



Year 6

These are the units of work that are covered in Year Six. There may be some variation of the order of when these are taught.

Year 6						
						
Subject	Units of work					
English	Autobiographies and biographies Shakespeare study – The Tempest (descriptive writing and diary) Kensuke’s Kingdom: (descriptive writing, diary entries.)	Kensuke’s Kingdom: letters WW1 (War Horse comparison and letter from the trenches, and poetry) John Lewis advert (character and setting description) Tortoise and Hare (sports news report)	Whole School English Unit Beowulf (character description, recount, narrative endings) Viking day recount	Balanced argument Viking non-chronological report Easter Bunny (letter of complaint)	SATS preparation Giant’s Necklace (narrative) Persuasive speeches	Persuasive description of favourite meal Residential recount Writing a page for a year book Writing a Thank you letter to the Head Teacher
Mathematics	Number and Place Value Addition and subtraction Multiplication and Division	Measurement Ratio and proportion Geometry and properties of shape	Fractions, decimals and percentages Statistics	Algebra Geometry – position and direction	Revision of topics	Transition work
Science	Living things and their habitats classification similarities and differences including	Electricity links between voltage/number of cells and brightness	Evolution and Inheritance changes over time and fossils	Light how it travels and how we see	Animals including humans identify and name the main parts of the human circulatory system, including the heart and blood vessels	

	micro-organisms, plants and animals	<p>of a lamp or the volume of a buzzer</p> <p>compare and give reasons for variations in how components function,</p> <p>use recognised symbols when representing a simple circuit in a diagram.</p>	<p>similarities in offspring</p> <p>how adaptation may lead to evolution.</p>	<p>understand how the shape of shadows are created</p>	<p>recognise the impact of diet, exercise, drugs and lifestyle</p> <p>describe transportation of nutrients and water in humans</p>	
History		<p>History week based on WW1</p> <p>Propaganda posters, including Lord Kitchener</p> <p>Learning about the trenches, using War Horse to support.</p>	<p>Vikings to 1066</p> <p>Visit for the day by the Viking Man</p> <p>Viking raids and invasion</p> <p>Resistance by Alfred the Great and Athelstan, first king of England</p> <p>Anglo-Saxon laws and justice, and Danegeld</p> <p>Edward the Confessor and his death in 1066</p>		<p>Chronological revision. Significant events since the Industrial Revolution</p> <p>British History since WWII</p> <p>Music</p> <p>Technology</p> <p>Lifestyle</p> <p>Fashion</p>	
Geography	Using maps, atlases, globes and digital computer mapping locate countries and describe features	<p>Human Geography: settlements, land use, economic activity including trade links, distribution of natural resources including energy, food, minerals and water. Independent study.</p>				
Art	<p>Texture</p> <p>develops experience in embellishing</p>	<p>Colour</p> <p>hue, tint, tone, shades and mood</p> <p>explore the use of texture in colour</p>	<p>Drawing</p> <p>effect of light on objects and people from different directions</p>	<p>Form (clay)</p> <p>plan and develop ideas</p> <p>shape, form, model and join</p>	<p>Printing</p> <p>builds up drawings and images of whole or parts of items using various techniques</p>	<p>Pattern</p> <p>create own abstract pattern to reflect personal experiences and expression</p>

	<p>applies knowledge of different techniques to express feelings</p> <p>work collaboratively on a larger scale</p> <p>Shona Skinner</p>	<p>colour for purposes</p> <p>colour to express feelings</p> <p>Japanese Artists</p>	<p>interpret the texture of a surface</p> <p>produce increasingly accurate drawings of people</p> <p>concept of perspective</p> <p>Charles Keeping's line drawings - Beowulf</p>	<p>observation or imagination</p> <p>properties of media</p> <p>discuss and evaluate own work and that of other sculptors</p> <p>Barbara Hepworth and Henry Moore</p>	<p>Screen printing</p> <p>Explore printing techniques used by various artists</p> <p>Andy Warhol</p> <p>Julian Opie</p>	<p>create pattern for purposes</p> <p>Bridget Riley</p>
Technology		<p>Pizza</p> <p>Design, make and evaluate a pizza and pizza box</p>		<p>Fairground rides</p> <p>Design, make and evaluate fairground ride models</p>		<p>Shelters</p> <p>Design, test and evaluate different constructions and shelters using a range of materials.</p>
Music	<p>I'll Be There</p> <p>Introduction to Michael Jackson, his with listening, appraising and performing. Rhythm, melody and harmony, learn the recorder and collectively develop musicianship through instruments and voice. Preparing music and carols for the Christmas services.</p>		<p>Britten – A New Year Carol</p> <p>By Benjamin Britten</p> <p>Listening, appraising and performing</p>	<p>Happy</p> <p>Listening and appraising "Happy" by Pharell Williams, exploring interrelated dimensions of music</p>	<p>You've got a friend by Carole King</p> <p>Listening, appraising and performing</p>	<p>Hip Hop Course</p> <p>Composition, lyric-writing, mixing, music-production and technology, poetic techniques, sampling, sequencing, musical terms & performance.</p>
R.E	<p>Living by rules</p> <p>Being fair & just</p>	<p>Creating unity & harmony</p> <p>Cultivating Inclusion: Identity & belonging</p>	<p>Remembering Roots</p> <p>Being Courageous and Confident</p>	<p>Being Regardful of Suffering/Being Merciful and Forgiving</p>	<p>Expressing Joy</p> <p>Appreciating Beauty</p>	<p>Being Curious and Valuing Knowledge</p> <p>Being Reflective and Self-Critical</p>

