

Year 6 Long Term Overview 2026-2027

Half Term	Autumn 1- 8 Weeks	Autumn 2- 7 Weeks	Spring 1- 6 Weeks	Spring 2- 5 Weeks	Summer 1- 7 Weeks	Summer 2- 7 Weeks
Combs Connections	<i>Understanding People and Places</i>	<i>Human History and Civilisation</i>	<i>The Changing Physical World</i>	<i>Humans Create and Believe</i>	<i>People and the Planet</i>	<i>Our Community Story</i>
Enquiry Question	GEOGRAPHY Where would you build a housing development? UK vs Brazil	HISTORY What was the impact of World War 2 on the people of Britain?	GEOGRAPHY How can we fight climate change?	HISTORY Why do people migrate?	GEOGRAPHY How can I describe the geographical features found along the course of a river?	HISTORY How were criminals punished in Suffolk?
Educational visits/events/ enrichment 		WWII Day			SATS Cinema River Walk	Eaton Vale Residential Crucial Crew Year 6 Play + leavers' assembly
Parental Engagement Event 	Maths Café SATS Meeting		Reading Cafe		Writing Cafe	Leavers' Assembly Year 6 Play
RRSA						
	Unit Content	Unit Content	Unit Content	Unit Content	Unit Content	Unit Content
Reading 	The Raven (poetry) A Monster Calls (fiction) DK Life Stories Martin Luther King Jr (non-fiction)	When The Sky Falls (fiction) Dolce et Decorum Est & In Flanders Fields (poetry) My Secret War Diary Tales of World War II (non-fiction)	Climate Change (non- fiction) A Climate Chaos (non- fiction) Floodland (fiction)	Darwin's Dragons (fiction) The Origin of Species (child version; non- fiction)	Holes (Fiction) Various Extracts for SATs practice	Holes (Fiction) The Final Years (Fiction)
Writing 	<u>Link to Reading</u> Narrative – based on The Raven	<u>World War II</u> Diary - World War 2 Non-Chronological Report World War 2	<u>Link to Subjects</u> Mini unit – setting description – rainforest (7 lessons)	<u>Link to Subjects</u> Diary Entry – Darwin's Dragons	Mini unit – speech – For the Birds	SATs evidence

	Character description – A Monster Calls		Mini unit – persuasive letter – palm oil (8 lessons) Instructions - Making a waistcoat	Narrative – Rock Paper Scissors	Mini unit – non-chronological report – How to Survive Year 6 Mini-unit - recount	
Maths 	Place Value Addition, Subtraction, Multiplication and Division	Fractions A Fractions B Measuring: Converting Units	Ratio Algebra Decimals	Fractions, decimals and percentages Area, perimeter and volume Statistics	Shape Position and Direction	Projects
Science 	The Circulatory System • The circulatory system moves blood around the body. • It is made up of the heart, blood vessels and blood. • The blood vessels that move blood towards the heart are called veins. • The blood vessels that move blood away from the heart are called arteries. • Capillaries are small blood vessels that link veins and arteries together. • Blood transports nutrients and oxygen to all parts of the body, and takes waste, such as carbon dioxide, away. • Nutrients are carried in the plasma to provide the nourishment cells need to repair themselves and grow. • Oxygen is carried in red blood cells from the lungs to all cells in our body. • White blood cells help to fight bacteria and viruses in our body to prevent illness.	Electricity • A series circuit is one in which all the components are connected in one continuous loop. • A series circuit has a cell and wires, plus components such as a bulb, a buzzer and a switch. • Each component in a circuit diagram is represented by a circuit symbol. • Current is the flow of energy in a circuit • Voltage causes the current to flow. • For a circuit to be complete, all the components, including a cell, must be connected by wires and the switch must be closed. • An incomplete circuit may have a break in the wires, a switch may be open or the cell may be in the	Light • Luminous objects emit light and non-luminous objects do not emit light. • Humans can see objects because a light source produces light. • Light reflects from an object to the eye. • Light passes through the pupil to the retina. • Light travels in straight lines. • Light travels from a light source to an object. • The light rays reflect from the object to the eye. • A reflection is where light rays bounce off an object. • Light travels in straight lines. • When light rays from a light source travel to an opaque object, they cannot pass through and a shadow is formed.	Variation • An organism is a living thing such as an animal, plant, bacterium or fungus. • A species is a group of similar organisms where two parents can create offspring. • Variation is the differences between organisms. • All species show variation. • Characteristics are the features of an organism, used to identify individuals or a group. • Parents pass on characteristics to their offspring such as hair and eye colour. This process is called inheritance. • Humans can breed animals such as dogs for desirable characteristics. Adaptation	Living things and their habitats • A living organism moves, reproduces, grows and excretes. • The stem of a plant moves towards the strongest light source and the roots move away from light. • Plants can reproduce sexually and asexually. • Vertebrates can be put into groups of mammals, birds, fish, amphibians and reptiles. • Plants can be put into groups of flowering and non-flowering. • Scientists group organisms based on their features. • Grouping organisms can help scientists to understand how organisms are related to each other.	Year 7 ready projects Project 1 – Melting Chocolate • Compare and group materials together, according to whether they are solids, liquids or gases. • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Project 2 – Thermal insulation • Compare and group materials together, according to whether they are solids, liquids or gases. • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility,

