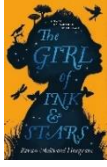
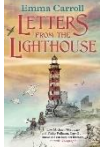
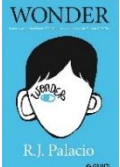
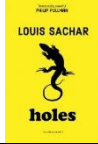
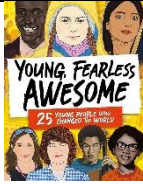
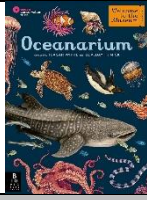
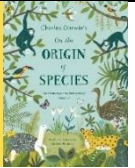
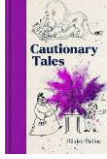




Year 6 Curriculum

Year 6 Guided Reading Overview

Y6 Core Text	 Pig Heart Boy by Malorie Blackman (4 weeks)	 The Girl of Ink and Stars by Kiran Millwood Hargrave (3 weeks)	 Carrie's War by Nina Bawden (3 weeks)	 Coming to England by Floella Benjamin (3 weeks)	 Letters from the Lighthouse by Emma Carroll (4 weeks)	 Wonder by R.J. Palacio (4 weeks)
Y6 Supplementary		 Holes by Louis Sachar (3 weeks)	Extracts to support SATs preparation (2 weeks)	Extracts to support SATs preparation (2 weeks)		
Y6 Non-Fiction	 Young, Fearless, Awesome (2 weeks)	 Oceanarium (2 weeks)				 Darwin's on the origin of species (2 weeks)
Y6 Linked Poetry	 Michael Rosen – On the move (1 week)		 The Tyger by William Blake (1 week)		 Cautionary Tales – Hilaire Belloc (1 week)	 The Final Year (2 weeks)

Year 6 Guided Reading Statement Mapping

Y6							Reading behaviours
Word reading	use strategies such as recognising syllables /phonemes to decode new or unfamiliar words focus on all the letters in unfamiliar words so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word re-read, as needed to take account of especially challenging word order and phrasing read most words effortlessly and with increasing automaticity test out different plausible pronunciations for less familiar words [children should be able to read further exception words independently. If they are not able to do so, please refer to previous year groups]			apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet read longer words, using syllable boundaries where needed [children should be able to read and understand words with contractions independently. If they are not able to do so, please refer to KS1] read aloud unfamiliar words or challenging sections of text, where needed, to support accuracy and automaticity re-read words or challenging sections of text to ensure understanding through fluency read age-appropriate texts fluently (including pausing appropriately, reading in phrases, responding to punctuation)			continuing to listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions reading silently with good understanding, working out how to pronounce unfamiliar words recommending books that they have read to their peers, giving reasons for their choices internalising the rhythms/stresses of literary language learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience recognising some different forms of poetry expressing and justifying personal preferences regarding authors/named books/poets/genres sustaining attentive listening, building on others' ideas by agreeing or disagreeing challenging specific points within an argument for greater clarity/detail/accuracy drawing on different points of view when responding asking questions for clarification and understanding developing, agreeing and evaluating rules for effective discussion following up and building upon ideas under discussion challenging others' views courteously considering possibilities and arriving at an agreement making use of notes to support
Comprehension	Vocabulary	Infer	Predict	Explain	Retrieve	Summarise	
