



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					
<b>English</b>	Autobiographies and biographies  Shakespeare study – Macbeth(poetry, non chronological report  Kensuke’s Kingdom: (descriptive writing, contrasting atmospheres.)	WW1 (War Horse comparison and letter from the trenches, and poetry)  The Man who Walked Between the Towers (Talk for writing diary)	Whole School English Unit  Beowulf (character description, recount, narrative)  Poetry Unit – The Dreadful Menace	Balanced argument  Viking non-chronological report  Easter Bunny (letter of complaint)	SATS preparation  Giant’s Necklace (narrative)  How to keep healthy science leaflet	Writing a page for a year book  Writing a Thank you letter to the Head Teacher
<b>Mathematics</b>	Number and Place Value  Addition and subtraction Multiplication and Division	Measurement – area and perimeter  Fractions, decimals and percentages  Coordinates	Statistics  Ratio and proportion  Geometry and properties of shape	Algebra  Geometry – position and direction	Revision of topics	Transition work
<b>Science</b>	Living things and their habitats classification  similarities and differences including micro-organisms, plants and animals	Electricity  links between voltage/number of cells and brightness of a lamp or the volume of a buzzer	Evolution and Inheritance  changes over time and fossils  similarities in offspring	Light  how it travels and how we see  understand how the shape of shadows are created	Animals including humans  Identify and name the main parts of the human circulatory system, including the heart and blood vessels	Recognise the impact of diet, exercise, drugs and lifestyle  Human reproduction to birth

	<p>Non-chronological report on an unknown species.</p> <p>Biography on a famous scientist</p> <p>Investigations</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>how adaptation may lead to evolution.</p>		<p>Describe transportation of nutrients and water in humans</p>	
<b>History</b>		<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>Viking non chronological report</p>		<p>Chronological revision.</p> <p>British History since WWII</p> <p>Music</p> <p>Technology</p> <p>Lifestyle</p> <p>Fashion</p>	
<b>Geography</b>	<p>Using maps, atlases, globes and digital computer mapping to locate countries and describe features</p>	<p>Human Geography: settlements, land use, economic activity including trade links, distribution of natural resources including energy, food, minerals and water. Independent study comparing Brazil with the UK.</p>			<p>Sutton Park unit</p> <p>Orienteering and mapping</p> <p>Compass work</p> <p>Map skills and ordnance survey symbols</p> <p>Practical work in Sutton Park.</p>	
<b>Art</b>	<p>Texture</p> <p>develops experience in embellishing</p>	<p>Textiles</p> <p>developing knowledge and use of different stitches to produce</p>	<p>Drawing</p> <p>effect of light on objects and people</p>	<p>Form (clay)</p> <p>plan and develop ideas</p>	<p>Printing</p> <p>builds up drawings and images of whole or parts of items</p>	<p>Pattern</p> <p>create own abstract pattern to reflect</p>

	<p>applies knowledge of different techniques to express feelings</p> <p>work collaboratively on a larger scale</p> <p>Shona Skinner</p>	<p>different patterns and stitches</p> <p>to understand the process of applique</p> <p>to design, plan and decorate a fabric piece.</p>	<p>from different directions</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>shape, form, model and join</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>using various techniques</p> <p>Screen printing</p> <p>Explore printing techniques used by various artists</p> <p>Andy Warhol</p> <p>Julian Opie</p>	<p>personal experiences and expression</p> <p>create pattern for purposes</p> <p>Bridget Riley</p>
<b>Technology</b>		<p>Pizzas</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>
<b>Music</b>	<p>Pupils will be taught to sing and play musically with increasing confidence and control. They will be developing an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Listen and appraise</p> <p>Explore the interrelated dimensions of music using voices and instruments</p> <p>Perform and share</p> <p>Units – Happy and Classroom Jazz 2</p>		<p>A New Year Carol</p> <p>Listen and Appraise: A New Year Carol and some more of Britten's Friday Afternoons songs with their cover versions. Musical Activities - learn about the interrelated dimensions of music. Perform and Share</p>	<p>Carole King</p> <p>Listen and Appraise the song You've Got A Friend and other songs by Carole King: Musical Activities - learn and build on your knowledge and understanding about the interrelated dimensions of music Play musical instruments, compose and perform the song.</p>	<p>Reflect, Rewind and Replay</p> <p>Consolidate the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <ul style="list-style-type: none"> <li>• Listen and Appraise Classical music</li> <li>• Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</li> <li>• Singing</li> <li>• Play instruments within the song</li> <li>• Improvisation using voices and instruments</li> <li>• Composition</li> </ul>	

					<ul style="list-style-type: none"> <li>Share and perform the learning that has taken place</li> </ul>	
<b>R.E</b>	<p>Living by rules</p> <p>Being fair &amp; just</p>	<p>Creating unity &amp; harmony</p> <p>Cultivating Inclusion: Identity &amp; 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>
<b>P.E</b>	<p>Games: play and make up small sided modified net/ striking and fielding and invasion skills and tactics. (hockey)</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. (rugby)</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. (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. (Cricket)</p> <p>Athletics: take part and design challenges and competitions: run, jump, throw, precision, speed, power and stamina</p>	<p>Rounders – apply rules and play small sided games using standard rounders pitch layout. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.</p> <p>Outdoor and adventurous activities (following trails, orienteering and problem solving-residential).</p>
<b>P.S.H.E</b>	<p>Relationships</p> <p>Attraction to others, recognising and managing pressure.</p>	<p>Relationships</p> <p>Expressing opinions and respecting others points of views</p> <p>Anti-bullying</p>	<p>Living in the wider world</p> <p>Valuing diversity, challenging discrimination and stereotypes</p>	<p>Living in the wider world</p> <p>Evaluating media sources, sharing things online, influences and attitudes to money</p>	<p>Health and well being</p> <p>What affects mental health and ways to care of it. Managing loss and bereavement. Managing time online</p>	<p>Health and well being</p> <p>Increasing independence, managing transition, keeping personal information safe</p>

Computing	Online safety  Computing systems and networks - communicaton	Creating media – 3D modelling	Creating media – Web page creation	Data and information - Spreadsheets	Programming A – Variables in games	Programming B – Sensing
MFL	<p>Notre Monde (Our World)</p> <p>Continents and geographical features</p> <p>Reading strategies for extended pieces of unfamiliar language</p> <p>Continued development of use of bilingual dictionaries</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>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>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>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, etiquette and café culture.</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)</p> <p>Manipulation of numbers to 100 in money.</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, etiquette and café culture.</p>
E-Safety	Internet dangers	Copy Right what is it?	Cyber Bullying and Reporting Abuse	Gaming and Collaboration		Communicating online, Social Networking, Sexting, Images & Grooming

