

Subject Coverage Expectations Year 6

NC Subject	Expected coverage for the year group over the academic year	Detail the Theme or X-Curricular links	<u>Half Term</u> eg Aut1
Literacy	<p><u>Narrative</u> Fiction genres Short stories with flashbacks Authors and texts Extended narrative</p> <p><u>Non-Fiction</u> Persuasion Biography and autobiography Journalistic writing Argument Formal/Impersonal Writing</p> <p><u>Poetry</u> Find a voice Power of Imagery</p> <p><u>At least one book focus per term</u></p>	<p>Ancient History Explorers Celebrations Ancient History</p> <p>Ancient History Explorers Explorers Explorers Celebrations</p> <p>Celebrations Ancient History</p> <p><u>Year 6 Medium Term English Plans</u></p>	<p><u>Spr 1</u> <u>Aut 1</u> <u>Sum 1</u> <u>Spr 2</u></p> <p><u>Spr 1</u> <u>Aut 1</u> <u>Aut 2</u> <u>Aut 2</u> <u>Sum 1</u></p> <p><u>Sum 2</u> <u>Spr 2</u></p>
Maths	<p>All children will cover number and place value, addition and subtraction, multiplication and division, fractions, measurement, statistics, properties of shape and position and direction in every term at a level appropriate to their stage of learning. Please see the medium term plans for each year group for more detailed information.</p>	<p><u>Year 6 Medium Term Maths Plans</u></p>	
History	<p>First civilizations studying either The Indus Valley, <u>Ancient Egypt</u>, Shang Dynasty of China <u>Ancient Greece</u> A non-European society contrasting British history e.g. early Islamic civilisation, Baghdad</p>	<p>Ancient History</p> <p>Celebrations</p>	<p><u>Spr 1 and Spr 2</u></p> <p><u>Sum 1 and Sum 2</u></p>
Geography	<p><i>SCARBOROUGH RESIDENTIAL</i></p> <p><u>Locality Focus: North America</u></p> <ul style="list-style-type: none"> - Locate the world's countries to focus on North America/ Canada concentrating on their environmental regions (climate zones), key physical and human characteristics, countries and major cities. - Human & Physical study of California including Earthquakes, Climate, Coasts and Land Use - **PLUS SKILLS & FIELDWORK area of geography curriculum throughout year** - using fieldwork to observe, measure 	<p>Explorers</p> <p>Explorers</p> <p>Celebrations (Scarborough residential)</p>	<p><u>Aut 1 and Aut 2</u></p> <p><u>Aut 1 and Aut 2</u></p> <p><u>Sum 1</u></p>

	<p>& record physical & human geography in the local area.</p> <ul style="list-style-type: none"> - Use maps, atlases globes and computer mapping - Use the 8 points of a compass - Use 4 and 6 figure grid references - Use symbols & key (including ordnance survey) 		
<p>MFL (Spanish)</p>	<p>Teachers should aim to teach a weekly 20 minute language lesson. The lesson should be mainly practical focusing on listening and speaking and some writing. Beginning to focus on grammar and use of dictionaries.</p> <p>NC objectives to be covered</p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary</p> <p>write phrases from memory, and adapt these to create new sentences</p> <p>describe people, places, things and actions orally and in writing</p> <p>understand basic grammar appropriate to the language being studied</p> <p>Travel Statements about travel, describing the weather, days of the week.</p> <p>Pocket money Likes and dislikes about food and toys, justification of opinions, number 21-40, simple prices.</p> <p>Tell me a story Instructions, numbers in multiples of 10 up to 100.</p> <p>Sport Making simple statements about activities</p>	<p>Explorers</p> <p>Explorers</p> <p>Ancient History</p> <p>Ancient History</p>	<p>Autumn 1</p> <p>Autumn 2</p> <p>Spring 1</p> <p>Spring 2</p>

