

Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Battle of Britain	Hola Mayas	Journeys: the story of migration to Britain	Keeping your heart healthy	Some Like it Hot	Caring for our Coasts
	<p>History: WW2 -Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history. -Know how to place historical events and people from the past societies and periods in a chronological framework. Know how Britain has had a major influence on the world - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>History: Mayas Know about the impact that one of the following ancient societies had on the world: the Maya civilization; the Islamic civilization; or the Benin Know why they were considered an advanced society in relation to that period of time in Europe -A non-European society that provides contrasts with British history. History: WW1 (*during Remembrance week) -Know about a theme in British history that extends beyond 1066 and explain why this was</p>	<p>History: Journeys: the story of migration to Britain Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history Know how to place historical events and people from the past societies and periods in a chronological framework. - A study of an aspect or theme in British history that extends pupils' chronological</p>	<p>Geography: Time zones -Know about time zones and work out differences countries. -Know where the Meridians are on a world map. Science: Animals including humans -Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p>	<p>Geography: Geographical information Systems -understand what a geographical information system (GIS) IS. -Understand how and when GIS is used. -use GIS for a range of purposes (e.g. to identify the best location for a land-based wind farm, to identify the locations where crimes are committed and to evaluate several food defence schemes.) Science: Evolution and inheritance -Recognise that living things have</p>	<p>Geography: A region in the UK: East Anglia -Use maps, atlases and computer mapping to locate and describe the UK, countries, seas and East Anglia. -Understand the weather and climate in this region. -Describe and understand the physical geography of East Anglia and how these have changed over time. -Describe the human geography of East Anglia, including types of settlement, land use and economic activity. -Understand the process of erosion, transportation and</p>

