Year 6 2022/2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English and Reading	**Goodnight Mister Tom Wartime Poetry** -write a narrative - informal speech - multi-clause sentences - description – noun phrases/ figurative language - semi colons/colons - biographies - structuring paragraphs - parenthesis – brackets/ dashes/commas -relative clauses **Retrieve information from a text** **Make meaning from words in context**	**The Hobbit** - fiction writing - character development - synonyms and antonyms - fronted adverbials - integrating dialogue and action - building coherence in paragraphs - subject /verb agreement - non-fiction – report writing - identifying audience and purpose - cohesion **Make inferences from a text** **Choice of words and phrases to enhance meaning**	**Ice Trap Shackleton's Journey** - diary entry - setting description - characters' personality, thoughts and feelings - write a narrative - cohesion - prepositional phrases -precise vocabulary - hyphenated nouns and adjectives **Make comparisons and connections with and between texts** **Form impressions of places and people**	**Perrault's Fairy Tales Looking after Britain** - write a fairy tale - Using different tenses to create a setting - use of 's' in possession and plural - adverbials - superlatives - persuasive letter writing - point, evidence, explain **Summarise a text** **Say whether a statement is true or false**	**The Giant's Necklace Fantastic Beasts, Victorian Crime, D-Day** - diary entry - figurative language - cohesion - perfect tense - multi-clause sentences - figurative language - write a newspaper article - features of a newspaper article - active and passive voice - progressive tense - direct and indirect speech **Make predictions from a text** **Multiple choice questions**	**King Kong It's the Law, Around the World – Japan** -Write a first person narrative - integrating flashback (past) and present tense - develop settings - colons and semi-colons in lists **Complete a table** **Use synonyms and antonyms to make meaning**
Curriculum	**A Child's War** Teach children about the cause and effect of the Second World War, significant events and people and develop their empathy for what it was like to be a child at the time.	**Hola Mexico!** Children learn about the ancient Mayan civilisation and how their environment, beliefs, architecture and mathematical knowledge made the Maya one of the most sophisticated ancient civilisations.	**Frozen Kingdom** Develop children's knowledge of polar regions. Teach children about the interconnections of this extreme ecosystem and how humans and animals seek to conquer it	**Blood Heart** Teach children about the human circulatory system and heart health, developing their knowledge about the workings of the heart and significant medical discoveries.	**Darwin's Delights** Develop children's knowledge of evolution and inheritance. Teach children about living things and their habitats, DNA and Darwin's theory of natural selection.	**Tomorrow's World** Teach children about modern communication, including how to build a website, e-safety and the movers and shakers in the world of technology.
Science (In Curriculum)	**Animals including Humans Investigation Skills** Plan different types of scientific enquiries to answer questions. Take measurements using a range of scientific equipment with increasing accuracy. Record data in a variety of ways. Use test results to make predictions to set up further tests. Report and present findings from enquiries.	**Light** -Recognise that light appears to travel in straight lines -Explain how we see things - Use the idea that light travels in straight lines to explain how shadows are the same shape as the object that casts them	**Living Things and their Habitats Evolution and Inheritance** Living things and their habitats. Describe how living things are classified – based on specific characteristics. Recognise how living things have changed over time and how fossils give information about this. Recognise how living things produce offspring that varies to their parents. Identify how animals and plants are adapted and that adaptation may lead to evolution. Take measurements using a range of scientific equipment with increasing accuracy	**Animals including Humans** Identify and name the main parts of the circulatory system and describe their functions. Recognise the impact drugs, alcohol and lifestyle on the ways the body functions. Describe the ways in which nutrients and water are transported.	**Living Things and their Habitats Evolution and Inheritance** Classification using existing knowledge. Reasons for classifying living things based on specific characteristics. Fossils. Adaptation and evolution. **Science Week:** Electricity - Associate the brightness or volume with the voltage of cells used in the circuit. Compare and give reasons for variation in how components function. Use recognised symbols when representing simple circuits in a diagram	**Electricity** Use recognised symbols when representing simple circuits in a diagram.
