

Terms	Autumn Term 1	Autumn term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Science	Biology Animals including humans – the circulatory system 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.	Physics Electricity 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.	Biology Evolution, inheritance and adaptation 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. Significant scientist: Charles Darwin	Physics Light 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.		Biology Classification – using classification keys describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals give reasons for classifying plants and animals based on specific characteristics
Scientific Enquiry Research using secondary resources Comparative & fair testing Observing changes over time Identifying classifying & sorting Pattern seeking Key concept Plan Investigate Record Review	Comparative & fair testing How does exercise affect your heart rate? Investigate Record	Comparative & fair testing How does changing the components of a circuit affect the brightness of a bulb? Plan Investigate Record Review	Research using secondary resources How do fossils provide information about the evolution of living things? Review	Observing changes over time Cameras detect light – how has our understanding of light and its effects changed camera design throughout history? Investigate Review	Pattern seeking Does the angle of incidence ray affect the angle of reflection ray? Investigate Record Review	Identifying classifying & sorting How would you make a classification for vertebrates/invertebrates and microorganisms? Record Review



TOGETHER WE GROW

History	The British Empire and its legacies	What were the key dates and events of World War I?		How different were the Mayans to the Britains?		
	<i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</i> <i>the changing power of monarchs using case studies such as John, Anne and Victoria</i>	<i>A study of an aspect or theme in British history.</i> <i>A Significant turning point in British history, for example, the changes in transport, the first railways or the Battle of Britain</i>		<i>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including Mayan civilization c. AD 900;</i>		
Geography			Coast to coast: Study of South America and Scotland			How is our world changing?
			Locate the world's countries, using maps to focus on South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America			Understanding current environmental issues and comparing data to see how world is changing- can discuss population increases and the impact of the world, a impact of a growing tourism industry or look at eroding coastlines and climate change.

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Art	Drawing: perspective and vanishing points (graphite)	Acrylic Paint creating texture and movement Artist: Mona Edulesco Skill – impasto painting with visible texture.			Sculpture and making: movement sculptures (mixed media, including wire and modroc) ALBERTO GIACOMETTI	
Design Technology			Textiles Sewing Combining different fabric shapes	Food Tech Celebrating culture and seasonality		Electrical Systems Using more complex switches and circuits (including programming, control and monitoring)
Computing	Computing systems and networks		Creating Media (Tinkercad)		Data and information (spreadsheets)	Programming (microbits)
	Term 1- - Online Relationships	Term 2- Online reputation	Term 3- Self- Image and Identity	Term 4- Online Bullying	Term 5- Managing Online information/Privacy and Security/ Copyright and Ownership	Term 6- Health, Well-being and Lifestyle
	I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.	I can explain the ways in which anyone can develop a positive online reputation.	I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.	I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.	I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).	I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.
Music	Developing ensemble skills (Charanga)	Tuned instruments	Musical Styles connect us (Charanga)	Tuned Instruments	Farewell Tour (Charanga)	Performance Singing

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P.E	Tag-Rugby Real PE	Basketball Real Gym	Hockey Real PE	Netball Real Gym	Athletics Dance	Football Real PE
R.E	Beliefs and actions in the world	Beliefs and actions in the world	Stories of faith – the gospels	Stories of faith – the gospels	Buddhism	Buddhism
Skills for Life	Core Learning Skills Philosophy for Children Reflection Time	Core Learning Skills Philosophy for Children Reflection Time	Core Learning Skills Philosophy for Children Reflection Time	Core Learning Skills Philosophy for Children Reflection Time	Core Learning Skills Philosophy for Children Reflection Time	Core Learning Skills Philosophy for Children Reflection Time
PSHE	<p>Being Me in My World</p> <p>Piece 1 – I can identify my goals for this year, understand my fears and worries about the future and know how to express them</p> <p>Piece 2 – I know that there are universal rights for all children but for many children these rights are not met</p> <p>Piece 3 – I understand that my actions affect other people locally and globally</p> <p>Piece 4 – I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how</p>	<p>Celebrating differences</p> <p>Piece 1 – I understand there are different perceptions about what normal means</p> <p>Piece 2 – Not deemed appropriate</p> <p>Piece 3 – I can explain some of the ways in which one person or a group can have power over another</p> <p>Piece 4 – I know some of the reasons why people use bullying behaviours</p> <p>Piece 5 – I can give examples of people with disabilities who lead amazing lives</p>	<p>Dreams and Goals</p> <p>Piece 1 – I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of school goal)</p> <p>Piece 2 – I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these</p> <p>Piece 3 – I can identify problems in the world that concern me and talk to other people about them</p> <p>Piece 4 Piece 5</p>	<p>Healthy Me- Whole – school First Aid Morning</p> <p>Piece 1 – I can take responsibility for my health and make choices that benefit my health and well-being</p> <p>Piece 2 – I know about different types of drugs and their uses and their effects on the body particularly the liver and heart (also have the charity – Hope – come in to discuss drugs/smoking/alcohol)</p> <p>Piece 3 – I understand that some people can be exploited and made</p>	<p>Relationships</p> <p>Piece 1 – I know that it is important to take care of my mental health</p> <p>Piece 2 – I know how to take care of my mental health</p> <p>Piece 3 – I understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p>Piece 4 – I can recognise when people are trying to gain power or control</p> <p>Piece 5&6 (covered within online safety) I can judge whether something online is safe and helpful for me/ I can use</p>	<p>Changing Me- SRE unit</p> <p>Piece 1 – I am aware of my own self-image and how my body image fits into that</p> <p>Piece 2 – I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally (Own resources made to cover this)</p> <p>Piece 3 – I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. (Own</p>

	<p>these relate to my rights and responsibilities</p> <p>Piece 5 - I understand how an individual's behaviour can impact on a group</p> <p>Piece 6 - I understand how democracy and having a voice benefits the school community</p> <p>(Covered/discussed when electing pupil voice reps/ambassadors)</p>	<p>Piece 6 - I can explain ways in which difference can be a source of conflict and a cause for celebration</p>	<p>Piece 6</p> <p>The last three sessions are covered within RE term 2.</p> <p>The chn compare Christian Aid and Islamic Relief. The chn think of an issue in the world that they'd like to support</p>	<p>to do things that are against the law</p> <p>Piece 4 - I know why some people join gangs and the risks this involves</p> <p>Piece 5 - I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p> <p>Piece 6 - I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.</p>	<p>technology positively and safely to communicate with my friends and family</p>	<p>resources made to cover this)</p> <p>Piece 4 - I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend</p> <p>Piece 5 - I am aware of the importance of a positive self-esteem and what I can do to develop it</p> <p>Piece 6 - I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class (Covered in - depth throughout Term 6 - Heroes Journey)</p>
MFL- French	Numbers 61-100 Telling the Time		April Fool's Day My Town		Food & Drink	
Trips/visits/experiences	Pioneer	Wyn Williams (William Coltman)	DWAEC	Hope Charity	Maya Day	Factfinder School visits Fieldwork in Duston village