	• The heart is part of the circulatory system. • The heart is a muscle which beats regularly. • As the heart beats, it pumps blood around the body. • The heart is split into four chambers. It has two atria and two ventricles. • Blood flows through the heart as part of its journey through the circulatory system. • Veins carry blood towards the heart. They have valves to stop the blood flowing in the wrong direction. • Blood then flows through the right atrium, then out of the right ventricle to the lungs. • Blood from the lungs then flows into the left atrium and out of the left ventricle towards the rest of the body. • Oxygenated blood is blood that carries lots of oxygen. • Deoxygenated blood is blood that has little oxygen in it. • Oxygenated blood mostly travels from the heart through the arteries. • Deoxygenated blood mostly travels from the parts of the body back to the heart, through veins. • The left ventricle is thicker than the right ventricle because moving blood around the whole	holder the wrong way. • The current does not flow at all in an incomplete circuit. • The more components there are in a circuit, the dimmer the bulbs and the quieter the buzzers. • The more components there are in a circuit, the more difficult it is for current to flow. Renewable Energy • Solar power uses light energy from the Sun to generate electricity. • Wind power uses wind to generate electricity. • Solar and wind power are renewable energy sources. This means that they will not run out. • Fossil fuels are non-renewable energy sources. This means that they will eventually run out. • In the UK, burning fossil fuels to generate electricity is the largest source of greenhouse gas emissions. • Emissions of greenhouse gases lead to the greenhouse effect and global warming. • Renewable energy sources, such as solar	• The blocked light rays create an area of darkness behind the object, which is the shadow. • The shape of a shadow is determined by the shape of the object that blocks the light. • Shadows are always dark because they are areas from which light has been blocked. • Light travels in straight lines. • When light passes from one medium to another, it can change direction. This is called refraction. • Refraction happens because light travels at different speeds in different substances. • A pencil looks bent when it is put into water, because light travels at a different speed in water than it does in the air. • White light is composed of a mixture of colours. • Isaac Newton and Ibn al-Haytham discovered that white light is made up of different colours. • A rainbow is a spectrum of light formed when sunlight	• Adaptations are characteristics which improve an animal's chances of survival in a habitat. • Animals in cold environments have characteristics which allow them to survive. For example, they may have thick fur or blubber. • Animals in desert environments have characteristics which allow them to survive in extreme heat. Some of these include thin fur and long eyelashes. • Adaptations are characteristics which improve the chances of survival in a habitat. • Plants in desert environments have longer roots and larger stems, so they can absorb and store more water. This allows them to survive in hot, dry environments such as deserts, where there is not much water available. • Evolution is a change in characteristics in animals and plants over a long period of time. • Evolution allows animals and plants to better adapt to their environments or	• Classification keys are used to classify animals. • Classification keys are used to identify different animals based on their features. • Classification keys are made up of several questions with "yes" or "no" answers. • Classification keys are used to classify plants. • Classification keys are used to identify different plants based on their features. • Trees can be classified as deciduous, evergreen and coniferous. • Bacteria are simple organisms invisible to the naked eye. Some bacteria can cause diseases and infections. Humans have good bacteria in their bodies that help to digest food. • Viruses are microorganisms that need a host, and are invisible to the naked eye. They can cause diseases such as flu or a common cold. • Fungi are microorganisms. Some can cause infections.	transparency, conductivity (electrical and thermal) and response to magnets. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
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	body requires more force than moving blood to the lungs. Diet, drugs and lifestyle • A balanced diet is made up of the right amounts of carbohydrates, fats, proteins, vitamins, minerals, fibre and water. • Fats can be classified as unsaturated, saturated or trans fats. • Unsaturated fats provide the body with energy and allow humans to absorb some vitamins. • Saturated and trans fats can cause weight gain and heart disease. • A drug is a chemical that can change the way your body or brain functions. • Painkillers help the body to dull pain. • Stimulants make a person feel more alert and awake. • Depressants make the body feel calm and drowsy. • Some drugs are legal and some are illegal. • Cigarettes contain tar, nicotine and other harmful substances. • Tar is a sticky, brown substance which can cause cancer. • Nicotine is highly addictive. • Carbon monoxide is a poisonous gas that stops the blood carrying as much oxygen.	and wind energy, can help limit the impact of global warming.	passes through, and is refracted by, raindrops.	habitats so that they can survive. • Evolution explains how animals and plants have developed over time from simpler life forms that lived millions of years ago. • Charles Darwin suggested the 'Theory of Evolution'. • Darwin suggested that different species of animals had evolved from a shared ancestor. • Darwin also suggested that organisms change their characteristics over a long period of time, so that they can successfully adapt to their environment or habitat. • Organisms have adapted over time to improve their chances of survival in a habitat. • Organisms which are better adapted to their habitat are more likely to survive and reproduce. • The characteristics that have enabled these individuals to survive are passed on to the next generation. This theory is called "natural selection".	Some can be used in bread making. • Microorganisms, such as bacteria, viruses and fungi, can be classified. • The classification of microorganisms is based on their features, such as shape. • Bacteria, viruses and fungi have different shapes. • Carl Linnaeus was a Swedish botanist who wrote a book called Systema Naturae or System of Nature. • Linnaeus was famous for developing the first system to classify animals and plants. The classification was based on a hierarchical system. • Linnaeus initially divided the Kingdom Animalia into six classes. These were mammals, birds, amphibians, fish, insects and worms.	
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	• Smoking can damage the body and cause breathing problems. It also increases the risks of heart and lung disease.			• Darwin noticed that different finch species on the islands were closely related, but showed variations in beak type and body size. Some of the islands have a lot of plants which produce hard seeds and nuts. • The differences in size and shape of the beaks meant that different species were well adapted to eating different foods, such as seeds, insects, flowers and fruits. Finches with long and pointed beaks catch and eat insects, while those with broad, short beaks crack seeds and nuts. Fossils • Fossils are formed when an animal or plant dies. When an animal dies the soft parts decompose and leave the skeleton. • The skeleton is buried by sediment which compacts over time. • Water seeps down into the rock and replaces the skeleton with minerals found in the water.		
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				• This produces an imprint in a rock of a living thing. • Older fossils tend to be smaller and simpler compared to newer fossils. • Newer fossils tend to be larger and more complex. • This supports Charles Darwin's theory of evolution that simple organisms evolved into more complex ones. • Mary Anning was a famous palaeontologist who discovered many fossils during the 1800s. • She made many discoveries such as finding plesiosaur, ichthyosaur and pterosaur fossils. • Mary Anning's discoveries made her famous but, because she was a woman, her findings were often presented as male scientists' work.		
	Working scientifically: Circulatory System • Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas.	Working scientifically: Electricity • Record data and results of increasing complexity using scientific diagrams and labels, classification keys,	Working scientifically: Light • Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas	Working scientifically: Variation • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys,	Working scientifically: Living Things and their Habitats • Identifying scientific evidence that has been used to support or refute ideas or arguments.	Working scientifically: Year 7 ready projects • Explore ideas and raise different kinds of questions • Planning different types of scientific enquiries to answer questions, including

