

| Year 6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Evaluation to ensure impact |
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| Life skills BGPS offer according to year group e.g. | Independent research; sharing and taking turns; winning and losing; adept across a range of learning; a residential experience; Cook and cost a meal; Play safely; to make up your own mind; riding a bike; swim; beach safely; kiln; outdoor learning; bushcraft skills; Successful transitions; Opportunity to play, explore, learn actively; Each child unique; Creative; Think critically; Preparation for life in 'real world' | | | | | | |
| Topics | Castles Why build a castle here? | Lady of shallot How are myths used in literature? | China When was the Shang dynasty? | Evolution Where did we come from? | Let's go round again What have we learnt and how can we remember it? | Enterprise How can we make money and spend it wisely? | |
| Assembly themes SEAL And PSHE/RSHE <i>Health and self-care; self-confidence and self-awareness; managing feelings and behaviour; Making relationships</i> | New beginnings Respect Languages, collaboration, internet safety | Resolutions Tolerance Responsibility Flexibility On line safety | Courage Compassion Advent Remembrance | Easter/Shrove Tuesday Creativity Getting on and falling out Perseverance Fire safety | Trying hard Honesty Communication | Resilience Moving on/up | |
| | Intent: To grow healthily; Families and people care for me; Caring friendships; Respectful relationships; Being safe; Making choices | | | | | | |
| | Learning together Rules Criminal Responsibility SRE - menstrual cycle, puberty, changing bodies | Link to circulatory system-Drugs Who to trust/not Vocabulary for not good feelings SRE - menstrual cycle, puberty, changing bodies | Types of friendships Seeing a situation from another person's point of view | Making my own choices Trying again How can things effect evolution? (link to drugs etc.) | Breaking friends Loss | Financial awareness/ Budgeting Knowing my friends mixed feelings about secondary school habits/substances alcohol, tobacco, energy drinks | |
| SMSC | | | | | | | |
| P4C <i>Understanding</i> | Intent: To develop: thinking skills, enquiring minds, asking questions, respecting others opinions, 'your turn, my turn' | | | | | | |
| | Should animals be caged? | What is love? Do others have the right to control? | Human rights Chinese culture, religion and laws | What is evolution and how does it link to religion? | What is friendship? | Changes - moving on | |
| Drama <i>Being imaginative</i> | Intent: To rehearse, perform and practice. To appreciate others performances | | | | | | |
| | Act out scenes from The butterfly lion Create scenes using props and only people | Lady of shallot - Perform and evaluate sections of the play | Shang Dynasty Link to Chinese new year | Presentations as Darwin | Running wild | End of year production | |

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| Speaking and listening <i>Listening and attention, speaking</i> | Intent: Express ourselves, communicate effectively, confident conversation. To actively listen to all the views | | | | | |
| | P4C voice opinion | P4C | Performance group recite, reading poems PE | PSHCE P4C | End of year production | When setting up fund raising situations - talking to customers |
| Reading <i>Reading</i> | Intent: Literate; Enjoy; Imagination fired; Inference; Facts; Develop as authors; Retell; Empathise with characters | | | | | |
| | The Butterfly Lion | The Lady of Shalott | Kensuke's Kingdom | Wonder | Running wild | No Ballet shoes in Syria |
| Phonics | Intent: To sound out to spell and read effectively. To say words correctly, build vocabulary and learn the alphabet | | | | | |
| | Weekly spelling | Weekly spelling | Weekly spelling | Weekly spelling | Weekly spelling | Weekly spelling |
| Non fiction Key texts Fiction Genres | History Sources/texts | Lancelot Michal Morpurgo | Ancient China Shang dynasty | Charles Darwin Galapagos | Water cycles Tsunami Earthquakes | No ballet shoes in Syria |
| Understanding English SPG Writing All year - Spelling Handwriting | Intent: To have the skills and knowledge to be authors who effectively get their ideas and messages across to readers. | | | | | |
| | Writing sentences Nouns, verbs, adverbs and adjectives Expanded noun phrases Relative clauses and pronouns Tenses Formal and informal language Direct and reported speech Descriptive devices | Vocabulary choices - dictionary and thesaurus Modal verbs Setting, character and atmosphere | Adverbials Brackets, commas and dashes for clauses Conjunctions - FANBOYS and ISAWAWABUB Subordinate clauses - main clause Subject, object, ellipsis, Paragraphs Pronouns Synonyms/ antonyms | Dialogue Colon/semi-colon Bullet points Hyphen Subjunctive Active and Passive | Revision | Using what we have learnt |

