessment for algebra.	
<u>Half Term</u>			
<b>Spring 2</b>	<u>Number: Fractions, Decimals and Percentages</u>	<u>Measurement: Perimeter, Area and Volume</u>	<u>Statistics</u>
	To explore the relationship between decimals and fractions.	To explore the properties of shapes with the same area.	To investigate interpreting information from a line graph.
	To be able to express a given fraction as a decimal.	To be able to find the area and perimeter of regular and compound shapes.	To investigate interpreting information from a dual bar-chart.
	To explore the concept of percentages.	To explore finding the area of a triangle, using the counting squares method.	To be able to read and interpret information from a pie-chart
	To be able to express a fraction as a percentage.	To be able to calculate the area of a right-angle triangle.	To explore reading pie-charts involving percentages.
	To explore finding equivalence between fractions, decimals and percentages.	To be able to calculate the area of any given triangle, using a simple formula.	To be able to draw a pie-chart, using given information.
	To be able to order any given fraction, decimals and percentage.	To be able to find the area of a parallelogram, using a simple formula.	To be able to find the mean-average of a set of data.
	To be able to find a percentage of an amount.	To explore finding the volume of 3D shapes by counting cubes.	End of unit assessment for statistics.
	To investigate ways of finding a percentage of any given amount.	To be able to find the volume of a 3D shape, using a simple formula.	
	To be able to find the whole from a given percentage.	End of unit assessment for perimeter, area and volume.	
	End of unit assessment for fractions, decimals and percentages.		

# Mathematics

Mathematics		
	<a href="#">Geometry: Properties of Shape</a>	<a href="#">Geometry: Position and Direction</a>
<b><u>Summer 1</u></b>	To explore measuring and classifying angles.	To explore plotting coordinates in the first quadrant.
	To be able to calculate missing angles along a straight line.	To be able to read and plot points across all four quadrants.
	To be able to identify vertically opposite angles around a point.	To apply my learning of coordinates in order to solve problems.
	To be able to calculate the angles within a triangle.	To be able to translate a shape within the four quadrants of a graph.
	To explore finding angles in any given triangle.	To be able to reflect a shape within the four quadrants of a graph.
	To be able to find the missing angle in any given triangle.	End of unit assessment for position and direction.
	To be able to find missing angles within a quadrilateral.	
	To be able to find missing angles in any given polygon.	
	To be able to identify the parts of a circle.	
	To be able to draw shapes accurately, using appropriate equipment.	
	To explore identifying the nets of given 3D shapes.	
	End of unit assessment for properties of shapes.	

## Half Term

<a href="#">Real-Life Maths Investigation linked to Secondary Transition</a>	
<b><u>Summer 2</u></b>	<p><b><u>Fiver-challenge project:</u></b></p> <ul style="list-style-type: none"> <li>- Budgeting,</li> <li>- Understanding profit and loss,</li> <li>- Analysing and interpreting data,</li> <li>- Critical-thinking and logical reasoning,</li> <li>- Fluency in the application of the four operations,                             <ul style="list-style-type: none"> <li>- Accuracy of estimation,</li> </ul> </li> <li>- Pattern and relationship spotting within mathematics,                             <ul style="list-style-type: none"> <li>- Presentational and communication skills.</li> </ul> </li> </ul> <p>An understanding of the real-world application of mathematics.</p>