	discussing and clarifying the meanings of words, linking new meanings to known vocabulary continuing to use dictionaries to check the meanings of words that they have read identifying words and phrases which are unknown discussing words and phrases that capture the reader's interest and imagination identifying how language, structure and presentation contribute to meaning describing and evaluating the use of particular words or phrases, and their effect on the reader discussing language choices in the text that provides clues to the author's intent discussing the meaning of figurative words and phrases (fiction and non-fiction) exploring the effect of imagery sustained within and across paragraphs discussing how writers create shades of meaning exploring synonyms and idiomatic language exploring how the conventions of different types of writing (e.g. language features of specific genres and cohesive devices) are used to support the authors' aims discussing the impact of authorial choices on the reader exploring and discussing unknown technical or subject specific vocabulary with increasing independence	empathising with a number of different characters within a book considering actions, motivations, complexities and interactions with other characters identifying with, and exploring characters, using a range of drama techniques forming conclusions based on, or inferred from, evidence within the text	using tentative language (e.g. could it be? I wonder whether?', 'perhaps', possibly) to aid speculative thinking and deepen understanding when considering a line of enquiry/dilemma	Identifying and discussing themes in a wide range of texts in a wide range of narrative, non-fiction and poetry recognise where a text may have multiple themes identifying facts within a text and beginning to recognise that opinions are sometimes presented as facts identifying opinions within a text justifying their opinions, referring to more than one place in the text where appropriate asking and answering open questions to explore a range of possibilities and justifies responses in relation to the text presenting spoken arguments, making use of a range of discursive techniques, such as: sequencing points logically, defending views with evidence and making use of persuasive language acting upon feedback to improve the quality of their explanations and contributions to discussions expressing ideas showing understanding of what has been read, drawing upon personal responses communicating ideas with precision and clarity referring to text to support opinions rephrasing evidence from the context present their understanding of what they have read, sequencing points logically and supporting views with evidence taking part in a debate, demonstrating understanding of what they have read	using the navigational features of a range of texts and making choices about which would be most useful for retrieving the information required making comparisons between forms, layouts, and the ways in which information is presented skimming and scanning a range of texts to find specific information retrieving information from several sections or aspects of a text e.g. headings, graphs, illustrations, subheadings identifying keywords and main points within and across texts recording information gained from reading in a variety of forms e.g. notes, mind maps, flow charts tables, bullet points and questions for further research presenting information gained from reading	linking what they read or hear with known experiences in order to make sense of complex text discussing the sequence of events in both linear and non-linear texts and how they the different elements relate to one another within the text making comparisons within and across books summarising main ideas from a discussion	

