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| **YEAR 6** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **English core text** | How to Train Your Dragon – Cressida Cowell  Journalistic writing  Balanced argument  Diary entry  Fiction  OR  Odd and the Frost Giants – Neil Gaiman | Wonder – JP Palacio  Recount  Eye witness account  Diary entry | Stormbreaker – Anthony Horowitz   * Mystery stories * Persuasive writing * explanations | | Tales from the Arabian Nights   * discussion * journalistic writing * narrative * recount * explanations * information texts   OR  Sinbad the Sailor – Marcia Williams | The Spider and the fly – Mary Howitt  Range of writing to support evidence base for assessment judgements  OR  Beetle Boy – MG Leonard |
| **Poetry text** | Dragon poems  Poetry slam/rap battle  OR  Norse poetry, ode, alliteration, heiti, skald and kenning | Poetry slam/rap  battle | Riddles, codes, shape poems | Macbeth – Shakespearean blank verse | The Door – Miroslav Holub | Body Talk – Benjamin Zephania  Narrative poems, monologue, end of year poems  Michael Rosen poet study |
| **Picture text** | Story of the Vikings | We’re All Wonders  Ugly Ducking (comparison theme)  Lost Happy Endings | Templeton Twins |  | Illustrated Arabian Nights  Adventures of Tintin (Arabian theme) |  |
| **Cross curricular wrting** | History | PHSE – Celebrating difference |  | History | Geography/ history | Transition |
| **Inspire Maths** | Unit 1 - Algebra Unit 2 - Angles in shapes and diagrams Unit 3 – Nets Practice Book – Review 1 DISCRETE NATIONAL CURRICULUM TEACHING Generate and describe linear number sequences.  Find pairs of numbers that satisfy an equation with two unknowns.  Multiply one digit numbers with up to two decimal places by whole numbers.  Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for two digit numbers.  Half Term Assessment Assessment Book – Test 1 Assessment Book – Test 2  Assessment Book – Test 3, Challenging Problems 1  page6image3009045120 | Unit 4 - Fractions Unit 5 - Ratio DISCRETE NATIONAL CURRICULUM TEACHING  Compare and order fractions, including fractions >1.  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 one-digit and two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.  Use written division methods in cases where the answer has up to two decimal places. Half Term Assessment  Assessment Book – Test 4 Assessment Book – Test 5 | Unit 6 – Percentage Unit 8 – Circles Unit 10 – Area and Perimeter (include National Curriculum teaching:  Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.  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 [for example, mm3 and km3]  Recognise when it is possible to use formulae for area and volume of shapes.  Recognise that shapes with the same areas can have different perimeters and vice versa.  Convert between miles and kilometres. Half Term Assessment Assessment Book – Test 6, Challenging Problems 2  Assessment Book – Test 8 Assessment Book – Test 10 | Unit 9 - Pie charts  DISCRETE NATIONAL CURRICULUM TEACHING Solve comparison, sum and difference problems using information presented in a line graph.  Practice Book – Review 3 Unit 11 - Volume of solids and liquids DISCRETE NATIONAL CURRICULUM TEACHING  Solve problems involving similar shapes where the scale factor is known or can be found.  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. Practice Book – Review 4  Practice Book – Revision 2 Half Term Assessment | REVISION | Unit 7 – Speed Practice Book – Review 2 Practice Book – Revision 1 |
| **Maths key vocabulary** |  |  |  |  |  |  |
| **Cross Curricular Maths** | * Timelines * Viking maths investigations * Graph work in science   measurement | | * Pricing gadgets * measurement | | * Heart rate * Metric/imperial conversions * Statistics * measurement | |
| **History** | Were the Vikings always victorious & vicious?   * Viking invasion of Britain * Viking life * Understanding artefacts * Viking gods * Viking warriors | |  | Power and democracy   * Story of the British monarchy * Magna Carta * parliament | How did the Early Islamic Civilisation change our understanding of the world?   * History of the ‘Golden Age’ of Islam (AD900) * Baghdad * The House of Wisdom * The discoveries of Islamic scholars * The four Caliphs * Islamic Art * Trade routes, including the Silk Road | |
| **History core text** | Viking Boy – Tony Bradman | |  | The Accidental Prime Minister |  | |
| **History key vocabulary** |  | |  |  |  | |
| **Geography** | Where did the Vikings come from and where did they settle?   * Locate the world’s countries, using maps to focus on Europe, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | | How would you navigate and co-ordinate a spy mission?  (linked to Stormbreaker)  Geographical skills and fieldwork   * Use the 8 point compass, four and six figure grid references, symbols and keys to build their knowledge of the UK |  | Where were the trade routes which helped the Early Islamic Civilisation become a major power?   * Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones   Human and physical knowledge   * 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. | |
| **Geography core text** |  | |  |  |  | |
| **Geography key vocabulary** |  | |  |  |  | |