# Science

<b>Electricity</b>							
<b>Autumn 1</b>  EQ: How can an electrical system help to solve a problem?	To understand the function of electrical components and identify their symbols in a circuit diagram	To investigate the effects of changing voltage in an electrical circuit	To understand, compare and explain how electrical components function in a simple circuit	To understand, compare and explain how components function in a circuit	To understand, compare and explain how components function in a circuit	To design, test and review an electrical circuit that solves a problem	Assessment: How can an electrical system help to solve a problem?
<b>Half Term</b>							
<b>Light</b>							
<b>Autumn 2</b>  EQ: How can light help us see around corners?	To explore making shadows	To investigate how light travels	To investigate how light reflects	To investigate how shadows are formed	To explore how we see colours	To investigate how we can use light to see around corners	Assessment: How can light help us to see around corners?
<b>Christmas Holidays</b>							
<b>Evolution &amp; Inheritance</b>							
<b>Spring 1</b>  EQ: Why does the blue whale have fingers?	To explore the journey of life on Earth	To understand the contribution of Mary Anning to our understanding of evolution	To understand the contribution of Charles Darwin to our understanding of evolution	To understand how natural selection impacts on the evolution of living things	To understand adaptation and variation impacts on how living things evolve	Assessment: Why does the blue whale have fingers?	
<b>Half Term</b>							
<b>Living things and their Habitats</b>							
<b>Spring 2</b>  EQ: How many living things are there on planet Earth, and how do we know?	To understand how living things can be classified.	To identify the features of different classifications of living things.	To identify different types of microorganism.	To identify different types of arthropod.	To understand the contribution Jane Goodall had on the study of living things.	Assessment: How many living things are there on planet Earth, and how do we know?	
<b>Easter Holidays</b>							
<b>Animals Including Humans</b>							
<b>Summer 1</b>  EQ: How is the human body similar and different to other living things?	To identify similarities and differences in the bone structures of animals, including humans.	To identify how the circulatory system works in animals, including humans.	To describe the ways in which nutrients and water are transported in animals, including humans.	To recognise the impact of a diet, exercise and lifestyle on the body of animals, including humans.	Assessment: How is the human body similar and different to other living things?		
<b>Half Term</b>							
<b>Themed Science Project &amp; links to PSHE/RHE curriculum</b>							
<b>Summer 2</b>  EQ: Can I design, test, evaluate and present my findings for my own investigation?	To understand the impact of tobacco, alcohol and drugs on the human body (science)	To explain how girls' and boys' bodies change during puberty (RHE)	To describe how a baby develops from conception to birth (RHE)	To design an investigation on a science topic (science)	To conduct and evaluate an investigation on a science topic (science)	Science Fair!  Assessment: Can I design, test, evaluate and present my findings for my own investigation?	
<b>End of the Year</b>							

# Computing

<b>Autumn 1</b>	Unit 6.2 – Online Safety			Unit 6.5 – Text Adventures				
	Message in a game	Online behaviour	Screen time	What is a text adventure? Planning a story adventure	Making a story-based adventure game	Introducing map-based text adventures	Coding a map-based text adventure	
<b>Half Term</b>								
<b>Autumn 2</b>	Unit 6.9 – Spreadsheets							
	What is a spreadsheet?	Basic calculations	Modelling	Organising data	Advanced formulae & big data	Charts & graphics	Using a spreadsheet to plan a cake sale	Using a spreadsheet to solve problems
<b>Christmas Holidays</b>								
<b>Spring 1</b>	Unit 6.1 - Coding							
	Designing & making a more complex program	Designing & making a more complex program	Using functions	Flowcharts & control simulations	User input	Using text-based adventures		
<b>Half Term</b>								
<b>Spring 2</b>	Unit 6.7 - Quizzing							
	Introducing 2DIY	Using 2Quiz	Using 2Quiz	Exploring Grammar Quizzes	A database quiz	Are you smarter than a 10/11 year old?		
<b>Easter Holidays</b>								
<b>Summer 1</b>	Unit 6.3 - Spreadsheets			<b>SATs Week</b>	Unit 6.6 - Networks			
	Exploring probability	Creating a computational model	Use a spreadsheet to plan pocket money spending		The World Wide Web and internet	Our school network and internet		
<b>Half Term</b>								
<b>Summer 2</b>	Unit 6.4 Blogging				Unit 6.8 – Understanding Binary			
	What is a blog?	Planning a blog	Writing a blog	Sharing posts & commenting	What is binary?	Counting in binary	Converting from decimal binary & game states	
<b>End of the Year</b>								