Year 6 Writing Overview

YEAR 6 UNIT OVERVIEWS

ESSENTIAL WRITING 2024-2025

Autumn				Spring					Summer				
Narrative 	NCR 	Narrative 	Persuasive Speeches 	NCR 	Dialogue 	Balanced argument 	Narrative 	Biography 	Advocacy Campaign 	Narrative 	Advocacy Poetry 	Blogs 	Narrative 
Night of the Gargoyles The Mysteries of Harris Burdick	Planetarium Professor Astro Cat's Frontiers of Space	Wisp	Talking History	Arthur Spiderwick's Field Guide to the Fantastic World Around You			Blackberry Blue and other fairy tales	Survivors	I Have the Right Every Child a Song	Skellig	Be the Change: Poems to Help You Save the World		Macbeth
10- 15 steps	15 steps	10 steps	15 steps	15 steps	10 steps	5 steps	15 steps	10 steps	15 steps	10 steps	5 steps	10 steps	15 steps
50-55 steps (approx. 10 – 11 weeks)				55 steps (approx. 11 weeks)					60 steps (approx. 12 weeks)				

Year 6 Maths Overview

Autumn Term 1	Autumn Term 2
Week 1 – Week 2 – Place Value Week 4 – Week 6 – Addition and Subtraction, Multiplication and Division	Week 7 – Multiplication and Division Week 8 – 9 – Fractions A Week 10 – 11 – Fractions B Week 12 – Converting Units
Allow for Pre-Block Assessment A and Post-Block Assessment B for Each Block	
Spring Term 1	Spring Term 2
Week 1 – Week 2 – Ratio Week 3 – Week 4 – Algebra Week 5 – Week 6 – Decimals	Week 7 – 8 – Fractions, Decimals and Percentages Week 9 – 10 – Area, Perimeter and Volume Week 11 – 12 - Statistics
Allow for Pre-Block Assessment A and Post-Block Assessment B for Each Block	
Summer Term 1	Summer Term 2
Week 1 – Week 3 - Shape Week 4 – Position and Direction Week 5 - 6 – Themed Projects, Consolidation and Problem-Solving	Week 7 – 12 – Themed Projects, Consolidation and Problem-Solving
Allow for Pre-Block Assessment A and Post-Block Assessment B for Each Block	
By the end of Year 6, Children at ARE should be able to: Place Value: Count – N/A Place Value: Represent - • read, write, (order and compare) numbers up to 10 000 000 and determine the value of each digit Place Value: Use and Compare - • (read, write), order and compare numbers up to 10 000 000 and determine the value of each digit Place Value: Problems/Rounding - • round any whole number to a required degree of accuracy • use negative numbers in context, and calculate intervals across zero • solve number and practical problems that involve all of the above Addition and Subtraction: Calculations - • perform mental calculations, including with mixed operations and large numbers • use their knowledge of the order of operations to carry out calculations involving the four operations Addition and Subtraction: Problems - • solve addition and subtraction multistep problems in contexts, deciding which operations and methods to use and why Multiplication and Division: Recall/Use - • identify common factors, common multiples and prime numbers • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy Multiplication and Division: Calculations - • multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context • perform mental calculations, including with mixed operations Multiplication and Division: Problems - • solve problems involving addition, subtraction, multiplication and division Multiplication and Division: Combined - • use their knowledge of the order of operations to carry out calculations involving the four operations Fractions: Recognise and Write – N/A Fractions: Compare - • use common factors to simplify fractions; use common multiples to express fractions in the same denomination • compare and order fractions, including fractions > 1 Fractions: Calculations - • add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • multiply simple pairs of proper fractions, writing the answer in its simplest form [for example $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] • divide proper fractions by whole numbers [for example $\frac{1}{3} \div 2 = \frac{1}{6}$] Fractions: Solve Problems - N/A Decimals: Recognise, Write, Compare - • identify the value of each digit in numbers given to three decimal places Decimals: Fractions, Decimals, Percentages - • associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts Ratio and Proportion: • solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • solve problems involving the calculation/use of percentages for comparison • solve problems involving similar shapes where the scale factor is known or can be found • solve problems involving unequal sharing and grouping using knowledge of fractions and multiples Algebra - • use simple formulae • generate and describe linear number sequences • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables Measurement: Using Measures - • solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 d.p. where appropriate • use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 d.p. • convert between miles and kilometres Measurement: Money – N/A Measurement: Time - • use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa - Note – In the WRM schemes, time conversions are covered in Y5; the Y6 block concentrates on metric units. Measurement: Perimeter, Area and Volume - • recognise that shapes with the same areas can have different perimeters and vice versa • recognise when it is possible to use formulae for area and volume of shapes • calculate the area of parallelograms and triangles • calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units Geometry: 2-D Shapes - • draw 2-D shapes using given dimensions and angles • compare and classify geometric shapes based on their properties and sizes • illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius Geometry: 3-D Shapes – • recognise, describe and build simple 3-D shapes, including making nets Geometry: Angles and Lines - • find unknown angles in any triangles, quadrilaterals, and regular polygons • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles Geometry: Position and Direction: • 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 Statistics: Present and Interpret Data: • interpret and construct pie charts and line graphs and use these to solve problems Statistics: Solve Statistical Problems: • calculate and interpret the mean as an average	

