YEAR 6

| YEAR 1 | AUTUMN 1:1 | AUTUMN 1:2 | SPRING 2:1 | SPRING 2:2 | SUMMER 3:1 | SUMMER 3:2 |
|---|---|---|---|---|---|---|
| ENGLISH | -Describing a character<br>-Describing a setting<br>-Features of and writing diary entries<br>-Features of and writing instructions (chronical order, imperative verbs, short, concise instructions and diagrams)<br><br>**SPaG**<br>**Nouns and Pronouns**<br>-Indefinite pronouns<br>-Omitted relative pronouns<br>-Use of pronoun that to introduce reported speech<br>**Adjectives and Determiners**<br>-adjective order<br>-compound adjective | -Features of and writing information texts (chronological, present tense, third party, temporal and casual conjunctions)<br>-Features of and writing a narrative (characters, settings, plots, beginning, middle and end)<br><br>**SPaG**<br>**Adverbs and prepositioning**<br>-Adverbial order<br>-Adverbs of degree to describe adjectives, adverbs and verbs.<br>**Verbs**<br>-Passive voice<br>-Formal use of the subjunctive | -Features of and writing persuasion texts (present tense, temporal conjunctions, exaggeration and flattery, catchy names and slogans)<br>-Features of and writing a narrative (characters, settings, plots, beginning, middle and end)<br><br>**SPaG**<br>**Nouns and Pronouns**<br>-Indefinite pronouns<br>-Omitted relative pronouns<br>-Use of pronoun that to introduce reported speech<br>**Adjectives and Determiners**<br>-adjective order<br>-compound adjective | -Features of and writing a newspaper report (present tense, technical language, description, factual language, third person)<br>-Features of and writing a recount/ autobiography (past tense, first/third person, conjunctions, specific)<br><br>**SPaG**<br>**Adverbs and prepositioning**<br>-Adverbial order<br>-Adverbs of degree to describe adjectives, adverbs and verbs.<br>**Verbs**<br>-Passive voice<br>-Formal use of the subjunctive | Features of writing balanced arguments (present tense, conjunctions, third person, impersonal voice, formal tone, technical vocabulary)<br><br>**SPaG**<br>**Nouns and Pronouns**<br>-Indefinite pronouns<br>-Omitted relative pronouns<br>-Use of pronoun that to introduce reported speech<br>**Adjectives and Determiners**<br>-adjective order<br>-compound adjective<br>-Essential and non-essential relative clauses<br>**Adverbs and prepositioning**<br>-Adverbial order<br>-Adverbs of degree to describe adjectives, adverbs and verbs.<br>**Verbs**<br>-Passive voice | Post SATs Project |

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| | -Essential and non-essential relative clauses | | -Essential and non-essential relative clauses | | -Formal use of the subjunctive | |
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| MATHS | • **Number place-value** <br> • **Number operations** <br> • **Addition** <br> • **Subtraction** <br> • **Multiplication** <br> • **Division** <br> • **Multistep problems** | • **Fractions** <br> • **Nominators** <br> • **Denominators** <br> • **Adding fractions** <br> • **Subtracting fractions** <br> • **Multiplying fractions** | • **Number-decimals** <br> • **Number-fractions** <br> • **Measurement** | • **Number-algebra** <br> • **Number- ratio** <br> • **Geometry and statics** | • **Geometry and properties of shapes** <br> • **Geometry position and direction** | Post SATs Project |
| R.E | Loving, Judaism, Vocation and Commitment, Expectation | | Sources, Unity, Death and New Life | | Witnesses, Healing, Common Good, Sikhism | |
| SCIENCE | Working Scientifically <br> **Have we always looked like this?** <br> Evolution and inheritance | Working Scientifically <br> **Could you be the next Nintendo apprentice?** <br> Electricity | Working Scientifically <br> **What would a journey through your body be like?** <br> Animals, including humans | Working Scientifically <br> **Could Spiderman really exist?** <br> Living things and their Habitats | Working Scientifically <br> **How can you light up your life?** <br> Light | Working Scientifically <br> **How can you light up your life?** <br> Light |
| HISTORY | **Were the Vikings always victorious and vicious?** <br> The Viking and Anglo-Saxon struggle for the kingdom of England. | | **Who were the Mayans and what have we learnt from them?** <br> A non- European society that provides contracts with British history | | **What would life have been like for Shakespeare growing up?** | **What would life have been like for Shakespeare growing up?** |

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| GEOGRAPHY | | Where in the world is Asia? Map reading, features of the world | | What causes an earthquake? | | |
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| ICT | • I can deconstruct a problem into smaller steps, recognising similarities to solutions used before.<br>• Design and write my own program | Data Handling<br>• I can plan the process needed to investigate the world around me.<br>• I can create and design my own spreadsheets<br>• I can interpret the data I collect.<br>• I use the skills I have developed to interrogate a database. | • I can recognise when I need to use a variable to achieve a required output.<br>• I can use a variable and operators to stop a program.<br>• I can use different inputs (including sensors) to control a device or onscreen action and predict what will happen. | • I can explain and program each of the steps in my algorithm.<br>• I can evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm.<br>• I can use logical reasoning to detect and correct errors in a algorithms and programs. | • I can tell you the Internet services I need to use for different purposes.<br>• I can describe how information is transported on the Internet.<br>• I can talk about the way search results are selected and ranked.<br>• I can check the reliability of a website.<br>• I can tell you about copyright and acknowledge the sources of information that I find online. | • I can explain the consequences of sharing too much about myself online.<br>• I support my friends to protect themselves and make good choices online, including reporting concerns to an adult.<br>• I protect my computer or device from harm on the Internet.<br>I recognise acceptable and unacceptable behaviour and know how to report concerns |

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| **ART & DESIGN** | **Design and make a Viking long boat.** | **Plan, design and make a quality product.** | **Design and make pyramids in the style of the Mayans.** | **Water colours to paint a local scene that they have photographed.** | **Creating their own pages of manuscript.** | |
| FRENCH | School | Je suis malade… | Verbs | Hobbies | Common Irregulars | Beginner' Spanish |