# D-STEM

<u>Autumn 1</u>	Designing, making and evaluating a functional machine using an electrical circuit (Link to Science) Designing, making and evaluating a V- Day feast ( Link to History and cooking)
<u>Half Term</u>	
<u>Autumn 2</u>	Designing, making and evaluating a periscope (Link to Science)
<u>Christmas Holidays</u>	
<u>Spring 1</u>	Designing, making and evaluating a bird box (Link to Science and outdoor learning)
<u>Half Term</u>	
<u>Spring 2</u>	Designing, making and evaluating a healthy meal (P.E and Healthy schools week)
<u>Easter Holidays</u>	
<u>Summer 1</u>	Designing, making and evaluating an embroidered scented cushion (Link to Art Textiles Unit)
<u>Half Term</u>	
<u>Summer 2</u>	Designing, making and evaluating a sculpture (Link to Art sculpture unit)
<u>End of the Year</u>	

# Humanities

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<p><b>Autumn 1</b></p> <p><b>EQ: What impact did the Second World War have on the people of Chiswick?</b></p>	LO: To locate WW2 in British History and discover why war broke out	LO: To understand the role men played in war	LO: To explore the important role women played in the war	LO: To understand what life was like in wartime Chiswick	LO: To understand how Chiswick was affected by the war and how the end of the war was celebrated	LO: To demonstrate my understanding of how the Second World War impacted the lives of the people of Chiswick.
<b>Half term</b>						
<p><b>Autumn 2</b></p> <p><b>EQ: Why should we protect the Earth's polar regions?</b></p>	LO: To locate the world's polar regions on a map and compare the differences in their environment and climate.	LO: To compare and describe the differences in the physical geography of the polar regions to other regions of the plane.	LO: To understand who owns the polar regions, consider the significance of the natural resources that can be found there.	LO: To identify the different types of human settlement in the polar regions, and how humans have adapted to live in these extreme environments.	LO: To learn about the impact human beings have had on the polar regions.	LO: To demonstrate my understanding of why we should protect the Earth's polar regions.
<b>Christmas</b>						
<p><b>Spring 1</b></p> <p><b>EQ: How did life in Britain change during the Industrial Revolution?</b></p>	LO: To explore the key features of Victorian society and understand why the Industrial Revolution began in Britain.	LO: To discover how living conditions changed for people during the Industrial Revolution,	LO: To explore how changes in working conditions during the Industrial Revolution impacted on people's lives.	LO: To explore the key inventions that revolutionised the lives of British people.	LO: To investigate how the industrial revolution sparked the social revolution in Britain.	LO: To demonstrate my understanding of how life in Britain changed during the Industrial Revolution.
<b>Half term</b>						
<p><b>Spring 2</b></p> <p><b>EQ: How do natural disasters impact climate change in the UK and the wider world?</b></p>	LO: To analyse and compare the evidence of flooding in the UK and India.	LO: To explore and compare the impact of cyclones in the UK and Vietnam.	LO: To investigate the impact snowstorms have in the UK and the USA.	LO: To explore and compare the cause of wildfires in the UK and Canada.	LO: To understand the impact of drought in the UK and countries in Africa.	LO: To demonstrate my understanding of how natural disasters impact climate change in the UK and the wider world.
<b>Easter</b>						
<p><b>Summer 1</b></p> <p><b>EQ: How has life changed in Chiswick since the 1950s?</b></p>	LO: To investigate how immigration to Britain since 1950s has contributed to society.	LO: To investigate how people's homes and possessions have changed in Chiswick since the 1950s.	LO: To investigate changes in what people eat has changed since the 1950s.	LO: To investigate how people's taste in music and fashion changed since the 1950s.	LO: To investigate how changes in medicine have helped people in Chiswick since the 1950s.	LO: To demonstrate my understanding of how life has changed in Chiswick since the 1950s.
<b>Half term</b>						
<p><b>Summer 2</b></p> <p><b>EQ: What similarities and differences exist between London, Barcelona and Beijing?</b></p>	LO: To identify the similarities and differences in the physical geography of the UK, Spain and China.	LO: To identify similarities and differences in the physical geography of London, Beijing and Barcelona.	LO: To identify the similarities and differences in population and life expectancy for London, Beijing and Barcelona.	LO: To identify similarities and differences in energy and trade for London, Beijing and Barcelona.	LO: To identify similarities and differences in how the populations of London, Barcelona and Beijing are governed.	LO: To demonstrate my understanding of the similarities and differences of London, Barcelona and Beijing.