	• Explore ideas and raise different kinds of questions. • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. Diet, drugs and lifestyle • Identifying scientific evidence that has been used to support or refute ideas or arguments. • Recognise which secondary sources will be most useful to research their ideas and begin the separate opinion from fact. • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Using test results to make predictions to set up further comparative and fair tests.	tables, scatter graphs, bar and line graphs. • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Renewable Energy • Identifying scientific evidence that has been used to support or refute ideas or arguments. • Reporting and presenting findings from enquiries in oral and written forms such as displays and other presentations.	• Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Identifying scientific evidence that has been used to support or refute ideas or arguments. • Talk about how scientific ideas have changed over time.	tables, scatter graphs, bar and line graphs. Adaptation • Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact. • Identifying scientific evidence that has been used to support or refute ideas or arguments. • Explore ideas and raise different kinds of questions. • Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time. • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.	• Use and develop keys and other information records to identify, classify and describe living things • Use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. • Use relevant scientific language and illustrations to discuss, communicate and justify their ideas and should talk about how scientific ideas have developed over time	recognising and controlling variables where necessary. • Make their own decisions about what observations to make, what measurements to use and how long to make them for. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations • Using test results to make predictions to set up further comparative and fair tests.
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				Fossils - Identifying scientific evidence that has been used to support or refute ideas or arguments. - Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time - Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.		
History 		World War 2 Knowledge: The Second World War (1939-1945) began because Hitler, the leader of Nazi Germany, invaded Poland. Britain and France had promised to protect Poland if this happened. There were many significant battles during the war,		Migration Knowledge: - What is migration? - Look at historical migration broadly. - Create timeline of global events: Jewish, Irish, American, Windrush, Australian - Why did the Jewish community leave their home country?		Crime and Punishment Knowledge: - Many aspects of the history of crime and punishment have influenced the development of law and order in Britain today. - Read local registers on correction centres - Place events on to timeline

		including the Battle of Britain, the Normandy Landings on D-Day, and The Battle of the Bulge. • At the start of the war, the Allies were Britain, France and Poland. The Axis Powers were Germany, Japan and Italy. • Many children were evacuated from cities to the countryside where it was safer. Cities were likely to be bombed during the Blitz. • What was the Miracle at Dunkirk and why was it so important? • Food supplies from other countries were disrupted. Rationing was introduced to ensure Britain didn't run out of food and to make sure that everyone was healthy. • What was it like to be on the Home Front? • How did the war come to an end?		• Why did they choose to come to Britain? • What impact did they have on Britain? • What impact did the Jewish migrants have on Britain? • What was the situation in Ireland- religious persecution of a nation. • What was the famine- what did it cause to happen? • Learn about the experiences of Irish Migrants • Learn about the lasting effect of the migrants from Ireland. • Who was Christopher Columbus and what did he do? • Learn about the Original colony in Roanoke and Indigenous people Disciplinary skills: Continuity and Change • Begin to identify old and new things across periods of time through pictures, photographs and objects. • Begin to understand that some things change and some things stay nearly the same.		• Debate whether a child should have been sent to reform school for his crime. • How has the law changed over time? • Do you think capital punishment was a fair and fitting punishment for criminals in Suffolk? • Who was John Ducker? Did he receive a fair trial?
		Disciplinary skills: Continuity and Change • Explain why some periods in history may have had more				Disciplinary skills: Continuity and Change