Year 6 Science Overview

WS = Working Scientifically

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Key Knowledge and Skills: Circulatory System (Maafa)</u> -identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood -recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function -describe the ways in which nutrients and water are transported within animals, including humans. <u>Essential Learning</u> Introductory Knowledge Engage- 1-4 Develop 1- 3 Develop 2- 1, 2 <u>Resources</u> -Sheep hearts (optional) -Sharp scissors (optional) -Trays -Measuring cylinders -Syrup -Beakers -Spoons or stirrers -Red food colouring -Test tubes -Rulers -Pipettes -Milk -Vegetable oil -Test tube holders -Heart rate monitors or smartwatches -Stopwatches or timers -A wide range of food packaging displaying traffic light nutrition labels, including foods high in sugar, salt and fat -Measured samples of lard, sugar and salt <u>WS</u> Identify, classify, questioning, observe, perform simple tests, suggest answers to questions		<u>Key Knowledge and Skills: Electrical Circuits and Components (Frozen Kingdom)</u> -associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit -compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches -use recognised symbols when representing a simple circuit in a diagram. <u>Essential Learning</u> Introductory Knowledge Engage 3 Develop- 1-3 <u>Resources</u> -Range of circuit components, including cells, batteries, lamps, motors, buzzers, LEDs, open and closed switches and wires -Range of cells, including AA, AAA, D and 9V -Battery holders for two AAA cells Voltmeter or multimeter -Battery-operated toys or equipment -Range of circuit components, including lamps, wires and switches -New AAA cells and battery holders -Data loggers with light sensor or light meter app on a tablet <u>WS</u> Identify, classify, questioning, observe, perform simple tests, suggest answers to questions		<u>Key Knowledge and Skills: Evolution and Inheritance (Britain at War)</u> <u>Evolution and Inheritance</u> -recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago -recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <u>Living Things and their Habitats</u> -describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals -give reasons for classifying plants and animals based on specific characteristics. <u>Essential Learning</u> Introductory Knowledge Engage- 1, 2, Develop- 2, 3, 4 <u>Resources</u> -Fossils (optional) -Food of different shapes, sizes, textures and consistencies, such as poppy seeds, linseeds, oats, pumpkin seeds, unshelled walnuts, almonds, peanuts, dried spaghetti pieces, sultanas or dates -Range of tools, such as tweezers, chopsticks, spoons, skewers, tongs and pipettes -Shallow pots -Tablespoons -Paper plates -Timers -Access to two holly trees or bushes, one trimmed and one untrimmed -Sandwich bags, envelopes or plastic wallets -Marker pens and scissors -Graph paper -Calculators (optional) <u>WS</u> Identify, classify, questioning, observe, perform simple tests, suggest answers to questions	

Year 5 History

Assessment Note: You will need to adapt end of unit quizzes depending on which lessons you have chosen to teach as the quizzes include content from all lessons on maestro but not all of the lesson are taught in our curriculum. Assessments should be completed/stuck in Topic Books. An assessment needs to be completed at the end of each unit and should be based on the key knowledge and skills highlighted below.

Autumn	Summer
Unit: Maafa Kingdom of Benin (West Africa) (AD 900 – AD 1897)	Britain at War (Choose either first or second world war to teach)
<u>Key Knowledge:</u> Main concepts: power, invention, and trade - Chronological order of world history - When Kingdom of Benin existed - Hierarchy of Benin - How do we know about the life of Benin - Legacies and inventions - What did they invent and trade to become wealthy -	<u>Key Knowledge:</u> - Cause, effect and consequences of the War on Britain today - Key dates and events during the war - Influence of new inventions on warfare - Warring nations
<u>Key Skills:</u> - Ask questions to evaluate sources - Use historical terms to discuss the significance of historical figures and events, and historical ideas and information - Evaluate impact of past on everyday life - Critical thinking -	<u>Key Skills:</u> - Describe cause and consequences of a significant event in history - Sequence events chronologically beyond 1066 - Use relevant phrases and historical terms to present ideas and opinions - Evaluate impact of the war on everyday life - Create and present a historical narrative
<u>Essential Learning:</u> Engage lessons: 1 – 4 Assessment Lesson	<u>Essential Learning:</u> <u>(Choose either all engage or all develop lessons)</u> Engage Lessons: all (WW1) OR Develop Lessons: all (WW2) Visit to local War Museum Assessment Lesson