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| <p>Writing Genres</p> | <p>Diary - written as Bertie Balanced argument - should we cage animals? Newspaper - Bertie finds his lion Letter - from Bertie to his friend Poem - National poetry day</p> | <p>Re-write a story - rewrite the poem in to story Diary entry Instructions - How to make a healthy packed lunch</p> | <p>Diary - written as Kensuke and Michael Descriptions - of the island and the storm Letters - from Michael to Micai</p> | <p>Biography - Charles Darwin Biography Fact File - Galapagos islands Information pages - Animals that Darwin found</p> | <p>Information pages - linked to tsunamis and how they impact on the community Poem - link to The Tyger Narrative - linked to Titanium music video Re-tell a story using dialogue, description and paragraphs</p> | <p>Posters - Enterprise project Finance plans Play script - write a playscript for end of year performance</p> | |
| <p>Maths <i>Numbers; Spaces, space and measures</i></p> | <p>Intent: To develop children who are numerate and confident problem solvers and to see the links</p> | | | | | | |
| | <p>Place value to millions 4 operations</p> | <p>Fractions Co-ordinates Position and direction</p> | <p>Decimals Percentages Algebra Perimeter /area</p> | <p>Ratio SATs practice</p> | <p>Shape Problem Solving Statistics</p> | <p>Consolidation, investigations and preparation for KS3</p> | |
| <p>Reasoning</p> | <p>White rose NCETM Dive in to mastery Maths Hub SATs practice</p> | <p>White rose NCETM Dive in to mastery Maths Hub SATs practice</p> | <p>White rose NCETM Dive in to mastery Maths Hub SATs practice</p> | <p>White rose NCETM Dive in to mastery Maths Hub SATs practice</p> | <p>White rose NCETM Dive in to mastery Maths Hub SATs practice</p> | <p>Problem solving activities</p> | |
| <p>DT <i>Exploring and using materials</i></p> | <p>Intent: To develop and maintain skills; precise; planning; prepare for life; To plan, evaluate and improve. To consider instructions</p> | | | | | | |
| | <p>Catapults Plan, create and evaluate</p> | <p>Create Human model Healthy food cooking Create a plan, cook, eat and evaluate Work out calories, fat etc</p> | <p>Architecture - Follow a design brief to create a piece of Chinese architecture using marshmallow and spaghetti 3D sketching on computer</p> | <p>Robots Plan, create and evaluate</p> | <p>Create props for our end of year production</p> | <p>Making things for enterprise</p> | |
| <p>Art</p> | <p>Intent: Improve mastery of art and design techniques, learn about artists, differences and similarities with own work and artists. Experience a visiting artist. Use a personal sketchbook</p> | | | | | | |

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| Exploring and using media | Create clay Microorganisms - use a malleable media to create intricate patterns | Lady of Shalott Watercolour painting Stamping - create a pattern for clothing that either The lady of Shalott or Sir Lancelot could wear | Fashion designs linked to China Ai Weiwei - what is art? What makes art, art? Chinese lanterns Ming vase Koi fish Cherry blossom trees - Gallery of Art | Darwin Sketching observation - use different colours and tones, composition and proportion | Props and back drop for end of year production | Landscape Beach Art - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds. | |
| Music Exploring media; Being imaginative | Intent: Explore music through listening, composing and performing music in groups and as individuals. Improvise and compose. Musical notation /symbols. Listen to and enjoy live and recorded music. History of music - relate to topics. | | | | | | |
| | Pitch Rhythm tone - discuss the dimensions of music and recognise them in heard music | Composing to go along side L of S performance - Create, play and perform | Chinese music - understand a wide range of high-quality live and recorded music from different traditions and from great composers | Ukuleles - Learn to play a musical instrument | Singing - end of year production - being part of an ensemble | Performance - perform for an audience | |
| MFL | Intent: Appreciation, confident articulation and translation in another language | | | | | | |
| | Verbs and grammar | Healthy lifestyles | Core vocabulary | Irregular verbs | The weather | | |
| Computing Technology | Intent: Digital age. Fast changing technologies influencing the world we live in; On-line relationships; Word processing and presentation skills taught and practiced | | | | | | |
| | Digital Literacy Online safety - E-safety and how to report issues Log ins IT Virtual reality - Keyboard skills Computer Science Algorithms (Maths) Safety Use logical reasoning to explain how some | Digital Literacy IT Researching and using keypad Combine a variety of software to accomplish given goals Computer Science Basic skills- PP/ word Excel | Digital Literacy IT Researching and using keypad Select, use and combine software on a range of digital devices Computer Science Espresso Coding | Digital Literacy IT Researching and using keypad Design and create systems Computer Science Coding 2.0 | Digital Literacy Be discerning in evaluating digital content IT Researching and using keypad Analyse data Computer Science The power of words | Digital Literacy Understand the opportunities computer networks offer for collaboration IT Researching and using keypad Evaluate data Computer Science Don't be fooled | |

