

Year 6 2024-25

	AUTUMN		SPRING		SUMMER	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>ENGLISH</b>	The Lion, the Witch and the Wardrobe - C.S. Lewis		Street Child by Berlie Doherty		Casper the Titanic Cat by Michael Morpurgo	
<b>Writing Outcomes</b>	Poem Narrative Persuasive Biography		Narrative Biography Non-Chronological Report		Narrative Non-Chronological Report Poem	
<b>MATHS</b>	Place value-Numbers to 10,000,000 Four operations Fractions Imperial and Metric measures		Ratio and Proportion Algebra Decimals Percentages Measure- Perimeter, area and volume Statistics Geometry-properties of shapes Geometry-position and direction		SATs revision Problem solving and Reasoning Real life math skills.	

AREA	AUTUMN		SPRING		SUMMER	
	Topic - World War 2		Topic - Victorians		Topic - The Titanic	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>HISTORY</b>	Theme in British history since 1066 - WW2 Battle of Britain and the Blitz.  Local history study - impact of WW2 in our local area - link with remembrance.		Theme in Britain beyond 1066 - The Victorians		The Titanic	
<b>GEOG</b>	What is life like in the Alps?		Where does our energy come from?		Why do oceans matter?	
<b>ART</b> ** stand alone lesson - art and design skills	Photography		Make my voice heard		Still life	
<b>D&amp;T</b>		Come Dine with Me		Structure playgrounds		Digital World: Navigating the world
<b>SCIENCE</b>	Classifying Living Things	Evolution and Inheritance	We're evolving	Let it shine	Electrifying	Titanic

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PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	<ul style="list-style-type: none"> <li>*Identifying goals per the year</li> <li>*Global Citizenship</li> <li>*Children's universal rights</li> <li>*Feeling welcome and valued</li> <li>*Choices, consequences and rewards</li> <li>*Groups dynamics</li> <li>*Democracy, having a voice</li> <li>*Anti-social behaviour</li> <li>*Role-modelling</li> </ul>	<ul style="list-style-type: none"> <li>*Perceptions of normality</li> <li>*Understanding disability</li> <li>*Power struggles</li> <li>*Understanding bullying</li> <li>*Inclusion/exclusion</li> <li>*Differences as conflict, differences as celebration</li> <li>*Empathy</li> </ul>	<ul style="list-style-type: none"> <li>*Personal learning goals, in and out of school</li> <li>*Success criteria</li> <li>*Emotions in success</li> <li>*Making a difference in the world</li> <li>*Motivation</li> <li>*Recognising achievements</li> <li>*Compliments</li> </ul>	<ul style="list-style-type: none"> <li>*Taking personal responsibility</li> <li>*How substances affect the body</li> <li>*Exploitation, including 'county lines' and gang culture</li> <li>*Emotional and mental health</li> <li>*Managing stress</li> </ul>	<ul style="list-style-type: none"> <li>*Mental health</li> <li>*Identifying mental health worries and sources of support</li> <li>*Love and loss</li> <li>*Managing feelings</li> <li>*Power and control</li> <li>*Assertiveness</li> <li>*Technology safety</li> <li>*Take responsibility with technology use</li> </ul>	<ul style="list-style-type: none"> <li>*Self-image</li> <li>*Body image</li> <li>*Puberty and feelings</li> <li>*Conception to birth</li> <li>*Reflections about change</li> <li>*Physical attraction</li> <li>*Respect and consent</li> <li>*Boyfriends/girlfriends</li> <li>*Sexting</li> <li>*Transition</li> </ul>

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<b>MUSIC</b>	Songs of WW2		Film Music		Composing and performing a Leavers' Song	
<b>COMP</b>	Coding, Online Safety, Spreadsheets		Spreadsheets, Blogging, Text Adventures		Spreadsheets, Blogging, Text Adventures	
<b>MFL (KS2 only)</b> <b>FRENCH</b>	Presenting myself	My family	The Date	Do you have a pet?	My Home	Clothes
<b>RE</b>	How do Christians decide how to live? What would Jesus do?	What does it mean if Christians believe God is holy and loving?	Creation and Science: Conflicting or complementary?	What difference does the resurrection make for Christians?	What does it mean to be a Muslim in Britain today?	What does it mean to be a Muslim in Britain today?