# Religious Education

<b>Autumn 1</b>	<b>Islam – What is the purpose of prayer, and why is it important to followers of Islam?</b>					
	To recall and reflect on the reasons why followers from different faiths pray.	To learn about why prayer is significant in Islam, and explore what this shows us about a Muslim's way of life.	To learn about the difference types of prayer in Islam.	To compare the meaning of prayer in Islam to the meaning of prayer in other religions.	To reflect on what prayer means to me.	Assessment: What is the purpose of prayer, and why is it important to followers of Islam?
<b>Half Term</b>						
<b>Autumn 2</b>	<b>Sanatama Dharma (Hinduism) – How responsible are we for the environment, and why is it so important to followers of the Sanatama Dharma?</b>					
	To reflect on what it means to be responsible for something.	To learn about how followers of the Sanatama Dharma promote environmental responsibility.	To learn about how Christianity promotes environmental responsibility, and compare that to the beliefs of the Sanatama Dharma.	To compare religious beliefs about environmental responsibility to non-religious beliefs.	To reflect on my own views on why we should be responsible for our environment.	Assessment: How responsible are we for the environment, and why is it so important to followers of the Sanatama Dharma?
<b>Christmas Holidays</b>						
<b>Spring 1</b>	<b>Buddhism &amp; Humanism – Who do we look to for inspiration and why?</b>					
	To reflect on who we look to for inspiration and why.	To learn who followers of Dharma look to for inspiration and why.	To learn who other religions look to for inspiration and why.	To reflect on whether you need to be religious in order to be inspirational.	To reflect on my own beliefs about religion and inspiration.	Assessment: Who do we look to for inspiration and why?
<b>Half Term</b>						
<b>Spring 2</b>	<b>Christianity – What is the most important event to have ever happened?</b>					
	To reflect on what the most important event to have ever happened is, and why.	To learn about what Christians believe is the most important event to have ever happened.	To understand why the events of Jesus' resurrection and Holy Week are so significant to Christians.	To compare religious and non-religious views on which event is the most important to have ever happened.	To reflect on my own beliefs on what is the most important event to have ever happened.	Assessment, What is the most important event to have ever happened?
<b>Easter Holidays</b>						
<b>Summer 1</b>	<b>Multi-faith Unit – Are religions a force for peace, conflict or both in the world?</b>					
	To reflect on my opinion of whether religions are a force for peace, conflict or both in the world.	To understand Christian, Muslim and Gurmat views on the importance of peace.	To discover Christian, Muslim and Gurmat views on whether conflict can ever be justified.	To understand how some religions promote the pursuit of inner peace to promote outer peace.	To explore what non-religious forces for peace there are in the world.	Assessment: Are religions a force for peace, conflict or both in the world?
<b>Half Term</b>						
<b>Summer 2</b>	<b>Judaism – Why is growing up significant, and how is it celebrated in the Jewish faith? – Trip</b>					
	To reflect on why growing into adulthood is so significant in people's lives and why we celebrate it.	To learn about the Jewish tradition of Bah and Bat Mitzvah, and how this links to the ideas of personal responsibility and adulthood.	To understand that, for Jewish people, the 'coming of age' marks a time of commitment to a community.	To compare celebrations of growing up in Judaism to those in other faiths.	To reflect on my own beliefs about why growing up is such a significant time for religious and non-religious people.	Assessment: Why is growing up significant, and how is it celebrated in the Jewish faith?
<b>End of the Year</b>						