Maths	**Calculating using knowledge of structures** Identify structures within stories and use their knowledge of structures to create stories Identify the missing part using their knowledge of part whole relationships and structures Interpret and represent a part-whole problem with 3 addends using a model Create stories to correctly match a structure presented in a model Solve Problems Calculate the value of a missing part Explain how adjusting both addends affects the sum (2 digit numbers) Explain how adjusting both addends affects the sum (decimal fractions) Use the 'same sum' rule to balance equations	**Numbers up to 10,000,000** Use representations to identify and explain patterns in powers of 10 Compose seven or eight-digit numbers using common intervals Use knowledge of the composition of up to eight-digit numbers to solve problems Explain how to read numbers with up to seven digits efficiently Recognise and create numbers that contain place-holding zeroes determine the value of digits in numbers up to tens of millions Use knowledge of the composition of seven-digit numbers to solve problems Add and subtract numbers with and without crossing the millions boundary Estimate the value and position of numbers	**Multiplication and Division** Explain the effect on the product when scaling the factors by the same amount Explain the effect on the quotient when scaling the dividend and divisor Multiply a three-digit by a two-digit number Accurately use the method of long multiplication to multiply up to 4 digit number by 2 digits (including regrouping) Explain how to use accurately the methods of short and long division (with and without remainders) Solve problems Explain how to use accurately the method of long division with and without remainders	**Fractions and Percentages** Write a fraction in its simplest form when solving multiplication problems Explain, with and without using an image, how to add and subtract related fractions (unit and non-unit fractions) Use knowledge of adding and subtracting related fractions to solve problems in a range of contexts Explain, with and without using an image, how to add and subtract related fractions (non-unit fractions that bridge the whole) Explain how to add or subtract non-related fractions with different denominators Compare pairs of non-related fractions (using fraction sense) Explain how to multiply two unit and non-unit fractions	**Statistics** Interpret and construct pie charts and line graphs Solve problems Calculate and interpret mean as an average Connect work from angles, fractions and percentages to interpretation of pie charts **KS2 SATs Revision** **Ratio and Proportion (into Summer 2)** Describe the relationship between two factors (in a ratio context) Use multiplication and division to calculate unknown values (two and three variables) Use a ratio grid to calculate unknown values	**Calculating using knowledge of structures** Balance equations with addition or subtraction expressions Use knowledge of balancing equations to solve problems **Solving problems with two unknowns** Pupils represent the structure of contextual problems with two unknowns Explain why sometimes there is only one solution to a sum and difference/multiple problem Solve problems with two unknowns in a range of contexts Systematically solve problems with two unknowns using 'trial and improvement' (one, several and infinite solutions) **Order of operations**

Maths	Solve addition and subtraction calculations mentally by using known facts and missing addends Explain how adjusting both the minuend and subtrahend by the same amount affects the difference Explain how increasing or decreasing the minuend affects the difference Explain how increasing or decreasing the subtrahend affects the difference Calculate the difference using their knowledge of an adjusted subtrahend **Multiples of 1000 (into Autumn 2)** Explain how 10,000 and 100,000 can be composed Read and write numbers up to one million Identify and place the position of five-digit and 6-digit multiple of one thousand numbers, on an unlabelled number line Count forwards and backwards in steps of powers of 10, from any multiple of 1,000 Explain that 10,000 is composed of 5,000s 2,500s and 2,000s Explain that 100,000 is composed of 50,000s 25,000s and 20,000s Read scales in graphing and measures contexts, by using their knowledge of the composition of 10,000 and 100,000	Explain why and how we round Explain how to round up to seven-digit numbers to any power of 10 in context Add and subtract numbers with up to seven digits using column addition and subtraction and mental calculations **Draw, compose and decompose shapes** Use knowledge of shape properties to draw, sketch and identify shapes Explain the same 3D shape can be composed from different 2D nets Explain when a 2D shape is decomposed and the parts rearranged, the area remains the same. The area of a compound shape is therefore equal to the total of the areas of the constituent parts Shapes with the same area can have different perimeters. Shapes with the same perimeters can have different areas Use the relationship between area and side length, and perimeter and side length, to reason about measurements of shapes, including compound shapes	Use long division with decimal remainders (1 and 2 decimal place) and fraction remainders Interpret and represent remainders from a range of division contexts Identify and explain the relationship between divisors and quotients **Area, perimeter, position and direction** Explain how to calculate the area of a parallelogram and triangle Explain why shapes can have the same perimeters but different areas and vice versa Describe the relationship between scale factors, side lengths and perimeters of two shapes Describe positions on the full coordinate grid (all four quadrants) Draw and translate simple shapes on the