	<p>Science: Living things and their habitats. -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>DT: Mechanical systems – Automata toys Develop a functional automata window display, to meet the requirements in a design brief. Explore and create cam, follower and axle mechanisms</p>	<p>important in relation to British history. -Know how to place historical events and people from the past societies and periods in a chronological framework. - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Science: 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</p>	<p>knowledge beyond 1066.</p> <p>Science: 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.</p> <p>Art: Drawing: Make my voice heard. Spotlight Artist: Banksy</p>	<p>DT: Electrical systems – - Steady hand game Understand what is meant by fit for purpose design and form follows function. Design and develop a steady hand game using a series circuit, including housing and backboard. - Explain simply what is meant by 'form' (the shape of a product) and 'function' (how a product works). -State what they like or dislike about an existing children's toy and why. -Learn about skills developed through play and apply this knowledge in a survey of one or more children's toys. -Identify the components of a</p>	<p>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>Art: Sculpture and 3D: Making Memories Spotlight Artist: Yinka Shonibare This unit teaches pupils to create expressive sculptures and reflect on artistic</p>	<p>deposition along the coastlines of East Anglia and the effect it has on the coastline.</p> <p>-identify and explore the East Anglia off-shore wind farms used for power generation.</p> <p>Science: Animals including humans -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>DT: Textiles - waistcoats Using a combination of textiles skills such as attaching fastenings, appliqué and decorative stitches, children design, assemble</p>
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	<p>to mimic different movements.</p> <ul style="list-style-type: none"> -Mark, saw and cut out the components and supports of their toy with a varying degree of accuracy to the intended measurements. -Follow health and safety rules, taking care with the equipment. -Attempt a partial assembly of their toys using an exploded-diagram, -Develop a design idea with some descriptive notes. -Explore different cam profiles and choose three for their follower toppers with an explanation of their choices. -Create neat, decorated follower toppers with some accuracy. -Measure and cut panels that fit to conceal the inner workings of the automata. 	<p>straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Art: Craft and Design: Photo opportunity Spotlight Artist: Hannah Hoch Children explore creative photographic techniques, creating new images through photomontage, understanding photorealistic self-portraits, and applying digital photography to art design, enhancing their skills in composition and editing.</p> <p>PE: Football Choose and implement a range of strategies to attack and defend.</p>	<p>This unit focuses on developing pupils' skills in using different art styles, exploring effects with tools, understanding, and applying chiaroscuro, and creating symbolic and expressive drawings. It encourages children to form their own opinions about art, understand the impact of techniques, and convey messages through their artwork.</p> <p>PE: Gymnastics Lead group warm-up showing understanding of the need for</p>	<p>steady hand game.</p> <ul style="list-style-type: none"> -Design a steady hand game of their own according to their design criteria, using four different perspective drawings. -Create a secure base for their game, with neat edges, that relates to their design. -Make and test a functioning circuit and assemble it within a case. <p>SATs</p> <p>PE: Tennis Develop backhand shots. Introduce the lob. Begin to use full tennis scoring systems. Continue developing doubles play and tactics to improve.</p>	<p>decisions. Children learn to represent memories through art, using various materials and techniques, and develop skills in planning, creating, and evaluating 3D sculptures.</p> <p>PE: Athletics Become confident and expert in a range of techniques and recognise their success. Apply strength and flexibility to a broad range of throwing, running and jumping activities. Work in collaboration and demonstrate improvement when working with self and others. Accurately and confidently record</p>	<p>and decorate a waistcoat for a chosen purpose.</p> <ul style="list-style-type: none"> - Consider a range of factors in their design criteria and use this to create a waistcoat design. -Use a template to mark and cut out a design. -Use a running stitch to join fabric to make a functional waistcoat. -Attach a secure fastening, as well as decorative objects. -Evaluate their final product. <p>PE: Rounders Apply rounders rules consistently in conditioned games. Play small sided games using standard rounders pitch layout. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.</p> <p>Swimming</p>
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	<p>-Decorate and finish the automata to meet the design criteria and brief. -Evaluate their finished product, making descriptive and reflective points on function and form.</p> <p>DT: Food – Come dine with me Develop a three-course menu focused on three key ingredients, as part of a paired challenge to develop the best class recipes. Explore each key ingredient’s farm to fork process.</p> <p>- Find a suitable recipe for their course. -Record the relevant ingredients and equipment needed. -Follow a recipe, including using the correct quantities of each ingredient.</p>	<p>To perform a wider range of more complex skills. Recognise and describe good individual and team performances. Suggest, plan and lead simple drills for given skills.</p> <p>Dance – unit 1 Work collaboratively to include more complex compositional ideas. Develop motifs and incorporate into self-composed dances as individuals, pairs & groups. Talk about different styles of dance with understanding, using appropriate language & terminology.</p> <p>RSE: Me, My body, My health -Gifts and talents -Girls’ bodies -Boys’ bodies -Spots and sleep</p> <p>Spanish La Fecha</p>	<p>strength and flexibility. Demonstrate accuracy, consistency, and clarity of movement. Work independently and in small groups to make up own sequences. Arrange own apparatus to enhance work and vary compositional ideas. Experience flight on and off of high apparatus.</p> <p>Basketball Apply aspects of fitness to the game such as power, strength, agility and coordination. Choose and implement a range of strategies to play defensively and offensively.</p>	<p>Handball Work as a team to improve group tactics and gameplay. Play within the rules using screening to break down offensive play. Develop defensive skills.</p> <p>RSE: Life Cycle (continued) -Hope Beyond Death Religious Understanding -God is calling you Personal Relationships -Under pressure -Do you want a piece of cake? -Self-talk -Build others up</p> <p>Spanish Tienes una mascota Do you have a pet?(Intermediate Language)</p>	<p>results across a variety of activities.</p> <p>Swimming Bring control and fluency to at least two recognised strokes. Implement good breathing techniques to allow for smooth stroke patterns. Attempt personal survival techniques as an individual and group with success. Link lengths together with turns and attempt tumble turn in isolation and during a stroke.</p> <p>RSE: Life online -Sharing isn’t always caring -Cyberbullying Keeping Safe -Types of abuse -Impacted Lifestyles -Making good choices -Giving assistance</p>	<p>Bring control and fluency to at least two recognised strokes. Implement good breathing techniques to allow for smooth stroke patterns. Attempt personal survival techniques as an individual and group with success. Link lengths together with turns and attempt tumble turn in isolation and during a stroke.</p> <p>RSE: Religious Understanding -The Holy Trinity -Catholic Social teaching Living in the Wider World -Reaching out</p> <p>Spanish Las Olimpiadas The Olympics (Intermediate Language)</p> <p>Computing Spreadsheets</p>
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	<p>-Write a recipe, explaining the process taken. -Explain where certain key foods come from before they appear on the supermarket shelf -Explain how food ingredients should be stored and give reasons work within a budget to create a meal -Understand the difference between a savoury and sweet dish</p> <p>PE: Netball Work as a team to improve group tactics and gameplay. Play within the rules using blocking skills for shots and passes. Develop defensive skills.</p> <p>Badminton Develop a wider range of shots including drop and smash.</p>	<p>The date (Intermediate Language)</p> <p>Computing Spreadsheets Blogging</p>	<p>Grasp more technical aspects of the game.</p> <p>RSE: Emotional Well-being -Body image -Peculiar feelings -Emotional changes -Seeing stuff online</p> <p>Life Cycles -Making babies part 1 -Making babies part 2 (Part 2 may be omitted) -Menstruation</p> <p>Spanish Habitats Habitats (Intermediate Language)</p> <p>Computing Text Adventures Networks</p>	<p>Computing Quizzing</p>	<p>Spanish La Familia Family (Intermediate Language)</p> <p>Computing Understanding Binary</p>	
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	<p>Begin to use more sophisticated tactics such as net play, and offensive and defensive positioning. Begin to select appropriate tactics during games. Play with fluency with a partner in doubles scenarios.</p> <p>RSE: Religious Understanding: Story Sessions - Calming the storm</p> <p>Spanish Me Presento Presenting myself (Intermediate language)</p> <p>Computing Coding Online Safety</p>					
<i>Texts</i>	<p>Once by Morris Gleitzman</p> <p>Rose Blanche by Roberto Innocenti</p>	Rain Player by David Wisniewski	Holes by Louis Sacher	Pig Heart Boy by Malorie Blackman	<p>Darwin's Dragons by Lindsay Galvin</p> <p>Poetry collection by Benjamin Zephaniah</p>	
<i>Artists</i>	N/A	Hannah Hoch	Banksy	N/A	Yinka Shonibare	
<i>Cultural capital</i>		Pantomime		Young Shakespeare	Aspiration week	

				company performance		
<i>Visits/Visitors</i>	Hertford Museum WW2 Workshop		Residential trip	Heart surgeon Hertford Library		