# PSHE-RHE

<p><b>Autumn 1</b> <b>Being Me in My World</b></p> <p>EQ: What are my universal human rights. And why are they important to me and my school?</p>	To identify my goals for this year and express my worries for the future	To know that there are universal human rights for children	To understand that my actions locally could affect others globally	To understand how my behaviour because rewards and consequences relate to my rights and responsibility	To understand how an individual's behaviour can affect a group	To understand how democracy and having an individual voice benefits the school	Assessment: What are my universal human rights, and why are they important to me and to my community?
<b>Half Term</b>							
<p><b>Autumn 2</b> <b>Celebrating Difference</b></p> <p>EQ: What makes myself and others unique, and why should this be something to celebrate?</p>	To understand that there are different perceptions of 'normal'	To understand how being different could affect someone's life	To understand how one person or group can have power over another	To know some of the reasons people use bullying behaviour	To research an example of people with disabilities who lead amazing lives	To explain how difference can be a cause for conflict and for celebration	Assessment: What makes myself and other people unique, and why should this be something to celebrate?
<b>Christmas Holidays</b>							
<p><b>Spring 1</b> <b>Dreams and Goals</b></p> <p>EQ: How can I make my community a better place to be?</p>	To know my learning strengths and to set realistic goals	To work out the learning steps I need to achieve a realistic goal	To identify problems in the world and communicate to others about them	To work with other people to make the world a better place	To communicate to others ways in which to make the world a better place	To learn about and accept how other people perceive me	Assessment: How can I help to make my community a better place to be?
<b>Half Term</b>							
<p><b>Spring 2</b> <b>Healthy Me</b></p> <p>EQ: What things can have a negative impact on my body, and how can we avoid them from happening?</p>	To take responsibility for my health and wellbeing	To know about different types of drugs and their effects on the body	To understand how someone might be exploited to do something illegal	To understand why some people might join gangs and the risks this involves	To explore what it means to be emotionally well	To recognise what triggers stress and understand how it can be harmful for the body	Assessment: What things can have a negative impact on my body, and how can we avoid them from happening?
<b>Easter Holidays</b>							
<p><b>Summer 1</b> <b>Relationships</b></p> <p>EQ: In what ways can being online harm my mental health, and what can I do to maintain a healthy relationship with technology?</p>	To know that it is important to take care of my mental health	To identify ways to care for my mental health	To understand that there are different stages of grief	<b>SATs Week</b>	To recognise when people are trying to gain power or control	To be able to judge when something is safe or harmful online	Assessment: In what ways can being online harm my mental health, and what can I do to maintain a healthy relationship with technology?
<b>Half Term</b>							
<p><b>Summer 2</b> <b>Changing Me</b></p> <p>EQ: How and why do human beings reproduce?</p>	To identify what I am looking forwards to and fearing about Secondary School	To be aware of my own self image and how I perceive my own body	To explain how girls' and boys' bodies change during puberty	To understand how being physically attracted to someone changes a relationship	To ask questions about changes during puberty	To describe how a baby develops from conception to birth	Assessment: How and why do human beings reproduce?
<b>End of the Year</b>							

