

Year 6	School Global theme	Healthy Mind, Healthy Body		Relationships		Living in the Wider World	
	Significant Person						
	Anchor Point (Locality Study)					Dover Castle	
	National & whole school events	Art Week Harvest	Children in Need Christmas Craft Day Nativity / Carol Service	Mental Health Week Shrove Tuesday	World Book Day Science Week Comic Relief Easter	World Earth Day Book Week	Sports Week Enterprise Week
	Assemblies	Anti-Bullying Week Remembrance Day		Safer Internet Day			
	Theme						
	Term	Term 1 (8 weeks)	Term 2 (7 weeks)	Term 3 (6 weeks)	Term 4 (6 weeks)	Term 5 (5 weeks)	Term 6 (5 weeks)
	English	Discussion text Instructions Narrative Non-chronological Persuasion Poetry Recount		Discussion text Instructions Narrative Non-chronological Persuasion Poetry Recount		Discussion text Instructions Narrative Non-chronological Persuasion Poetry Recount	
	Quality Text						
	Mathematics	Planning primarily from gap analysis, but also to include: Geometry – nets Translation and reflection in all 4 quadrants Decimals to 3dp Ratio and proportion Algebra Pie charts		Planning primarily from gap analysis		Planning primarily from gap analysis	Planning primarily from gap analysis
Science	<p>Light</p> <ul style="list-style-type: none"> 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>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary – circuits diagrams</p>	<p>Electricity</p> <ul style="list-style-type: none"> 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>Animals, including humans</p> <ul style="list-style-type: none"> 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>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs – scatter graphs for pulse rates</p> <p>using test results to make predictions to set up further comparative and fair tests</p> <p>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p>		<p>Living things and their habitats</p> <ul style="list-style-type: none"> 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>Evolution and inheritance</p> <ul style="list-style-type: none"> 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>identifying scientific evidence that has been used to support or refute ideas or arguments – Evolution simplify to examples sabre tooth tiger/ woolly mammoth</p>	
Geography	<p>Map Work/Fieldwork</p> <ul style="list-style-type: none"> use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 		<p>Human Geography: Economic Activity</p> <ul style="list-style-type: none"> describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>human geography, enquiry</p>		<p>Physical Geography: Coastal Erosion</p> <ul style="list-style-type: none"> describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>physical geography, locational knowledge stages in erosion, defences, Dover seafront/local area protection</p>	<p>Human Geography: Importance of Coast and Coastal positioning</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land- 	

		<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <i>Map skills, scale and distance, enquiry</i> 			use patterns; and understand how some of these aspects have changed over time <i>locational knowledge</i>	
History	<p>World War 2</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 		<p>Vikings</p> <ul style="list-style-type: none"> Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor This could include: <ul style="list-style-type: none"> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066		<p>The Legacy of Dover Castle</p> <ul style="list-style-type: none"> a local history study 	
Art	<p>Drawing</p> <ul style="list-style-type: none"> to create sketch books to record their observations to improve their mastery of art and design techniques, including drawing with a range of materials [for example, pencil, charcoal] to learn about great artists in history. <i>mastery of techniques: Drawing, explore and develop ideas: sketchbooks, explore and develop ideas, use of ICT</i> <i>soldiers' drawings in the trenches, sketching by observation</i>		<p>Textiles/Collage and Printing</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques with a range of materials to learn about great designers in history. <i>mastery of techniques: Textiles/Collage, mastery of techniques: Printing, evaluate and build on ideas, explore and develop ideas: sketchbooks</i> <i>linked to History- Viking clothing, sails, patterns etc, printing symbols</i>		<p>3D Form</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including sculpture with a range of materials to learn about great architects and designers in history. <i>mastery of techniques: 3D Form, evaluate and build on ideas</i>	<p>Painting</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including painting with a range of materials to learn about great artists and designers in history. <i>mastery of techniques: Painting, evaluate and build on ideas: sketchbooks</i>
D&T	<p>Food Tech</p> <ul style="list-style-type: none"> select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities understand how key events and individuals in design and technology have helped shape the world <i>working with tools, equipment, materials and components to make quality products: Food Tech rationing, WW2 foods/meals, dig for victory campaign etc.</i>		<p>Textiles</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including, textiles, according to their functional properties and aesthetic qualities apply their understanding of how to strengthen, stiffen and reinforce more complex structures <i>working with tools, equipment, materials and components to make quality products: Textiles linked to History and Art- Viking clothing, sails, patterns etc, exploring materials</i>		<p>3D Form</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities apply their understanding of how to strengthen, stiffen and reinforce more complex structures <i>working with tools, equipment, materials and components to make quality products</i>	<p>Enterprise Week</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <i>developing, planning and communicating ideas, evaluating processes and products</i>
MFL	<ul style="list-style-type: none"> This is France 	<ul style="list-style-type: none"> Let's Visit a French Town 			<ul style="list-style-type: none"> All in a Day 	<ul style="list-style-type: none"> Let's Go Shopping
PE	<p>Games Attacking and Defending Tactics (Focus Basketball/Netball)</p> <ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<p>Dance</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<p>Games Badminton</p>	<p>Games Cricket Focus</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<p>Athletics</p>
Computing	<ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration <i>sound and music, digital images, research, understanding technologies</i> <i>making presentations and podcasts linked to History</i>		<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <i>online safety</i> <i>linked to Safer Internet Day</i>		<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <i>data handling, coding and algorithms</i> <i>databases, linked to History and Fieldwork</i>	

	<p>Music</p>	<ul style="list-style-type: none"> develop an understanding of the history of music. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory <p><i>aural and theoretical knowledge, composing, cultural development, evaluation, music ICT</i> <i>linked to History</i></p>		<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations <p><i>performing skills: singing, cultural development, composing, personal development</i> <i>Leaver's production/performance</i></p>	
	<p>RE</p>	<ul style="list-style-type: none"> Christianity – guidance and moral codes in difficult times 	<ul style="list-style-type: none"> Different expressions of beliefs – art, architecture, charity, behaviour, values 	<ul style="list-style-type: none"> Christianity and Humanists – what matters most 	<ul style="list-style-type: none"> Religious and non-religious beliefs – live after death
	<p>RSE</p>	<p>Families and Friendships Safe Relationships Respecting Ourselves and Others</p>	<p>Belonging to a Community Media Literacy and Digital Resilience Money and Work</p>	<p>Physical Health and Mental Wellbeing Growing and Changing Keeping Safe</p>	