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| | simple algorithms work Use logical reasoning to detect and correct errors in algorithms | | | | Solve problems by decomposing them into smaller parts Use selection in programs | Work with variables | |
| | Intent: Enquiring scientists; Performing practical experiments - predicting, hypothesising and concluding. Knowledge how scientists have influenced and made a difference to our lives | | | | | | |
| Science and scientific understanding <i>The world</i> | <p>Living things and their habitats - Give reasons for classifying plants and animals using specific characteristics</p> <p><u>Description - describe animals or plants</u></p> | <p>Animals including humans Identify, name and label parts of the circulatory system</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle</p> <p>Describe how nutrients and water are transported</p> <p><u>Heart Diary</u></p> | <p>Electricity What affects the brightness of a lamp? Draw diagrams using the correct symbols Compare and give reasons for variations in brightness, loudness and on/off</p> <p><u>Instructions - How to create a circuit</u></p> | <p>Evolution and inheritance</p> <p>Recognise how things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring Identify how animals are adapted to their environments different ways and that adaptation may lead to evolution</p> <p><u>Information pages - labelled animals</u></p> | <p>Light</p> <p>Light travels in straight lines</p> <p>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</p> <p>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>Working scientifically</p> <p>Plan and carry out investigations, take readings and create scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> | |
| | Intent: To be historians, researchers, inquisitive and to appreciate where life now came from; Understanding of chronology | | | | | | |

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| Historical, geographical and social understanding <i>The World</i> | Battle of Hastings - 1066 Differences between the UK and France where the Saxons came from Land use | Lady of shallot Knights of the round table - myths and legends Name and locate counties and cities of the UK | Ancient China Where is China? How is it similar/different to the UK? Locate world's countries Shang Dynasty | Charles Darwin Galapagos Evolution Where is the Galapagos? Locate and describe the islands Latitude/longitude, equator, hemisphere, 4 and 6-point grid reference Historical discoveries that have aided the theory of evolution | Water Weather Where do we get our water from? Look at types of weather with an emphasis on tsunamis to link to Running Wild | Bognor Now/then Turning points Orienteering Use maps Fieldwork | |
| | Religious education <i>People and communities</i> | How do we show something is important to us? Hinduism | What brings people together? Hinduism, Sikhism and Christianity | What does partnership mean? Islam, humanism and atheism | How do we express meaning? Christianity | Who lives in our community? Christianity and Atheism | How do we promote justice and fairness? Christianity, Islam and Humanism |
| PE <i>Moving and handling</i> Pompey | Intent: Children are active. Excel where they are capable. Experience a range of activities and skills including taster sessions. Games skills, team games, gymnastics, athletics and dance will be taught over the yearly cycle. Children in KS2 will have swimming lessons. There will be opportunities for every child to compete and to play sports with other children beyond their class and their school | | | | | | |
| | Outdoor Inc Skipping skills REAL PE | Gym - REAL PE | Dance- Link to Ancient China REAL PE | Healthy - REAL PE | Swimming - REAL PE | Team games - rounders, football, cricket, netball etc | |
| Tests and assessment | Intent: To prepare children; to check and understand learning as well as mis-conceptions. To build resilience | | | | | | |
| | French assessment yr6 SATS - reading and maths white rose | French yr6 SATS - reading and maths white rose GPS practice test | French yr6 SATS - reading and maths white rose | French yr6 SATS - reading and maths white rose GPS practice test | French yr6 SATS - reading and maths white rose | French yr6 SATS - reading and maths white rose | |
| Data | Intent: To evidence progress children make across the curriculum. Amend planning and learn from gaps / data differences | | | | | | |
| | Use English sheets Reading, GPS and Maths test | TT All subs | TT | TT All subs | TT | TT All subs | |
| Monitoring | Intent: To check that what we have agreed is happening in the way we planned and agreed. To ensure secure impact | | | | | | |
| | Pupil progress reviews | | Pupil progress reviews | | Pupil progress reviews | | |

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| Extended Learning Opportunities | Intent: Children are engaged with the learning agenda. Understand the context of the learning. Inspired | | | | | | |
| | Circus day - link to circus games | Performance of Lady of Shalott Day in the life of a knight | Chinese new year day | Trip to natural history museum - evolution | School Journey | Trip to the beach and Bognor Museum End of year production | |