		changes (e.g post-war Britain) and some may have had more continuity. • Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history. • Understand and describe in some detail the main changes to an aspect of a period in history. Cause and Consequence • Examine in more detail the short and long term causes of an event being studied. • Understand that one event can have multiple consequences that impact on many countries and civilisations. • Understand and describe in some detail the main changes to an aspect of a period in history. • Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of		Similarities and Differences • Identify that some things within living memory are similar and some things are different. • Recognise some similarities and differences between the past and the present. Historical Significance • Explain reasons why someone might be significant. • Talk about why the event or person was important and what changed/happened.		• Identify key things that stayed the same between periods. • Identify key things that changed between periods. Similarities and Differences • Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. Historical Significance • Identify historically significant people and events from a period of history and give some detail about what they did or what happened.
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		the Second World War. • Address and devise historical questions about cause and consequence. Similarities and Differences • Explain and give varied examples of how life was similar and different in the past. • Explain and give examples to show that things may have been different from place to place at the same time. • Start to give reasons for these similarities and differences. Historical Significance • Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally. • Identify a range of historically significant people and events from different periods of history and explain why they were significant. • Identify historically significant people and events from a period				
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		of history and give some detail about what they did/what happened and what impact it had.				
Geography 	Suffolk vs South America Knowledge: • I can confidently locate many counties and cities of the United Kingdom. • I can identify key human and physical characteristics within the United Kingdom. • I can confidently locate many countries of the world on a map including major cities. • I can locate North and South America and some of the countries within those continents. • I can locate some of the major cities in North and South America. • I can understand the similarities and differences between the physical and human geography of a region of the U.K (Suffolk), and a region within North or South America. • I can identify and discuss the key physical and human characteristics of North and South America.		Climate Change Knowledge: • I can confidently locate many countries of the world on a map. • I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (including day and night). • I can confidently identify how aspects of the physical and human geography have changed over time. • I can describe and understand a range of key aspects of physical and human geography such as the distribution of natural resources including energy, food, minerals, water, settlement and land use		Rivers Knowledge: • I can identify key human and physical characteristics within the United Kingdom. • I can describe aspects of physical geography such as mountains, rivers and the water cycle.	

			patterns.			
	Disciplinary skills: I can confidently use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.		Disciplinary skills: - I can confidently use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. - I can 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, or digital technologies.		Disciplinary skills: - I can confidently use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps). - I can 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, or digital technologies. - I can confidently use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied	
Art 	2D Drawing to 3D Making Knowledge: - Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. - Understand that graphic designers use typography and image to create		Art Activism Knowledge: Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better.		Brave Colour Knowledge: Understand that artists use a variety of media including light and sound as well as physical media to create installations. Understand that installations are	

	packaging which we aspire to use. • Understand that there are technical processes we can use to help us see, draw and scale up our work.		• Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist.		often immersive, enabling the viewer to enter the artwork. • Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. • Understand that artists and designers add colour, texture, meaning and richness to our life.	
	Disciplinary skills: • Explore using negative and positive space to “see” and draw a simple element/object. • Use the grid system to scale up the image above, transferring the image onto card. • Use collage to add tonal marks to the “flat image”.		Disciplinary skills: • Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. • Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. • Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art.		Disciplinary skills: • Use the device of scaled model to imagine what your installation might be, working in respond to a brief or “challenge” to enable a viewer to “have a physical experience of colour.” • Use a variety of materials, including light and sound, to make a model of what you would build. • Think about structure of space, how the viewer would enter, what they would see, feel, hear. • Use colour in a brave and bold way, reflecting upon how	

					this might make the viewer feel.	
	All Art units should cover Articles 31 and 13. A31 - The right to access culture and arts. Article 13 - the right to share thoughts freely and creatively through art.					
Computing 		Computing systems and networks: communication and collaboration		Variables in games		Webpage creation
	All computing units should cover the right to be protected from online abuse A34, A35, A36 and the right to education and how to use computers A28, A29					
DT 		Electrical Systems: Steady Hand Game Knowledge: - To know that batteries contain acid, which can be dangerous if they leak. - To know the names of the components in a basic series circuit, including a buzzer.	Textiles: Waistcoats Knowledge: - To understand that it is important to design clothing with the client/ target customer in mind. - To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric. - To understand the importance of consistently sized stitches			Structures: Playgrounds Knowledge: To know that structures can be strengthened by manipulating materials and shapes.
		Disciplinary skills: - Designing a steady hand game - identifying and naming the components required. - Drawing a design from three different perspectives. - Generating ideas through sketching and discussion. - Modelling ideas through prototypes.	Disciplinary skills: - Designing a waistcoat in accordance to a specification linked to set of design criteria. - Annotating designs, to explain their decisions. - Using a template when cutting fabric to ensure they achieve the correct shape.			Disciplinary skills: - Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs - Building a range of play apparatus structures drawing upon new and prior

