









YEAR 6						
Term	Autumn 1	Autumn 2	Spring 1 & Spring 2		Summer 1	Summer 2
Imaginative Learning Project						
Class Text/s	<b>Pig Heart Boy</b> By Malory Blackman	<b>Goodnight Mr Tom</b> By Michelle Majorian	<b>Shackleton’s Journey</b> by William Grill <b>Wolf Wilder</b> by Katherine Rundell		<b>A Girl of Ink and Stars</b> By Kiran Millwood Hargrave	<b>Can you see me?</b> By Libby Scott and Rebecca Wescott
Writing The Write Stuff	<b>Fiction:</b> The Nowhere Emporium (mystery – Y5) <b>Non-fiction:</b> Goldilocks (newspaper report)	<b>Fiction:</b> The Journey (evacuee story) <b>Non-fiction:</b> Letters from a lighthouse (recount)	<b>Fiction:</b> Kensuke’s Kingdom (adventure) <b>Non-fiction:</b> Scott of the Antarctic (diary - Y5)	<b>Fiction:</b> Francis (Literacy Shed+) <b>Non-fiction:</b> Emperor Penguin (non-chronological report – Y5) *will need to change in 2023 – 2024 <b>Free write unit – animal of their choice</b>	<b>Fiction:</b> Hansel and Gretel (traditional tale) <b>Non-fiction:</b> David Attenborough (biography – Y5)	<b>Fiction:</b> Harris Burdick (CELT writing project) <b>Poetry:</b> Thinker’s Rap  Final reflective piece.
Science See 36 lesson plan	<b>Animals including humans</b> - 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	<b>Animals Including Humans continued</b>  <b>Living things and their habitats</b> - 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	<b>Living Things and their Habitats continued</b>  <b>Evolution and inheritance</b> - 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	<b>Evolution and Inheritance continued</b>  <b>Light</b> - 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 shape as the objects that cast them	<b>Light continued</b>  <b>Electricity</b> - 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.  <b>KS2 Assessment</b>	
Geography	No Geography focus this ½ term	No Geography focus this ½ term	<b>Locational Knowledge:</b> - understand the impacts of global warming. <b>Place Knowledge:</b> - look at the physical geography of Antarctica (the Antarctica biome). - compare and contrast the similarities and differences of two different biomes (Antarctica and one other) <b>Human and Physical:</b> - know the human and physical features of Antarctica. - compare how the land has changed in Antarctica over time.		<b>Locational Knowledge:</b> - locate South America, its countries and capital cities. - identify climate zones and biomes. <b>Human and Physical:</b> - explore the human and physical features of Brazil. - explore trade links out of Brazil. - explore why Brazil hosted the Olympics. <b>Geographical Fieldwork:</b> - use photographs to explore Brazil and compare daily life in Cornwall and Brazil.	No Geography focus this ½ term

<b>Design Technology</b>	No DT focus this ½ term	Structures: designing and building an Anderson shelter	CAD		Cooking and nutrition: Mexican and Maya food	No DT focus this ½ term
<b>Art and Design</b>	<u>Artist/Area:</u> Inspired by shapes in Kandinsky artwork  Mixed media: abstract paintings using oil pastel and watercolour	No Art focus this ½ term	<u>Artist/Area:</u> Inspired by Van Gogh – Starry Night  Paint (watercolour/brusho): The Northern Lights		No Art focus this ½ term	<u>Artist/Area:</u> Surrealism  Sculpture: Surrealist sculptures
<b>History</b>	No History focus this ½ term	<b>A significant turning point in British history:</b> World War 2  <b>Local Study:</b> Evacuation in Cornwall	No History focus this ½ term	No History focus this ½ term	No History focus this ½ term	<b>A non-European society that provides contrasts with British history:</b> Mayan Civilisation
<b>P.S.H.E.</b>	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>R.E.</b>	Islam: What is the best way for a Muslim to show commitment to God?	Christianity: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Christianity: Is anything ever eternal?	Christianity: Is Christianity still a strong religion 200 years after Jesus was on earth?	Islam: Does belief in Akhirah (life after death) help Muslims lead good lives?	Islam: Does belief in Akhirah (life after death) help Muslims lead good lives?
<b>Music</b>	<b>Ukuleles</b>	<b>Christmas production</b>	<b>Music Technology</b>	<b>No music</b>	<b>End of year production</b>	<b>End of year production</b>

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<b>Imaginative Learning Project</b>	 Science Blood Heart	 History A Child's War	 Geography Frozen Kingdom		 Music Hola Mexico!	
<b>Maths</b>	Unit 1: Place value within 10,000,000 Unit 2: Four Operations (1) Unit 3: Four Operations (2)	Unit 3: Four operations (2) Unit 4: Fractions (1) Unit 5: Fractions (2) Unit 6: Geometry – position and direction	Unit 7: Decimals Unit 8: Percentages Unit 9: Algebra Unit 10: Measure – imperial and metric measures	Unit 11: Measure – perimeter, area and volume Unit 12 – Ratio and proportion Unit 13: Geometry – properties of shapes.	Unit 14: Problem solving	White Rose Projects
<b>P.E.</b>	<b>Games unit 1: Hockey &amp; Soccer Swimming</b>	<b>Gym unit X: Matching, Mirroring &amp; Contrasting</b>	<b>Games unit 2: Net, Court, wall (Volleyball)</b>	<b>Dance Unit 1: World of Sport Outdoor education</b>	<b>Athletics Unit 1</b>	<b>Gym unit U: Flight Swimming</b>

Languages	Getting to know you: Unit 1 (Yr 5)	All about ourselves: Unit 2	That's Tasty: Unit 3	Family and friends: Unit 4	School life: Unit 5	Time travelling: Unit 6
		The body	I'm thirsty	Meet the family	Where are they in the classroom?	Count with me
	Look what I can do	What do I look like?	Open and closed	At the farm	School subjects	I'm 500 years old
	When I grow up	What are you doing?	Breakfast	I live in a....	Maths lesson	French history
	How do you spell that?	Fashion	Sandwiches	Do you like animals?	Asking questions	I was born
	How are you feeling?	How are you feeling today?	I like to eat	What can I say?	Excusez-moi	Famous lives
	What am I going to do?	What is the matter?	Pizzas			
Je me presente						
Computing	6:2 Internet Safety	No Computing this ½ term	6:1 Coding	No computing this ½ term	6:6 Networks	6:7 Quizzing