	<p>and diet.</p> <p>Carnival of the animals Simple description of animals and habitats, telling the time on the hour, asking and answering simple questions,</p> <p>Weather Describing the weather, revision of numbers to 40, saying the temperature (plus and minus), saying the date.</p>	<p>Celebrations</p> <p>Celebrations</p>	<p>Summer 1</p> <p>Summer 2</p>
<p>Art</p>	<p>Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Create sketch books to record observations and use them to review and revisit ideas.</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).</p> <p>Learn about great artists, architects and designers in history.</p>	<p>Explorers</p> <p>Ancient History</p> <p>Explorers</p> <p>Celebrations</p>	<p>Autumn 1</p> <p>Spr 1 and Spring 2</p> <p>Autumn 2</p> <p>Sum 1</p>
<p>Religious Education</p>	<p><u>Displays</u> There are a number of artefacts, posters and photographs which can be utilised.</p> <p><u>Areas that must be covered in teaching.</u> (4 Christianity and 2 general)</p> <ul style="list-style-type: none"> - What is my experience of concepts and value, e.g. <i>love, justice, peace, forgiveness and self sacrifice</i>, and how are these central Christian ideals? -How can we build a more respectful Peterborough? -What happens when we die? -Why do people believe different things? <i>Local visitors opportunity</i> - Which places in the world are important to Christians? -What can we learn from stories shared by Christians, Jews and Muslims? 	<p>Explorers</p> <p>Explorers</p> <p>Ancient History</p> <p>Ancient History</p> <p>Celebrations</p> <p>Celebrations</p>	<p><u>Aut 1</u></p> <p><u>Aut 2</u></p> <p><u>Spr 1</u></p> <p><u>Spr 2</u></p> <p><u>Sum 1</u></p> <p><u>Sum 2</u></p>

	** Whole plans or specific planning guidance can be found in the RE folder on the server**		
Science	<p><u>Electricity</u> 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.</p> <p><u>Evolution and inheritance</u> 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.</p> <p><u>Animals inc. humans</u> 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.</p> <p><u>Living things and their habitats</u> 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.</p> <p><u>Light</u> 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.</p>	<p>Explorers</p> <p>Ancient History</p> <p>Celebrations</p> <p>Celebrations</p> <p>Explorers</p> <p>N.B. Science Week</p>	<p><u>Aut 1 and Aut 2</u></p> <p><u>Spr 1 and Spr 2</u></p> <p><u>Sum 1 and Sum 2</u></p> <p><u>Sum 1 and Sum 2</u></p> <p><u>Aut 1 and Aut 2</u></p>
P.E.	<p><u>Key Stage Two</u></p> <p>Pupils should continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement</p>		

	<p>They should enjoy communicating, collaborating and competing with each other</p> <p>They should develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success</p> <p>Key underlying message in KS2 PE is “Decision Making” within lessons and “competitive elements” – against self and others</p> <p>SWIMMING is compulsory</p> <p>There is an emphasis on the development of skills rather than the learning of specific games. Areas to cover will include: Gymnastics Dance Games – invasion focus: eg football, rugby, hockey, netball, basketball Games-net/wall games Games - striking and fielding Athletic Activities – throws, jumps, running Outdoor Adventurous Activity</p> <p>Your lessons should cover the following <u>FUNDAMENTAL MOVEMENT SKILLS</u></p> <p>Travel, Turn, Jump and Balance</p> <p>And explored through the following <u>PRINCIPLES</u></p> <p>Space, Time, Weight and Flow</p> <p>Dance incorporates these with the addition of <u>GESTURE</u></p>	<p>Celebrations</p> <p>Explorers Ancient History Explorers</p> <p>Ancient History Celebrations Celebrations Celebrations</p>	<p><u>Sum 1</u></p> <p><u>Aut 2</u> <u>Spr 1</u> <u>Aut 1</u></p> <p><u>Spr 2</u> <u>Sum 1</u> <u>Sum 2</u> <u>Sum 1</u></p>
<p>Music</p>	<p>Compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Use staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Explorers</p> <p>Ancient History</p> <p>Explorers and Ancient History</p> <p>Celebrations</p>	<p>Aut 1 and Aut 2 Spr 1 and Spr 2</p> <p>Sum 1 and Sum 2</p>