		• Understanding the purpose of products (toys), including what is meant by 'fit for purpose' and 'form over function'. • Constructing a stable base for a game. • Accurately cutting, folding and assembling a net. • Decorating the base of the game to a high-quality finish. • Making and testing a circuit. • Incorporating a circuit into a base. • Testing own and others finished games, identifying what went well and making suggestions for improvement. • Gathering images and information about existing children's toys. • Analysing a selection of existing children's toys.	• Using pins effectively to secure a template to fabric without creases or bulges. • Marking and cutting fabric accurately, in accordance with their design. • Sewing a strong running stitch, making small, neat stitches and following the edge. • Tying strong knots. • Decorating a waistcoat, attaching features (such as appliqué) using thread. • Finishing the waistcoat with a secure fastening (such as buttons). • Learning different decorative stitches. • Sewing accurately with evenly spaced, neat stitches. • Reflecting on their work continually throughout the design, make and evaluate process.			knowledge of structures. • Measuring, marking and cutting wood to create a range of structures. • Using a range of materials to reinforce and add decoration to structures. • Improving a design plan based on peer evaluation. • Testing and adapting a design to improve it as it is developed. • Identifying what makes a successful structure.
	All DT units should cover Articles 31 and 13. A31 - The right to access culture and arts. Article 13 - the right to share thoughts freely and creatively through art.					
PSHE 	Being me in my world Knowledge: • Know about children's universal rights (United Nations Convention on the Rights of the Child)	Celebrating Difference Knowledge: • Know that people can hold power over others individually or in a group	Healthy Me Knowledge: • Know how to take responsibility for their own health	Dreams & Goals Knowledge: • Know their own learning strengths	Relationships Knowledge: • Know that it is important to take care of their own mental health	Changing Me Knowledge: • Know how girls' and boys' bodies change during puberty and understand the

	• Know about the lives of children in other parts of the world • Know that personal choices can affect others locally and globally • Know how to set goals for the year ahead • Understand what fears and worries are • Understand that their own choices result in different consequences and rewards • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process	• Know that power can play a part in a bullying or conflict situation • Know that there are different perceptions of 'being normal' and where these might come from • Know that difference can be a source of celebration as well as conflict • Know that being different could affect someone's life • Know why some people choose to bully others • Know that people with disabilities can lead amazing lives	• Know what it means to be emotionally well • Know how to make choices that benefit their own health and well-being • Know about different types of drugs and their uses • Know how these different types of drugs can affect people's bodies, especially their liver and heart • Know that stress can be triggered by a range of thing • Know that being stressed can cause drug and alcohol misuse • Know that some people can be exploited and made to do things that are against the law • Know why some people join gangs and the risk that this can involve	• Know what their classmates like and admire about them • Know a variety of problems that the world is facing • Know some ways in which they could work with others to make the world a better place • Know what the learning steps are they need to take to achieve their goal • Know how to set realistic and challenging goals	• Know ways that they can take care of their own mental health • Know the stages of grief and that there are different types of loss that cause people to grieve • Know that sometimes people can try to gain power or control them • Know some of the dangers of being 'online' • Know how to use technology safely and positively to communicate with their friends and family	importance of looking after themselves physically and emotionally • Know how a baby develops from conception through the nine months of pregnancy and how it is born • Know how being physically attracted to someone changes the nature of the relationship • Know the importance of self-esteem and what they can do to develop it • Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class
	Skills • Know own wants and needs • Be able to compare their life with the lives of those less fortunate • Demonstrate empathy and understanding towards others	Skills • Empathise with people who are different and be aware of my own feelings towards them • Identify feelings associated with being excluded • Be able to recognise when someone is	Skills • Are motivated to care for their own physical and emotional health • Suggest strategies someone could use to avoid being pressured • Can use different strategies to manage stress and pressure	Skills • Understand why it is important to stretch the boundaries of their current learning • Be able to give praise and compliments to other people when	Skills • Recognise that people can get problems with their mental health and that it is nothing to be ashamed of • Can help themselves and others when worried about a	Skills • Recognise ways they can develop their own self-esteem • Can express how they feel about the changes that will happen to them during puberty • Understand that mutual respect is