coordinate plane and reflect them in the axes	Explain how to divide a unit and non-unit fraction by a whole number Explain what percent means and how to represent in different ways Convert percentages to decimals and fractions (with and without a denominator of 100) Solve conversion problems in a range of contexts Calculate the percentage of a number to solve problems in a range of contexts Solve problems where the percentage part and the size of the part is known and the whole is unknown Solve problems where the known percentage part and the size of the part changes the whole	Explain how and why scaling is used to make and interpret maps Solve scaling problems in a range of contexts Identify and describe the relationship between two shapes using scale factors and ratios (squares, regular and irregular polygons)	Use knowledge of the distributive law to solve equations including multiplication, addition and subtraction Explain how addition and subtraction can help to solve division problems efficiently Use knowledge of the distributive law to solve equations including division, addition and subtraction **Mean average** Pupils explain the relationship between the mean and sharing equally Explain how to calculate the mean of a set of data Explain how the mean changes when the total quantity or number of values changes Calculate the mean when one of the values in the data set is zero or missing Use the mean to make comparisons between two sets of information Explain when the mean is not an appropriate representation of a set of data
RE	Recap of major world religions, faiths, prayer and the significance of faith and religion to believers.	**What do religions say to us when life gets hard?** **Strand:** Believing **Questions in this thread:** Is death the end? Does it matter? Why is there suffering? Are there any solutions? **Religions and worldviews** Christians, Hindus and non-religious responses (e.g Humanists)	**Is it better to express your religion in arts and architecture or in charity and generosity?** **Strand:** Expressing: **Questions in this thread:** How can people express the spiritual through the arts? **Religions and worldviews** Christians, Muslims and non-religious, e.g. Humanists	**What matters most to Christians and Humanists?** **Strand:** Living **Questions in this thread:** How should we care for others and the world, and why does it matter? What can we learn from religions about deciding right and wrong? Does religion help people to be good? **Religions and worldviews** Christians and non-religious, eg Humanists	**What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)?** **Strand:** Living **Questions in this thread:** How should we care for others and the world, and why does it matter? What difference does it make to believe in…? **Religions and worldviews:** Hindus, Christians, Muslims	**Humanism** Overview of humanism. Examining the difference between religious and non-religious worldviews. Focusing specifically on Humanism, its origins, core beliefs and the meaning of the Happy Human symbol.
PE	Athletics	Tag Rugby	Basketball	Football	Rounders	Tennis
Music Sequencing/term taught varies across the year but all covered.	**Year 6** **Key genre/person/song(s)** Blues/Spirituals Ella Fitzgerald BBQ Blues Gospel medley **Listening** Listen to high quality music and appraise it suggesting context, style and instrumentation using correct musical language. Use what they hear to improve and inform their own compositions and performances.	**Storytelling/Acting** Confidently work with a group and individually in order to represent various musical styles through movement and storytelling.	**Composing** Compose a piece of music individually using formal written notation including crotchets, minims, quavers, semi-breves and with correct time signatures and clefs. (Recorders)	**Notation** Follow a conductor to read and perform formal notation on a stave on the recorder using crotchets, minims, quavers and semi-breves. **Performing** Perform a piece of music individually reading formal written notation including crotchets, minims and quavers, semi-breves and changes of time-signature.	**Understanding** Use increasing knowledge of musical language in order to discuss the structure and form of music within its cultural context. This is used to aid listening, compositions, performance and to appraise time keeping.	**Singing** Sing with awareness of others, in time, correct pitch and with changing dynamic contrast. Keep time in a two part song. Correctly sing a short phrase alone.

Computing Sequencing/term taught varies across the year but all covered.	**Online Safety** (Digital Literacy) **Blogging** (Information Technology)	**Quizzing** (Information Technology)	**Coding** (Computer Science)	**Spreadsheets** (Information Technology)	**Text Adventures** (Computer Science)	**Understanding Binary** (Computer Science) **Networks** (Computer Science)
PSHE/RHE Sequencing/term taught varies across the year but all covered.	**PSHE** – Keeping Safe – Water Safety **RHE** – Growing and Changing Children's views **No Outsiders!** – To promote diversity.	**PSHE** –Keeping Healthy – Alcohol **RHE** – Feelings and Emotions - Jealousy **No Outsiders!** – To stand up to discrimination.	**PSHE** – Growing and Changing – Conception **RHE** – Growing and Changing – Conception **No Outsiders!** – To challenge the causes of racism.	**PSHE** –Being Responsible – Stealing **RHE** – Feelings and Emotions - Worry **No Outsiders!** – To consider how my life may change as I grow up.	**PSHE** – Computer Safety – Making Friends Online **RHE** – Computer Safety – Assessment **No Outsiders!** – To recognise my freedom.	**PSHE** – The Working Wold – In-App Purchases A World Without Judgement – British Values **RHE** – Feelings and Emotions – Children's Views (Secondary) **No Outsiders!** – Review and Recap