# Art

<b><u>Autumn 1</u></b> <b><u>Drawing</u></b>	To make detailed, analytical observational drawings	To make an enlarged drawing using selected media	To develop an enlarged drawing using selected media	To respond to portraits from different times and styles	To respond to portraits from different times and styles	To respond to portraits from different times and styles
<b><u>Half Term</u></b>						
<b><u>Autumn 2</u></b> <b><u>Painting</u></b>	To explore ideas in response to the work of Bob and Roberta Smith	To explore the work of graffiti artists and stencil work	To create a stencil piece of art inspired by Banksy	To explore self-portrait inspired by Freda Kahlo	To explore self-portrait inspired by Freda Kahlo	To use overworking and overpainting to create a portrait inspired by Freda Kahlo
<b><u>Christmas Holidays</u></b>						
<b><u>Spring 1</u></b> <b><u>Collage</u></b>	To develop a collaborative collage inspired by JR	To develop a collaborative collage inspired by JR	To develop a collaborative collage inspired by JR	To explore the work of Kara Walker	To develop a silhouette collage inspired by Kara Walker	To further develop and refine a collage inspired by Kara Walker
<b><u>Half Term</u></b>						
<b><u>Spring 2</u></b> <b><u>Printing</u></b>	SATs preparation		SATs preparation		SATs preparation	
<b><u>Easter Holidays</u></b>						
<b><u>Summer 1</u></b> <b><u>Textiles</u></b>	To design, make and evaluate a scented cushion					
<b><u>Half Term</u></b>						
<b><u>Summer 2</u></b> <b><u>3D Sculpture</u></b>	To explore the work of Grayson Perry to develop ideas for a pottery sculpture.	To explore materials and begin to design a pottery sculpture inspired by Grayson Perry.	LO: To produce a piece of pottery sculpture inspired by Grayson Perry.	To explore forms and shapes inspired by Henry Moore and Barbara Hepworth.	LO: To explore a casting technique inspired by Anthony Gormley.	LO: To create a sculpture of the human form inspired by the work of Antony Gormley.
<b><u>End of the Year</u></b>						

# Physical Education

<u>Autumn 1</u>	Running, Jumping, Catching & Throwing (Tag Rugby)
	Team Games (Handball)
<u>Half Term</u>	
<u>Autumn 2</u>	Competitive Game Play (Hockey)
	Competitive Game Play (Football)
<u>Christmas</u>	
<u>Spring 1</u>	Flexibility, Strength & Technique (Gymnastics)
	Developing a Range of Movements (Dance)
<u>Half Term</u>	
<u>Spring 2</u>	Competitive Game Play (Tennis)
	Health & Fitness
<u>Easter</u>	
<u>Summer 1</u>	Athletics – linked to Sports Day
	Throwing & Catching (Rounders)
<u>Half Term</u>	
<u>Summer 2</u>	Attacking & Defending (Cricket)
	Teamwork (Team Games)
<u>End of the Year</u>	

