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| **Year 6** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **In class text** | “Viking Boy” Tony Bradman | The Adventures of the New Cut Gang - Pullman | Mohinder’s War - Bali Rai | The Lightning Thief - Percy Jackson | I and I  Bob Marley (poetry) | Just under the clouds - Melissa Sarno |
| **Class book** | The 50 Good Guys | The London Eye Mystery - Siobhan Dowd | Carrie’s War - Nina Bawden | Who let the Gods out Maz Evans | Rhythm and Poetry - Karla Nova | Just like me |
| **Wider Curriculum theme** | Vikings | Victorians  Victorian Christmas | WW2 | Ancient Greece | “Roots, Rhythms and Records” | Kidulthood to Adulthood |
| **Reading**  (DR/DSR) In addition to retrieval, inference and word building. | - **predict** what might happen from details stated and implied. | - **asking questions** to improve understanding | - **Evaluate** author’s purpose | -**make** **connections** within books, and to other texts | -**make connections** with self | -**make connections** to the wider world |
| **SPAG**  Vocabulary, Grammar, Punctuation | Punctuation - semi- colons/dashes/brackets | Word classes | Sentence construction | Tense  Past perfect / past progressive | Formal/Informal  language | passive/active voice |
| **ORACY** | Participate | Active listening | Build on ideas | Summarise | Recite | Clarify |
| **Extended writing outcomes** | **Newspaper report**  Letter from the front  Setting description | **Narrative (short story)**  Diary entry  Recount | **Non-Chronological report**  Character description  Persuasive argument | **Narrative writing - writing own myth**  Travel Brochure  Newspaper report | **Biography**  Poetry  Non-Chronological report | **Balanced argument**  Letter to myself  Job advertisement |
| **PSHE links** | Loyalty. Would you be loyal at all costs? | Friendship: How important is friendship and how do we become a good friend? | Difference: How do we respect the differences of others? | Resilience: Is there a difference between standing up for yourself and fighting? | Qualities/Role model/Values Why do we admire some qualities more than others? | Gratitude: What are you grateful for? |
| **MATHS** | Number, four operations, place value | Fractions, Decimals, Percentages, Ratio, | Handling Data, Geometry | Translation, Rotation, Transformation, Numerals | Word Problems, Algebra, Inverse | Application, Reasoning and CPA |
| **Science** | Animals Including Humans | Electricity | Living Things and Their Habitats | Inheritance and Evolution | Forces | Light |
| **RE** | Beginning with God | Advent to Christmas | Being a Sacramental People | From Lent to Easter | From Easter to Pentecost | A Godly Life |
| **Computing** | Big Data 1 | Big Data 2 | Bletchley Park | Intro to Python | Python | Skills Showcase |
| **PE** | Gymnastics | Invasion Games (football, netball, basketball, etc.) | Racket and Club Sports (rounders, hockey, tennis, etc.) | Dance | OAA | Athletics |
| **History or Geography** | Geography:  \* Answer questions by using a map about Vikings  History:  \* Key events from Britain’s past (Viking invasions and kingdoms)  \* Historical events from times studied (Lindisfarne raid) | Geography:  \* Describe how some places are similar and dissimilar in relation to their human and physical features (Victorian vs. modern East London)  History:  \* Place historical events on a timeline (Victorian Era)  \* Summarise how Britain has had a major global influence (British Empire) | Geography:  \* Use ordnance survey symbols and 6 figure grid references (plotting enemy lines during a WW2 battle)  History:  \* Identify and explain propaganda used during WW2 | Geography:  \* Explain how time zones work and calculate time differences around the world (ancient Greece and beyond)  History:  \* How has Britain learnt from other countries and civilisations (Democracy, Olympics, etc.)  \* Identify and explain differences, similarities and changes between different periods of history (throughout time) | Geography:  \* Use maps, aerial photographs, plans and e-resources to describe what a locality might be like (create a tourism pamphlet for Jamaica)  History:  \* Identify and explain how history has been influenced by music and popular culture | Geography:  \* Plan a world exploration  \* Identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles  \* Name the largest desert in the world and locate desert regions in an atlas  History:  \* Reflect on how my past will influence my future |
| **Art or Design** | Art:  \* Use a range of art and e-resources to create my own longboat.  Design:  \* Explain why hygiene is important when working with food | Art:  \* Use a range of e-resources to create art to create a circus poster  Design:  \* Design a circus poster inspired by Pablo Fanque  \* Design our very own roundel (inspired by our tour of East London) | Art:  \* Explain the style of my work and how it has been influenced by a famous artist to create a propaganda poster  \* Over print to create different patterns to create a propaganda poster  Design:  \* Evaluate my product against clear criteria  \* Follow and refine my plans to design and create a bomb shelter | Art:  \* Explain why I have used different tools to create Greek pots  \* Explain why I have chosen specific techniques to create Greek pots  Design:  \* Show that I consider culture and society in my plans and designs to design an amphitheatre | Art:  \* Use feedback to make amendments and improvements to make a blanket  Design:  \* Work within a budget to create a blanket inspired by Roots. Rhythms and Records | Art:  \* To over print to create a world flag (by layering existing flags)  Design:  \* Design and create our own wall art in the garden |