	• Can demonstrate attributes of a positive role-model • Can take positive action to help others • Be able to contribute towards a group task • Know what effective group work is • Know how to regulate my emotions • Be able to make others feel welcomed and valued	exerting power negatively in a relationship • Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens • Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict • Identify different feelings of the bully, bullied and bystanders in a bullying scenario • Appreciate people for who they are • Show empathy	• Are motivated to find ways to be happy and cope with life's situations without using drugs • Identify ways that someone who is being exploited could help themselves • Recognise that people have different attitudes towards mental health/illness	they recognise that person's achievements • Empathise with people who are suffering or living in difficult situations • Set success criteria so that they know when they have achieved their goal • Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances	mental health problem • Recognise when they are feeling grief and have strategies to manage them • Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control • Can resist pressure to do something online that might hurt themselves or others • Can take responsibility for their own safety and well-being	essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to • Recognise how they feel when they reflect on the development and birth of a baby • Can celebrate what they like about their own and others' self-image and body image • Use strategies to prepare themselves emotionally for the transition (changes) to secondary school
	RRSA 13, 14, 17, 28, 29, 31	RRSA 2, 13, 19, 23, 29, 30	RRSA 6, 12, 13, 16, 28, 29	RRSA 12, 24, 27, 33, 36	RRSA 12, 13, 29	RRSA 12, 13, 29
RE 	Christianity: Jesus Incarnate Knowledge • Explore the Biblical origin of Christian belief in Jesus as God. • Explain how Jesus' divinity is recognised in different ways including in buildings, doctrines and creed. • Explore how the Children's Society 'incarnate' the love of Jesus.	Islam: Tawhid Knowledge • Explain how the Kaaba or 'cube' reminds Muslims that there is only one God. • Explain how the practice of each pillar makes a Muslim feel they belong to the 'ummah.' • Describe the impact of Hajj on a Muslim.	Hinduism: Atman and Brahman Knowledge • Explain some key teachings Hindus hold about Brahman / Atman linking these to religious texts. • Explain the different ways Hindus explain their ideas of God • Describe how belief in Brahman affects a Hindu's diet and their attitude to animals.	Buddhism: Triple Refuge Knowledge • Show how Buddhists express their belief that the Buddha is a refuge and guide by referring to the story of Angulimala. • Explain how the Buddha's teachings (dharma) help Buddhists journey along the path. • Explain how members of the Sangha support each	Christianity: Resurrections Knowledge • Explore the witness to the resurrection accounts in the Gospel. • Understanding why Easter services are celebratory • Exploring Christian funerals and the belief in the afterlife.	Humanism: Happiness Knowledge • Describe how Humanist advertising expresses their beliefs. • Describe some practices involved at Humanist celebrations. • Explore how being a humanist affects someone's life and decision making.

				other at the festival of Wesak.		
	Skills • Make links between the beliefs (teachings, sources, etc) of different religious groups and explain how they are connected to believers' lives • Express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and explain what they are trying to convey • Describe and compare practices and experiences involved in belonging to different religious groups, using a wide religious vocabulary • Compare a range of ideas about the meaning and purpose of life, including their own and those from religious, or non-religious, worldviews	Skills • Make links between the beliefs (teachings, sources, etc) of different religious groups and explain how they are connected to believers' lives • Express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and explain what they are trying to convey • Describe and compare practices and experiences involved in belonging to different religious groups, using a wide religious vocabulary • Compare a range of ideas about the meaning and purpose of life, including their own and those from religious, or non-religious, worldviews	Skills • Make links between the beliefs (teachings, sources, etc) of different religious groups and explain how they are connected to believers' lives • Express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and explain what they are trying to convey • Describe and compare practices and experiences involved in belonging to different religious groups, using a wide religious vocabulary • Compare a range of ideas about the meaning and purpose of life, including their own and those from religious, or non-religious, worldviews	Skills • Make links between the beliefs (teachings, sources, etc) of different religious groups and explain how they are connected to believers' lives • Express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and explain what they are trying to convey • Describe and compare practices and experiences involved in belonging to different religious groups, using a wide religious vocabulary • Compare a range of ideas about the meaning and purpose of life, including their own and those from religious, or non-religious, worldviews	Skills • Make links between the beliefs (teachings, sources, etc) of different religious groups and explain how they are connected to believers' lives • Express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and explain what they are trying to convey • Describe and compare practices and experiences involved in belonging to different religious groups, using a wide religious vocabulary • Compare a range of ideas about the meaning and purpose of life, including their own and those from religious, or non-religious, worldviews	Skills • Make links between the beliefs (teachings, sources, etc) of different religious groups and explain how they are connected to believers' lives • Express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and explain what they are trying to convey • Describe and compare practices and experiences involved in belonging to different religious groups, using a wide religious vocabulary • Compare a range of ideas about the meaning and purpose of life, including their own and those from religious, or non-religious, worldviews
	All RE units should cover these rights: Right to education and respect for other: A28 and A29, Right to an opinion and expressing what I think: A12 and A13, Protection from religious discrimination: A2, Freedom to practice own religion and culture: A30.					
Music 		Songs of WW2 Knowledge		Film Music Knowledge		Year 6 Show • Play and perform in solo and ensemble contexts, using their

		• To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2 • To know that the Solfa syllables represent the pitches in an octave. • A 'counter-subject' or 'counter-melody' provides contrast to the main melody. • To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes Skills • Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles • Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts • Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference		• To know that a film soundtrack includes the background music and any songs in a film. • To understand that 'major' key signatures use note pitches that sound cheerful and upbeat • To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. • To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. Skills • Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts • Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with		voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Listen with attention to detail and recall sounds with increasing aural memory.
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		to musical vocabulary. • Identifying the way that features of a song can complement one another to create a coherent overall effect. • Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. • Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. • Performing with accuracy and fluency from graphic and staff notation and from their own notation. • Performing by following a conductor's cues and directions.		reference to musical vocabulary • Identifying the way that features of a song can complement one another to create a coherent overall effect • Use musical vocabulary correctly when describing and evaluating the features of a piece of music. • Evaluating how the venue, occasion and purpose affects the way a piece of music sounds • Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work • Improvising coherently and creatively within a given style, incorporating given features. • Recording own composition using appropriate forms of notation and/or technology and incorporating. • Constructively critique their own and others' work,	
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				using musical vocabulary. • Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. • Performing with accuracy and fluency from graphic and staff notation and from their own notation.		
All music units should cover rights articles A13 and A31. Access to culture, art and music for enjoyment and expressing yourself freely through music.						
French 	Le Weekend <u>Objectives:</u> • How to ask and talk about regular activities • How to say what you don't do (linked to activities) • How to ask and say what other people do • How to talk about what you like and dislike doing <u>Grammar/skills:</u> • Use several verbs in first person • Recognise patterns in French • Build longer sentences • Adapt sentences to say different things Les Vetements <u>Objectives:</u> • How to ask and say what clothes you would like		Ma Journee <u>Objectives:</u> • How to ask and talk about daily routines • How to talk about time of daily routines • How to ask and talk about breakfast • How to talk about the details of a typical day <u>Grammar/skills:</u> • Use first person and present tense including some reflexives • Make longer sentences with time • Formulate questions • Use et to join sentences together • Cope with longer reading text		Le Sport <u>Objectives:</u> • How to talk about which sports you like • How to say what you think of different sports • How to give reasons for your preferences • How to talk about a sporting event <u>Grammar/skills:</u> • Use the definite article with sports • Spot patterns in French • Use conjunctions et and mais • Devise and ask questions • Give reasons for opinions • Use known language in new contexts	