Swimming Assessment

# MFL - Spanish

<b>Autumn 1</b>	To recap on my learning in Spanish from Year 5.	To be able to pronounce and memorise the names of buildings/places you might find in a town/city	Revision of 'a' and 'some': Un - unos Una - unas To be able to understand/say: En mi calle hay ... On my road there is/are...	To be able to use adjectives : grande, pequeño, and to know when and how to change them depending on the nouns grammatical gender.	To be able to use directions: A la izquierda, a la derecha, en el centro. Introduction of Una catedral, Una panadería.	To be able to translate simple sentences using adjectives and directions. En mi calle hay dos tiendas grandes a la derecha y un banco a la izquierda.	To be able to and answer: ¿Hay un mercado aquí? Sí, a la derecha/ izquierda. No, no hay. To be able to use a sentence builder to construct more complex sentences.
<b>Half Term</b>							
<b>Autumn 2</b>	Revision of days of the week. Introduction of time expressions Por la mañana, por la tarde, por la noche.	To be understand when to use the 2 ways of saying it is X o'clock. Es la una Son las dos - doce	To be able to understand the word order of telling the time in Spanish.	To be able to say it is quarter/ half past X Es la una y cuarto/media Son las dos y cuarto/media	To be able to use a bilingual dictionary to find 4 more adjectives and be able to adapt them: masc/fem sing/plur	Assessment: Recapping learning from the Autumn term.	To be able to use a bilingual dictionary to fill in the gaps of a Christmas themed text.
<b>Christmas Holidays</b>							
<b>Spring 1</b>	To revise how to talk about our hobbies. To use a Spanish dictionary describe our hobbies in more detail.	To be able to correct the word order of short sentences which include hobbies, opinions and connectives.	To be able to use the Simple future tense Voy a... I'm going to...	To be able to say which activities do you, when and for how long.	To be able to use a sentence builder to create more complex sentences. Use of the verbs: Juego - I play Hago - I do Voy a - I am going to...	To be able to spell numbers and complete simple calculations in Spanish +, -, x, /, =	
<b>Half Term</b>							
<b>Spring 2</b>	To revise how we describe the food we eat.	To be able to recognise patterns regarding grammatical gender sing/plur To revise expressing opinions and being able to adapt them - sing/plural nouns.	To be able to organise words into the correct order to create sentences using food, opinions and connectives.	To be able to read and translate short texts linked to food.  To be able to write a similar text with their own opinions.	Assessment: Recapping learning from the Spring term.	LO: To learn about the Easter Procession in Saville.	
<b>Easter Holidays</b>							
<b>Summer 1</b>	To be able to write a simple restaurant menu, starter, main course and dessert. To learn the Spanish words for different types of cutlery.	To complete menus and work in pairs ¿Quieres ? Quisiera...	To be able to describe what I am having for breakfast, and which utensils I need to use.	To be able to use role play to order breakfast in a restaurant.	To follow a recipe in Spanish (How to make Guacamole).	To revise from Year 4 how to say the days, weeks and months of the year. To revise how to describe the weather.	
<b>Half Term</b>							
<b>Summer 2</b>	To be able to spell the seasons in Spanish and describe typical weather for each En otoño, en invierno, en primavera, en verano	To be able to write short sentences about seasons and weather with a template and incorporating new connectives: Normalmente, en general, a veces.	To be able to describe where I live, using directions. Vivo en + town en el norte en el sur en el oeste en el este ...de Inglaterra	To be able to write a short personal presentation about myself.	To revise our learning in Year 6.	Assessment: Recapping learning from the Summer term.	LO: To learn about Spanish holiday destinations
<b>End of the Year</b>							

# Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2 Focus Areas	Performing: Reading Notation - Rhythm	Performing: Reading Notation - Pitch	Performing: Instrumental Performance	Composing and Improvising	Creating and Performing	Musicianship: Singing and Listening
Year 6	Reading Notation 4: Rhythm Ensemble	Developing Sight Reading Skills 2: Note Names and Durations (Glockenspiel)	Pop Music 2: Chords and Bass Lines (Glockenspiel OR Ukulele)	Composition Project 1: Improvisation, Composition and Notation	Composition Project 2: Notation, Expression and Performance	Singing with Style

## Overview

Year 6 represents the pinnacle of Key Stage 2 music education. Pupils are proficient in reading notation and confidently perform complex rhythms and pitches. Singing reaches a high level of ensemble and performance, and instrumental performance is advanced.

Composition and improvisation skills expand further, with pupils creating music with multiple sections and experimenting with mood and expression. The units at the end of Year 6, allow them to showcase their musical growth as they prepare for Key Stage 3, where they will explore more advanced musical concepts and experiences. Each year builds upon the skills acquired in the previous year, providing a comprehensive musical education that prepares pupils for more advanced musical exploration in the next stage of their education.

