'Happy, Hardworking and Caring'

Thematic Plan
Year Six
Autumn Term

Topic Name	**Autumn 1** *Outlaws*	**Autumn 2** *World of Fantasy*
Whole Class Text	Outlaw The Highway Man Which Way to the Wild West	Skellig Nightmare Academy Artemis Fowl
Hook and Trips	Y6 Residential Outlaw Day WANTED posters of the children and teachers	Using AI to bring fantasy beast to life. Dress up as character from fantasy novel.
Outdoor learning	Parent Go Outdoors – Crack the code and scavenger hunt.	Geography Fieldwork
English Writing Units	Descriptive Writing (The Highway Man) Non-Chronological Report on the Wild West	Original Short Story Descriptive Writing
GPS	Word Classes Adverbial Phrases Brackets, Commas and Dashes Subordinate and Main Clauses	Tenses & Subjunctive Form Reported Speech & Direct Speech Semi Colons & Colons Tenses
History (Keystage History)	Crime and Punishment A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	
Geography (Oddizzi)	Local Area Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers and land-use patterns; and understand how some of these aspects have changed over time.	

	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
Art & Design	Explore Page- Aztec patterns, shapes and tones. Block Printing- Prototypes (printing) Create a class 'Outlaw' poncho from final printing blocks (printing)	Design fantasy animals (drawing) Tin foil fantasy animals (sculpture) **Christmas Cards (Printing)**
Design & Technology (Kapow)	Use and research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design. Select form and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	
Music	Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

	Use and understand staff and other musical notations.	Use and understand staff and other musical notations.
Religious Education	Commitment Investigate ceremonies associated with joining or belonging to a faith, community and talk about the meaning of commitment.	Words of Wisdom Explore the meaning of stories drawn from religious authors and reflect upon the significance of keywords, phrases or expressions.
Computing (Magpie)	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
Spanish (Language Angels)	My Home Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places things and actions orally and in writing.	Habitats Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places things and actions orally and in writing.
Physical Education	Ball Games Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.	Athletics & Dance Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Perform dances using a range of movement patterns.

	Take part in outdoor and adventurous activity challenges both individually and within a team. Use running, jumping, throwing and catching in isolation and in combination.	Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Use running, jumping, throwing and catching in isolation and in combination.
PHSRE (Jigsaw)	Being Me I feel welcome and valued and know how to make others feel the same. I understand my own wants and needs and can compare these with children in different communities. I understand my own wants and needs and can compare these with children in different communities. I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them. I can contribute to the group and understand how we can function best as a whole. I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself.	Celebrating Differences I can empathise with people who are different. I am aware of my attitude towards people who are different. I know how it can feel to be excluded or treated badly by being different in some way. I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one. I appreciate people for who they are. I can show empathy with people in either situation.
Science (Switched on Science)	Classification & Living Things Working Scientifically Using test results to make predictions to set up further comparative and fair tests. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and	Evolution and Inheritance Working Scientifically Identify scientific evidence that has been used to support or refute ideas or arguments. Subject Knowledge

	degree of trust in results, in oral and written forms such as displays and other presentations. Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Subject Knowledge Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.	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.

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Thematic Plan
Year Six
Spring Term

Topic Name	Spring 1 Survival	Spring 2 Survival/Freedom
Whole Class Text	Kensuke's Kingdom Titanic	Freedom Great Speeches
Hook and Trips	Survival Day	Freedom – Fundraising Day
Outdoor learning	Survival Shelters	Team building day
English Writing Units	Diary Entry Newspaper Article	Letter Speeches
GPS	Reporting Clauses Inverted Commas Colons & Semi Colons Tenses	Tenses Formality Passive & Active Voice
History (Keystage History)	Black & British A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	

Geography (Oddizzi)	The UK Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies. Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	
Art & Design	Charcoal Skellig (Drawing) Wire Sculptures (sculpture) Robin Wight (Trentham Garden wire sculptor) Sketches of the Titanic/Captain Tom Smith (Drawing)	‘Freedom Flowers’ (Digital art) ‘Freedom Flowers’ (collage) Georgia O’Keeffe Dot art (Paint) Yayoi Kusama
Design & Technology (Kapow)	Digital World: Navigating the world. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and explodeded diagrams, prototypes, pattern pieces and computer-aided design. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	

Music	Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations.	Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations. Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.
Religious Education	Taking Part Find out about the activities of a local religious community and make links with key religious teachings.	Belief in Action Make links between beliefs and action and reflect how this might have local national and international impact.
Computing	Coding Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. use sequence, selection, and repetition in programs; work with variables and various forms of input and output. use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Coding Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. use sequence, selection, and repetition in programs; work with variables and various forms of input and output. use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
Spanish (Language Angels)	At School Read carefully and show understanding of words, phrases and simple writing.	The Weekend Read carefully and show understanding of words, phrases and simple writing.

	Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places things and actions orally and in writing	Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places things and actions orally and in writing.
Physical Education	Gymnastics & Netball Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defend. Use running, jumping, throwing and catching in isolation and in combination.	Handball & Football Take part in outdoor and adventurous activity challenges both individually and within a team. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defend. Use running, jumping, throwing and catching in isolation and in combination.
PHSRE (Jigsaw)	Dreams & Goals I understand why it is important to stretch the boundaries of my current learning. I can set success criteria so that I will know whether I have reached my goal.	Healthy Me I am motivated to care for my physical and emotional health. I am motivated to find ways to be happy and cope with life's situations without using drugs.

	I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations. I can empathise with people who are suffering or who are living in difficult situations. I can identify why I am motivated to do this. I can give praise and compliments to other people when I recognise their contributions and achievements.	I can suggest ways that someone who is being exploited can help themselves. I can suggest strategies someone could use to avoid being pressurised. I know how to help myself feel emotionally healthy and can recognise when I need help with this. I can use different strategies to manage stress and pressure.
Science (Switched on Science)	The Titanic Cross curriculum links with Survival Topic. Floating, sinking and density. How shape affects density. Hypothermia. Working Scientifically Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, use a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	Light Working Scientifically Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

	Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.	Identify scientific evidence that has been used to support or refute ideas or arguments. Gather and record data to help in answering questions. Recognise that light appears to travel in straight lines. Subject Knowledge use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

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Thematic Plan
Year Six
Summer Term

Topic Name	Summer 1 China	Summer 2 The Greatest Show
Whole Class Text	Where the Mountain Meets the Moon China – non-fiction	Nowhere Emporium Lion Boy The Greatest Showman
Hook and Trips	Cultural Day - China	Trip to Stratford-upon-Avon Parent Big Art – Memory textiles
Outdoor learning	Chinese dancing	End of Year activities
English Writing Units	Creative writing – narrative Non-chronolgical report Persuasive writing	Playwriting End of Year Production
GPS	Tenses Formality Modal verbs	Colons Formality
History (Keystage History)	Beyond Face Value A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	
Geography (Oddizzi)	Food, Farming and World Trade Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	

Art & Design	Chinese Mountain landscapes in water colour (paint) Chinese dragon head with paper mache /mod rock (sculpture)	Street art on playground with chalk (drawing) Street art multi layer stencils (collage) Big Art – Design and create show props and outfits Banksy
Design & Technology (Kapow)	Textiles Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	
Music	Develop an understanding of the history of music. Listen with attention to detail and recall sounds with increasing aural memory.	Improvise and compose music for a range of purposes using the interrelated dimensions of music. Develop an understanding of the history of music. Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations.
Religious Education	Importance of Hope	Justice: rich and poor

	Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings.	Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life.
Computing	Data Information and Spreadsheets Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Creative Media Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
Spanish (Language Angels)	Healthy Lifestyle Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places things and actions orally and in writing.	Me in the World Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places things and actions orally and in writing.
Physical Education	Short Tennis & Cricket Take part in outdoor and adventurous activity challenges both individually and within a team. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey,	Athletics & Rounders Take part in outdoor and adventurous activity challenges both individually and within a team. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball,

	netball, rounders and tennis], and apply basic principles suitable for attacking and defend. Use running, jumping, throwing and catching in isolation and in combination.	rounders and tennis], and apply basic principles suitable for attacking and defend. Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
PHSRE (Jigsaw)	Relationships I understand that people can get problems with their mental health and that it is nothing to be ashamed of. I can help myself and others when worried about a mental health problem. I can recognise when I am feeling those emotions and have strategies to manage them. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. I can resist pressure to do something online that might hurt myself or others. I can take responsibility for my own safety and well-being.	Changing Me I know how to develop my own self esteem. I can express how I feel about the changes that will happen to me during puberty. I can recognise how I feel when I reflect on the development and birth of a baby. I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to. I can express how I feel about my self-image and know how to challenge negative 'body-talk'. I know know how to prepare myself emotionally for the changes next year.
Science (Switched on Science)	Healthy Bodies Subject Knowledge Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.	Electricity Subject Knowledge 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

	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. Working Scientifically Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identifying scientific evidence that has been used to support or refute ideas or arguments.	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. Working Scientifically Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identify scientific evidence that has been used to support or refute ideas or arguments.