Year 5 Geography

Term: Spring/Topic	Key Skills/Knowledge	Essential Learning:
Frozen Kingdoms	Skill Describe the climatic similarities and differences between two regions. Core knowledgeBy the end of this lesson children should know: Antarctica is the coldest, windiest and driest place on Earth. SkillIdentify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night). Core knowledgeBy the end of this lesson children should know: The polar regions experience the largest differences in daylight, as the effect of Earth's tilt is much more pronounced. When the Earth tilts towards the Sun it create near-constant daylight, known as polar day or Midnight Sun. When the Earth tilts away from the Sun it creates near-constant darkness, known as polar night. SkillCompare and describe physical features of polar landscapes. Core knowledgeBy the end of this lesson children should know: The six main physical features of a polar landscape are: iceberg, glacier, mountain, ice field, tundra and boreal forest. SkillExplain how climate change affects climate zones and biomes across the world. Core knowledgeBy the end of this lesson children should know: Climate change effects the water, temperature, greenhouse gases and weather of a biome. The four main causes of climate change are: burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock. Skill Describe the distribution of natural resources in an area or country. Core knowledgeBy the end of this lesson children should know: Natural resources include food, minerals (aluminium, sandstone and oil) energy sources (water, coal and gas) and water.	Engage: 1,2,4,5,6
Our Changing World	SkillIdentify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night). Core knowledgeBy the end of this lesson children should know: Latitude and longitude help identify locations in relation to the equator and the Prime Meridian. Latitude and longitude are measured in degrees. There are five major lines of latitude: Equator (0°), Tropic of Cancer (23.5°N), Tropic of Capricorn (23.5°S), Arctic Circle (66.5°N) and Antarctic Circle (66.5°S). The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured. SkillIdentify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night). Core knowledgeBy the end of this lesson children should know: The world is split into 24 meridians 15° apart because there is 24 hours in a day and 360° in one rotation. The times are calculated from GMT. Times to the east of the Prime Meridian are ahead of GMT (GMT+), times to the west are behind GMT (GMT-). SkillUse satellite imaging and maps of different scales to find out geographical information about a place. Core knowledgeBy the end of this lesson children should know: A scale on a map is written as a ratio, for example, 1cm:800km. SkillUse grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area. Core knowledgeBy the end of this lesson children should know: Ordnance survey maps use four and six grid references to locate a feature or place. Contour lines join points of equal height above sea level and show an area's terrain. Ordnance Survey symbols are used to represent different features on the landscape. This includes buildings, roads, rivers, lakes and forests. Understanding these symbols is essential for reading and using Ordnance Survey maps effectively. SkillExplain how climate change affects climate zones and biomes across the world. Core knowledgeBy the end of this lesson children should know: Climate change affects the water, temperature, greenhouse gases and weather of a biome. The four main causes of climate change are: burning fossil fuels, deforestation, overpopulation and rearing livestock. SkillsDescribe the physical processes, including weather, that affect two different locations. Evaluate the extent to which climate and extreme weather affect how people live. Core knowledgeBy the end of this lesson children should know: The Global Climate Risk Index uses data from countries around the world to analyse which countries are most affected by extreme weather events. Climate change can intensify natural weather events such as storms, heatwaves, floods, sandstorms and droughts to make them more extreme and more destructive. The poorest countries are the most vulnerable to the effects of extreme weather due to little industry, farming and money and are particularly affected by the impact of climate change. Developing countries often have widespread poverty and ineffective governments. They cannot prepare as well for extreme weather events and lack the money to recover quickly afterwards. SkillName, locate and explain the distribution of significant industrial, farming and exporting regions around the world. Core knowledgeBy the end of this lesson children should know: Countries worldwide trade with each other. They export and import goods, such as fossil fuels, metal ores and food. North America, Europe and East Asia are the main industrial regions of the world due to a range of factors (access to raw materials, transportation, fresh water, power and labour supply).	Engage: 1,2,4,6 Development 1: 1,2,3