## Expected Standard

Reading Notation: Pulse & Rhythm	Reading Notation: Pitch	Singing & Performing	Instrumental Performance	Composition & Improvisation
<ul style="list-style-type: none"> <li>Confidently read and perform rhythms with a wide range of note values, including semibreves, minims, crotchets, quavers, semiquavers and their equivalent rests, fluently interpreting rhythm patterns and note durations.</li> <li>Sight-read and perform intricate rhythmic phrases and rhythms from prepared notation, confidently maintaining accurate timing and rhythm throughout, in an ensemble of up to 4 parts.</li> </ul>	<ul style="list-style-type: none"> <li>Fluently read and perform pitch notation within an octave range (e.g. C-C).</li> <li>Interpret and perform music with dynamics and articulation.</li> </ul>	<ul style="list-style-type: none"> <li>Sing a broad range of songs, including those with complex rhythms and harmonies, with a strong sense of ensemble and performance.</li> <li>Perform three- and four-part rounds, partner songs, and songs with intricate structures.</li> </ul>	<ul style="list-style-type: none"> <li>Play complex melodies and accompaniments following staff notation, utilising a wide range of notes within an octave (do-do), whilst contributing to the interpretation and expression of the music.</li> <li>Accompany melodies using block chords or a bass line using keyboards, tuned percussion or melodic instruments.</li> <li>Demonstrate proficiency in playing by ear, copying longer phrases and complex melodies on tuned instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Extend improvisation skills through working in small groups to create music with multiple sections, repetition, and contrast.</li> <li>Compose melodies made from pairs of phrases, in a major or minor key suitable for the instrument chosen, enhanced with rhythmic or chordal accompaniment.</li> <li>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale and incorporate rhythmic variety.</li> </ul>

# Music

## Reading Notation 4: Rhythm Ensemble (Autumn 1)

In Year 6, students take a deeper dive into rhythmic notation with a strong focus on rhythm ensemble. This unit corresponds with the curriculum's emphasis on reading rhythmic notation. Building upon their previous rhythmic knowledge, pupils explore intricate rhythm patterns and ensemble playing, preparing them for more complex rhythmic challenges and collaborative performances in subsequent units.

## Developing Sight Reading Skills 2: Note Names and Durations (Glockenspiel) (Autumn 2)

The second half term of Year 6 concentrates on further developing sight-reading skills, specifically focusing on note names and durations on the glockenspiel. This unit aligns with the curriculum's objective of enhancing instrumental performance. Pupils refine their ability to read and play melodies accurately, setting them up for advanced sight-reading tasks and ensemble playing in the final stages of Key Stage 2.

## Pop Music 2: Chords and Bass Lines (Glockenspiel OR Ukulele) (Spring 1)

In the spring term, Year 6 students explore the world of pop music by concentrating on chords and bass lines using either the glockenspiel or ukulele. This unit corresponds with the curriculum's goal of nurturing performance skills. Pupils deepen their understanding of chord progressions and bass lines, gaining valuable experience that prepares them for more intricate composition and performance tasks in Key Stage 3.

## Composition Project 1: Improvisation, Composition, and Notation (Spring 2)

During the second half of the spring term, Year 6 learners embark on a comprehensive composition project that encompasses improvisation, composition, and notation. This unit aligns with the curriculum's emphasis on composition and improvisation skills. Pupils learn to structure their musical ideas, refine their notation abilities, and practice improvisation. These skills prepare them for more advanced composition projects and performance tasks in Key Stage 3.

## Composition Project 2: Notation, Expression, and Performance (Summer 1)

In the penultimate term, Year 6 students continue with their composition project focussing on notation, expression, and performance. This unit corresponds to the curriculum's goal of fostering composition skills. Pupils expand their knowledge of music notation, explore expressive techniques, and refine their performance abilities, equipping them for more complex composition and ensemble work in Key Stage 3.

## Singing with Style (Summer 2)

Year 6 culminates with a focus on singing with style during the summer term. This unit aligns with the curriculum's emphasis on musicianship, specifically singing and listening. Pupils further develop their vocal skills, exploring various musical styles and genres, which prepares them to engage in more diverse vocal performances and musical experiences in their future musical journey.

### Keywords

- Rhythm
- Round
- Rhythm names
- Thinking voice
- Pulse
- Improvisation
- Composition
- Strong beat
- Score
- Ostinato
- Stave notation
- Tonset
- Rhythm notation
- Ensemble skills
- Tempo
- Dynamics
- Singing names

### Listening

- Romantic
- 21st Century
- 90s RnB
- Middle Eastern Folk
- English Folk
- Polish Folk
- Jazz
- Argentina (Tango)
- The Soca Boys
- New Order
- Destiny's Child
- The Dukes of Dixieland