	• How to give opinions about clothes • How to say what clothes you wear • How to ask and talk about prices (including numbers 60 – 80) <u>Grammar/skills:</u> • Use des with plural words • Give opinions using c'est... • Using et and mais to make longer sentences • Agreement of adjectives • Techniques for memorising new language		• Use adverbs and time expressions to make longer paragraphs • Reflect and share ideas about language learning Les Transports <u>Objectives:</u> • How to talk about forms of transport • How to ask and talk about where you're going and how you get there • How to talk about plans for a trip • How to buy tickets for travel at a station <u>Grammar/skills:</u> • Use prepositions en and a with transports • Listen for clues to meanings • Use prepositions au/a la/a l' with places • Using knowledge of word, text and structure to build text • Use on va + infinitives to talk about future plans • Use time indicators • Use context and previous knowledge to help reading skills • Ask politely for things		• Read and write longer text • Present information about sport On va faire la fete <u>Objectives:</u> • Revise all forms of transport, places and immediate future plans • Revise descriptions for people and clothes • Revise opinions of food and clothes • How to order food in a café <u>Grammar/skills:</u> • Prepositions: au/a la/al' + places; en/a + transports • Use je vais + infinite to talk about the future plans • Revisit known language in a different context • Use third person verbs including avoir and être • Use agreement of adjectives • Use negatives • Re-combine known language in different ways • Express opinions in different ways • Use plurals of food words • Use reading strategies to cope with authentic texts	
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					• Ask politely for things	
PE 	Parkour Knowledge • Locomotion: understand how momentum from a roll can help with rhythm and fluidity. • Jumping and landing: know that using my arms will give me more elevation to my jump. • Vaulting: know that using my momentum helps me keep speed and flow through each vault. • Balance: know where and when to apply force to maintain control and balance on less stable obstacles. • Strategy: know that reviewing my performance helps me improve my flow and movement Skills • Locomotion: use momentum from a roll to move smoothly into the next action, showing rhythm and fluidity in transitions. • Jumping and landing: to explore Tic-Tacs with more elevation. • Vaulting: vault over consecutive obstacles with control, using appropriate power and speed to maintain momentum. • Balance: balance on higher/smaller/further	Basketball Knowledge • Sending & receiving: understand and make quick decisions about when, how and who to pass to. • Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender. • Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession. • Tactics: know how to create and apply a tactic for a specific situation or outcome. • Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating Skills • Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure. • Dribbling: dribble consistently using a range of techniques	Dance Knowledge • Actions: understand that actions can be improved with consideration to extension, shape and recognition of intent. • Dynamics: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea. • Space and relationships: know that combining space and relationships with a prop can help me to express my dance idea. • Performance: understand how a leader can ensure our dance group performs together. • Strategy: know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience. Skills • Actions: show controlled movements which express emotion and feeling.	Dance Knowledge • Actions: understand that actions can be improved with consideration to extension, shape and recognition of intent. • Dynamics: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea. • Space and relationships: know that combining space and relationships with a prop can help me to express my dance idea. • Performance: understand how a leader can ensure our dance group performs together. • Strategy: know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience Skills • Actions: show controlled movements which express emotion and feeling.	Cricket Knowledge • Striking: understand that the momentum and power for striking comes from legs as well as arms. • Fielding: know which fielding action to apply for the situation. • Throwing and catching: consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score. • Tactics: understand and apply some tactics in the game as a batter, bowler and fielder. • Rules: understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating. Skills • Striking: strike a bowled ball with increasing accuracy and consistency.	Tennis Knowledge • Shots: understand the appropriate skill for the situation under pressure e.g. choosing to play the ball short over the net, if I have just moved my opponent to the back of the court. • Serving: begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point. • Rallying: understand how to play different shots depending on if a rally is co-operative or competitive. • Footwork: know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot. • Tactics: understand when to apply some tactics for attacking and/or defending. • Rules: understand, apply and use rules consistently in a variety of net and wall games whilst playing and officiating. Skills