<p>P.E</p>	<p>Games: play and make up small sided modified net/ striking and fielding and invasion skills and tactics. (hockey)</p> <p>Gymnastics: create and perform fluent sequences on the floor and using apparatus.</p>	<p>Games: play and make up small sided modified net/ striking and fielding and invasion skills and tactics. (rugby)</p> <p>Dance: create and perform using a range of movement patterns (different times, places and cultures).</p>	<p>Games: play and make up small sided modified net/ striking and fielding and invasion skills and tactics. (Basketball)</p> <p>Gymnastics: create and perform fluent sequences on the floor and using apparatus.</p>	<p>Games: play and make up small sided modified net/ striking and fielding and invasion skills and tactics. (netball)</p> <p>Dance (Happy): create and perform using a range of movement patterns (different times, places and cultures).</p>	<p>Games: play and make up small sided modified net/ striking and fielding and invasion skills and tactics. (Tennis and cricket)</p> <p>Athletics: take part and design challenges and competitions: run, jump, throw, precision, speed, power and stamina</p>	<p>Rounders and Athletics: take part and design challenges and competitions: run, jump, throw, precision, speed, power and stamina.</p> <p>Outdoor and adventurous activities (following trails, orienteering and problem solving-residential).</p>
<p>P.S.H.E</p>	<p>Living in the wider world</p>	<p>Living in the wider world</p>	<p>Relationships</p>	<p>Relationships Mental well-being</p>	<p>Health and well being</p>	<p>Health and well being</p>
<p>Computing</p>	<p>We are environmentalists: model climate change</p>	<p>We are developers: adventure game/ APP.</p>	<p>We are explorers: creating Geotrails</p>	<p>Developing websites.</p>	<p>We are fundraisers: charity fundraiser</p>	<p>We are Publishers: year book.</p>
<p>MFL</p>	<p>Notre Monde (Our World)</p> <p>Continents and geographical features with particular emphasis on the Seychelles</p> <p>Letters to our new partner school in the Seychelles (Praslin Island)</p>	<p>Notre École (Our School)</p> <p>School buildings and facilities. Time linked to school timetable. Expressing preferences and giving opinions about school subjects</p>	<p><u>Scene de Plage (Beach scene)</u></p> <p>Revision of adjectival agreement and position; declension of high frequency verbs in present tense through description of painting Scène de Plage (Dégas)</p>	<p><u>Le passé et le présent (The past and the present))</u></p> <p>Introduction of simple past tense through exploration of Jacques Prévert’s poem “Déjeuner du matin”</p> <p>Performance poetry and silent film</p>	<p><u>Au parc d’Attractions (At the Theme Park)</u></p> <p>Description of facilities and rides at a theme park and opinions of rides. Verbs, adverbs, adjectival position and agreement, conjunctions) Manipulation of</p>	<p><u>Monter un Café (Café Roleplay)</u></p> <p>Revision of food and drink vocabulary and transactional phrases for ordering and paying for snacks and meals in a restaurant. Exploration of cultural differences expressed through attitudes to food,</p>

					numbers to 100 in money.	etiquette and café culture.
E-Safety		Copy Right what is it?	Cyber Bullying and Reporting Abuse	Gaming and Collaboration		Communicating online, Social Networking, Sexting, Images & Grooming