| **Science** | How would you classify a dragon?   * 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 | Have we always looked like this?   * 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. | Could you be the next gadget designer?   * 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. | | Light – how can we use the findings of the Early Islamic scientists?   * Recognise that light appears to travel in straight lines * 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 shapes as the objects that cast them | What would a journey through  your body look like?   * 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 |
| **Science core text** | Dragonology – The Complete Book of Dragons | Stone Girl, Bone Girl – Laurence Anholt |  | |  |  |
| **Science key vocabulary** |  |  |  | |  |  |
| **Computing** | We are adventure gamers  Making a text based adventure game  (Programming) | We are computational thinkers  Mastering algorithms for searching, sorting and mathematics  (Computational thinking) | We are advertisers  Creating a short television advert for your new gadget  (Creativity) | We are network engineers  Exploring computer networks including the internet  (Computer Networks) | We are travel writers  Using media and mapping to document a trip (productivity) | We are publishers  Creating a year book  (communication/ collaboration) |
| **Computing core text** |  |  |  |  |  |  |
| **Computing key vocabulary** |  |  |  |  |  |  |
| **Art** | Drawing  Can you draw realistic dragon eyes? | Painting  Impressionism – create artwork in the style of a famous artist and explain their influence  (dragon focus) | 3D  Can you create a model of your gadget? | Textiles  Can you create a banner celebrating the reign of the Queen? | Printing  Islamic Art – printing to create different patterns. | Collage  What did the buildings look like back then? |
| **Art core text** |  |  |  |  |  |  |
| **Art key vocabulary** |  |  |  |  |  |  |
| **DT** | Cooking and nutrition  Can you make bread like the Vikings?  Use a range of tools to make Viking bread and compare to making modern bread | Construction  Can you design and construct a bird or bat box? | Materials  How can you shelter the spy from the storm? | Mechanisms  Will our model theatre be ready for opening night? (Link to Macbeth) | Textiles  Can you design and make a prayer mat using Islamic art patterns? | Mouldable Materials  Where can we grow our strawberry plants? |
| **DT core text** |  |  |  |  |  |  |
| **DT key vocabulary** |  |  |  |  |  |  |
| **Music** | Journeys  Song cycle  performance | History of music  Classical, romantic, 20th century  Composers – Chopin, Ludwig, Bach | Growth – geography  Ravel’s Balero  Maurice Ravel | Step dance – performance  Rhythm, melody, singing, movement and dance.  Beat, syncopation, pitch and harmony.  (linked to Macbeth) | Roots – mini musical performance  Music from different traditions - Islam | Moving on – performance  Singing performance/ Samba drums  Links with high school |
| **Music core text** |  |  |  |  |  |  |
| **Music key vocabulary** |  |  |  |  |  |  |
| **PE** | Football  Tag Rugby  Gymnastics | | Dance | Netball | Cricket  Rounders  Athletics | |
| **PE core text** |  | |  |  |  | |
| **PE key vocabulary** |  | |  |  |  | |
| **RE** | Have religions tried to stop slavery?  Moses  How does faith help slaves to overcome hard times?  Black History Month  Modern day slavery  Fair trade – fair wages | How has religion developed in Britain?  What were the main religious beliefs in Britain before the Vikings invaded?  What did the Vikings believe and how did they influence religion when they invade | Can religions help to build a fair world and make poverty history?  What is fairness and justice?  What can we learn from religious teaching about poverty and justice?  How do I believe we should treat people justly? | What does it mean to be a Sikh?  What do Sikhs believe?  Sikh worship  Langar  Sewa | Why do some people inspire others?  Who inspires me?  How do those who inspire us influence us to act? | What does it mean to be a Muslim?  What do Muslims believe?  Where do their beliefs originate from? |
| **RE core text** |  |  |  |  |  |  |
| **RE key vocabulary** |  |  |  |  |  |  |
| **MfL** | Notre école (Our school) | Notre monde (The world about us) | Le passé et le present (Then and now) |  | Monter un café (Setting up a café) | Quoi de neuf? (What’s in the news?) |
| **MFL core text** |  |  |  |  |  |  |
| **MFL key vocabulary** |  |  |  |  |  |  |
| **PHSE** | Being me in my world  Whole school learning charter | Celebrating difference  Admiration accolade  **BBFC sessions** – certification lesson plans for Y5/6 | Dreams and goals  Garden totem pole and fundraising event | Healthy me  Healthy body, Healthy mind  **International Women’s Day –**  8th March – assembly & workshop | Relationships  Film clip: How to keep safe on the internet  **Healthy Relationships** – workshop delivered by Fort Alice | Changing me  Change cards  **Y5/6 Puberty Talks** – Healthy Schools to deliver  **Raising Aspirations Project** |
| **PSHE core text** |  | Wonder |  |  |  |  |
| **PSHE key vocabulary** |  |  |  |  |  |  |
| **Curriculum enrichment** |  |  | Stormbreaker day  Spy recruit training |  |  |  |
| **Trip** | Tatton Park (Anglo Saxon/ Viking learning programme link) | Bolton interfaith trail |  |  |  |  |
| **Visitor** |  |  |  |  |  |  |