Computing	Switched On Computing				
	Planning the creation of a mobile app	Computer networks	6.1	We are app planners	Aut 1
	Developing project management skills	Computational thinking	6.2	We are project managers	Aut 2
	Researching the app market	Productivity	6.3	We are market researchers	Spr 1
	Designing an interface for an app	Communication/Collaboration	6.4	We are interface designers	Spr 2
	Developing a simple mobile phone app	Programming	6.5	We are app developers	Sum 1
	Creating video and web copy for a mobile phone app	Creativity	6.6	We are marketers	Sum 2
PSHE Inc SRE	<p>SEAL Focus</p> <p>New Beginnings <i>Similarities and differences, group work, facing new challenges.</i></p> <p>Getting On & Falling Out <i>Respect for diversity, co-operation, managing conflict</i></p> <p>Cambs SOW</p> <p>My Emotions: 6A - Emotional Wellbeing mood changes and coping strategies, responses to emotions of others, network of supportive people</p> <p>6B - Managing Risk Minimizing risk in familiar situations, emotions affecting decisions in risky situations</p> <p>6C – Managing Change recognizing emotions – loss and change, support mechanisms, transition – forging new friendships.</p> <p>Anti- Bullying Week</p> <p>SEAL</p> <p>Going For Goals <i>Long-term goals, taking responsibility for actions, failure as a learning opportunity.</i></p> <p>Good to be Me <i>Strategies for managing feelings, peer pressure and how it can lead to unwise choices, balance between safety and risk.</i></p> <p>Cambs SOW</p> <p>World Of Drugs 6D – Drugs and Their Uses Illegal drugs and solvents, familiar drugs, reliable information, misuse of drugs.</p> <p>6E – Keeping Healthy A range of familiar drugs and their effects on the brain and the body</p> <p>6F – Identifying & Reducing Risk Drug related situations which might pose a risk, ways to avoid these situations</p> <p>SEAL</p> <p>Relationships <i>Embarrassment, how feelings of</i></p>		<p>Explorers</p> <p>Ancient History</p> <p>Celebrations</p>	<p>Autumn</p> <p>Spring</p> <p>Summer</p>	

	<p><i>embarrassment can lead to other emotions, stereotyping, forgiveness, loss.</i></p> <p>Changes <i>Responses to unwanted change, the idea that negative feelings do not last forever, responsibility</i></p> <p><u>Cambs SOW</u></p> <p>Keeping Safe 6H – Personal Safety assertiveness and self-confidence, risks identified with keeping a secret or promise.</p> <p>6J – Helping & Getting Help Offering help and support to others, being a good listener, getting help when attention is difficult.</p> <p>Growing and Changing (SRE) 5I - How My Body Works & Changes Puberty and management of related feelings, human life-cycle facts, sexual intercourse and the start of a baby.</p> <p>5J - Maintaining Personal Hygiene Importance of good hygiene, personal practices, taking responsibility for own hygiene routines.</p> <p>5K - Changing Emotions and Responsibilities Managing and changing feelings and emotions during puberty, exploring the meaning of love, trust and love in marriage and established relationships.</p> <p>5L - Healthy Lifestyles Value of a healthy lifestyle, media, peer pressure and stereotyping.</p> <p>Seal Units & Cambs SOW file, plus green & blue resource boxes all stored in Group Room</p>		
<p>Design Technology</p>	<p>Food – Celebrating culture and seasonality. Exploring different cultures and their foods, including the seasonality of those foods. Choosing an event to create a dish for a festival/celebration. Writing own recipe, choosing and preparing ingredients and making final product. (e.g. pizza, savoury scones, soup, savoury muffin)</p> <p>Electrical systems - More complex switches and circuits. Exploring a variety of existing products, looking at how they could make their own. Design, create, evaluate. (e.g. automatic nightlight, alarm system, electrical board game)</p> <p>Textiles – Combining different fabric shapes. Exploring a variety of existing products, looking at how they could make their own. Design, create, evaluate. (e.g. tablet case, hat/cap, garden tool belt, mobile phone case,</p>	<p>Celebrations</p> <p>Explorers</p> <p>Ancient History</p>	<p><u>Sum 1</u></p> <p><u>Aut 1</u></p> <p><u>Spr 1</u></p>

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