Year 6 Computing

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Computing System and Networks</u> (Communication and Collaboration)	<u>Creating Media</u> (Web Page Creation)	<u>Programming A</u> (Variables in Games)	<u>Data and Information</u> (Introduction to Spreadsheets)	<u>Creating Media</u> (3D Modelling)	<u>Programming B</u> (Sensing Movement)
<u>Key Knowledge/Skills:</u> - Explore how data is transferred over the internet. - The makeup and structure of data packets. - The internet facilitates online communication and collaboration - Communicate responsibly by considering what should and should not be shared on the internet.	<u>Key Knowledge/Skills:</u> - Creation of websites for a chosen purpose - What makes a good web page and use this information to design and evaluate their own website - Copyright and fair use of media, the aesthetics of the site, and navigation paths.	<u>Key Knowledge/Skills:</u> - Variables in programming - What are variables and relate them to real-world examples - Use variables to create a simulation of a scoreboard - Use-Modify-Create model, experiment and modify variables	<u>Key Knowledge/Skills:</u> - Organise data into columns and rows to create a data set. - Formatting data to support calculations - Formulas and how they can be used to produce calculated data. - Apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them.	<u>Key Knowledge/Skills:</u> - Use a computer to produce 3D models - Moving, resizing, and duplicating objects. - Create a model of a desk tidy. - Examine the benefits of grouping and ungrouping 3D objects	<u>Key Knowledge/Skills:</u> - Use prior programming knowledge from Year 3, 4 and 5 - Build, test and transfer a simple program to a micro-bit - Add depth to previous projects.

Year 6 Art

AUTUMN	SPRING	SUMMER

Y6 D&T

Theme	Textiles
Project	Make do and Mend
Main D&T	Make Do and Mend was a campaign run by the Ministry of Information during the Second World War to encourage people to recycle and repurpose their old clothes rather than buy new. Hand stitches include running stitch, blanket stitch and whip stitch. Products and inventions can be compared using a range of criteria, such as the impact on society, ease of use, appearance and value for money
Knowledge and Skills	Analyse how an invention or product has significantly changed or improved people's lives. Select appropriate tools for a task and use them safely and precisely. Choose the best materials for a task, showing an understanding of their working characteristics. Pin and tack fabrics in preparation for sewing and more complex pattern work. Use different methods of fastening for function and decoration, including press studs, Velcro and buttons Combine stitches and fabric with imagination Create a detailed comparative report about two or more products or inventions
Materials	Thread / Needle / Fabric squares / Recycled and repurposed fabric, such as felt, canvas, denim or cotton
Theme	Structures
Project	Engineer (Bridges)
Main D&T	Bridge structures have changed over time. This is due to factors such as technology, design innovation and new and better access to materials. Significant engineers have improved, safety, people's lives and trade through their constructions. Significant bridges include: the Menai Bridge, Clifton Suspension Bridge and Forth Bridge. Strength can be added to a framework by using multiple layers or changing its shape. It is important to understand the characteristics of different materials to select the most appropriate material for a purpose. This might include flexibility, waterproofing, texture, colour, cost and availability. Triangles do not collapse or distort easily and so are used in architecture to provide support and stability. Ideas can be communicated in a range of ways, including through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. An iterative process starts with requirements and continues by creating a product, testing it, and revising it before creating a better version.
Knowledge and Skills	Analyse how an invention or product has significantly changed or improved people's lives. Present a detailed account of the significance of a favourite designer or inventor. Create a detailed comparative report about two or more products or inventions. Select the most appropriate materials and frameworks for different structures, explaining what makes them strong. Choose the best materials for a task, showing an understanding of their working characteristics. Develop design criteria for a functional and appealing product that is fit for purpose, communicating ideas clearly in a range of ways. Demonstrate modifications made to a product as a result of ongoing evaluation by themselves and to others
Materials	Masking tape / Corrugated cardboard / Paper / Straws
Theme	Cooking and Nutrition
Project	Food for life
Main D&T	A processed food is changed during preparation and includes processes, such as cooking, freezing, pasteurising, or the addition of ingredients. Processed foods can be convenient and increase availability, but often lack of nutrients and contain unhealthy ingredients when compared to whole foods. Sliced bread is processed. It can contain many more ingredients than homemade bread, including preservatives and artificial ingredients. Eating a balanced diet is a positive lifestyle choice that should be sustained over time. Food packaging provides important nutritional information about the food inside. An iterative process starts with requirements and continues by creating a product, testing it, and revising it before creating a better version. The iterative process is a series of steps that are repeated, improving the product with each cycle.
Knowledge and Skills	Create a detailed comparative report about two or more products or inventions. Analyse how an invention or product has significantly changed or improved people's lives Follow a recipe that requires a variety of techniques and source the necessary ingredients independently (kneading, fry, blend, chop, crush, tear, sieve) Explain how organic produce is grown. Plan a healthy daily diet, justifying why each meal contributes towards a balanced diet. Demonstrate modifications made to a product as a result of ongoing evaluation by themselves and to others.
Materials	Ingredients for bread making Ingredients for making pasta sauces