	away obstacles on the balls of feet.	with increasing control under pressure. • Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. • Attacking: confidently change direction to lose an opponent • Defending: use a variety of defending skills (tracking, interception) in game situations.	• Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group. • Space and relationships: use a variety of compositional principles when creating my own dances. • Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.	• Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group. • Space and relationships: use a variety of compositional principles when creating my own dances. • Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.	• Fielding: use a wider range of fielding skills with increasing control under pressure. • Throwing: consistently demonstrate good technique in throwing skills under pressure. • Catching: consistently demonstrate good technique in catching skills under pressure.	• Shots: demonstrate increased success and technique in a variety of shots. • Serving: serve accurately and consistently. • Rallying: successfully apply a variety of shots to keep a continuous rally. • Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing.
	Tag Rugby Knowledge • Sending & receiving: understand and make quick decisions about when, how and who to pass to. • Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender. • Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession. • Tactics: know how to create and apply a tactic	Yoga Knowledge • Balance: know where and when to apply force to maintain control and balance. • Flexibility: know which of my muscles require more practice to increase my flexibility. • Strength: understand that I can build up my strength by practicing in my own time. • Strategy: identify times in my everyday life when mindfulness activities would be	Dodgeball Knowledge • Throwing: know who to throw at and when to throw in order to get opponents out. • Catching (dodgeball): know that I need to make quick decisions on if to catch or if to dodge the ball. • Striking: know which skill to select for the situation. • Tactics: know how to create and apply a tactic for a specific situation or outcome. • Rules: understand, apply and use rules consistently in a	Fitness Knowledge • Agility: understand that agility requires speed, strength, good balance and co-ordination. • Balance: know where and when to apply force to maintain control and balance. • Co-ordination: understand that co-ordination also requires good balance and know how to achieve this. • Speed: know that speed can be improved by training and know	Athletics Knowledge • Running: understand that I need to prepare my body for running and know the muscle groups I will need to use. • Jumping: understand that a run up builds speed and power and enables me to jump further. • Throwing: understand that I need to prepare my body for throwing and know the muscle groups I will need to use.	OAA Knowledge • Problem solving: understand that being able to solve problems is an important life skill. • Navigational skills: understand why having good navigational skills are important. • Communication: know that good communication skills are key to solving problems and working effectively as a team. • Reflection: with increasing accuracy, reflect on when and

	for a specific situation or outcome. • Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating Skills • Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure. • Dribbling: dribble consistently using a range of techniques with increasing control under pressure. • Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. • Attacking: confidently change direction to lose an opponent • Defending: use a variety of defending skills (tracking, interception) in game situations.	helpful for my wellbeing Skills • Balance: link combinations of poses for balance with increased control in transition. • Flexibility: confidently transition from one pose to another showing extension connected to breath. • Strength: explore poses that challenge my strength and work to maintain increased control and strength when in and transitioning between poses. • Strategy: explore methods to control how I feel with some success.	variety of target games whilst playing and officiating. Skills • Throwing: throw with increasing control under pressure. • Catching (dodgeball): catch with increasing control under pressure. • Striking: use a variety of striking techniques with control and under pressure.	which speed to select for the distance. • Strength: understand that I can build up my strength by practicing in my own time. • Stamina: know which exercises can develop stamina and understand that it can be improved by training over time. Skills • Agility: change direction with a fluent action and transition smoothly between varying speeds. • Balance: show fluency and control when travelling, landing, stopping and changing direction. • Co-ordination: co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge. • Speed: adapt running technique to meet the needs of the distance. • Strength: complete body weight exercises for increased repetitions with control and fluency. • Stamina: use my breath to increase my ability to move for sustained periods of time.	• Rules: understand and apply rules in events that pose an increased risk. Skills • Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. • Jumping: develop power, control and technique in the triple jump. • Throwing: develop power, control and technique when throwing discus and shot put.	how I am successful at solving challenges and alter my methods in order to improve. • Rules: understand the rules and think creatively to solve the challenge whilst abiding by the rules Skills • Problem solving: pool ideas within a group, selecting and applying the best method to solve a problem. • Navigational skills: orientate a map efficiently to navigate around a course with multiple points. • Communication: inclusively communicate with others, share job roles and lead when necessary.
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	All PE units should cover these rights: Right to protection against discrimination A2, Right for adults to do what is best (safety rules) A3, Right opinion A12, Right to share A13, Right to make friends A15, Right to be protected from harm A19, Right of disabled people A23, Right to Best Health A24, Right to Education A28, Right to develop talents A29, Right to Play and Rest A31					
SMSC	1A, 1B, 1C, 1D 2A, 2B, 2C, 2D 3A, 3B, 3C 4A, 4B, 4D 5A, 5B, 5C, 5D, 5E	1A, 1B, 1D 2A, 2B, 2C, 2D 3A, 3B 4A, 4C, 4D 5A, 5B, 5C, 5D, 5E	1A, 1B, 1C, 1D 2A, 2C, 2D 3A, 3B, 3D 4A, 4D 5A, 5B, 5C, 5D, 5E	1A, 1B, 1D 2A, 2C, 2D 3A 4A, 4D 5A, 5B, 5C, 5D, 5E	1A, 1B, 1C, 1D 2A, 2B, 2D 3A 4A, 4D 5A, 5B, 5C, 5D, 5E	1A, 1B, 1D 2A, 2D 3A 4A, 4D 5A, 5B, 5C, 5D, 5E