Year 6 PE

Term: Autumn 1 Area: Invasion Games Topic: Basketball Key Skills: Keeping possession, applying attacking and defensive tactics	Term: Spring 1 Area: Invasion Games Topic: Hockey Key Skills: Consolidation of previous years learning, applying attacking and defensive tactics	Term: Summer 1 Area: Striking & Fielding Topic: Cricket Key Skills: Consolidation of previous years learning, applying attacking and defensive tactics
Term: Autumn 1 Area: Gymnastics Topic: Matching & Mirroring Key Skills: Matching, mirroring, sequencing and performing Key Knowledge: Matching – pupils perform the exact same movement Mirroring – pupils perform movements creating a mirror image of each other	Term: Spring 1 Area: Gymnastics Topic: Creating Sequences Key Skills: Creativity and Sequencing Key Knowledge:	Term: Summer 1 Area: Athletics Topic: Athletics Key Skills: Competition based
Term: Autumn 2 Area: Invasion Games Topic: Tag Rugby Key Skills: Consolidate learning from previous years, Keeping possession, applying attacking and defensive tactics	Term: Spring 2 Area: Net & Wall Topic: Tennis Key Skills: Game application	Term: Summer 2 Area: Invasion Games Topic: Netball Key Skills: Consolidation of previous years learning, applying attacking and defensive tactics
Term: Autumn 2 Area: Dance Topic: Carnival Key Skills: Technical control, rhythm, choreography and performance	Term: Spring 2 Area: Outdoor Adventurous Activities Topic: Problem Solving Key Skills: Teamwork, cooperation, responsibility, communication, collaboration	Term: Summer 2 Area: Outdoor Adventurous Activities Topic: Leadership Key Skills: STEP principle, adaptability, communication Key Knowledge: STEP Principle – Step, Task, Equipment, People

Year 6 Modern Foreign Languages – FRENCH

Given the low level of children's knowledge and confidence as observed across year groups, it has been decided to follow the unit planner from Language Angels that assumes limited or no previous exposure to learning in French.

This starting point is for one year only, and should be reviewed at the end of the year. There should be a minimum of 45 – 60 minutes teaching and learning a week, with the objective of completing one unit per half term. Teaching a 30-minute lesson, especially in Years 3 and 4, may be sufficient **so long as** children are exposed to regular aural/ oral practice of maybe ten minutes a day throughout the week. Try morning greetings, giving instructions and referring to signage in French. Signage should be on display in all classrooms and along corridors etc. around the school.

Autumn	Spring	Summer
Autumn 1: La phonétique (phonics and punctuation) 1-3 Je me présente (presenting myself) Autumn 2: Ma famille (my family)	Spring 1: La date Spring 2: As-tu un animal? (do you have a pet?)	Summer 1: Chez moi (my home) Summer 2: Les vêtements (Clothes)