

Values	Inclusivity	Respect	Empathy	Determination	Aspiration	Empowerment
Global Goals	1. No poverty 2. Zero hunger 3. Good health and well-being 4. Quality education	5. Gender equality 6. Clean water & sanitation 7. Affordable and clean energy 8. Decent work and economic growth	9. Industry, infrastructure and innovation 10. Reduced inequalities 11. Sustainable cities and communities	12. Responsible consumption and production 13. Climate action 14. Life below water 15. Life on land		16. Peace, justice, and strong institutions 17. Participation for the goals
SMSC/British Values	<p>Social Moral Spiritual Cultural Education</p> <p>Spiritual - Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p> <p>Moral - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p>Social - Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.</p> <p>Cultural - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p> <hr/> <p>British Values Education</p> <ul style="list-style-type: none"> • Democracy • The rule of Law • Individual Liberty • Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith 					

	AUTUMN		SPRING		SUMMER	
School Events <ul style="list-style-type: none"> • Theme days • Charity events • Community events 	<p>Class Author Week: Why are we named after this author? (02/09-10/09)</p> <p>Nepal week: What can we learn about Nepal's culture? (w/b 27/09)</p> <p>No Pens Day: What strategies can we use to learn if we don't use pens in school? (20/10)</p> <p>Black History Month: Why is it important to learn about black History? (October)</p>	<p>Anti-Bullying Week: What little acts of kindness can we do to prevent bullying and racism at our school? Odd sock day 15/11/21 (15/11-19/11)</p> <p>STEAM week: How do we look after our oceans? (22-26/11)</p> <p>Enterprise Day: How can we be creative to raise money for our school at Christmas? (10/12)</p> <p>Reindeer Day: What features would we need to include to write a bestseller at Christmas? (December)</p>	<p>Take one Book: (wb 06/01) Flotsam by David Wiesner</p> <p>Mental Health Week: Why is Mental Health important? (wb 31/01)</p> <p>Internet Safety Week: How can I keep myself safe online? (wb 07/02)</p>	<p>Shrove Tuesday: Why do we make pancakes on Shrove Tuesday? (01/03)</p> <p>World Book Day: How have books changed the world? (03/03)</p> <p>STEAM week: Can we live on Mars? (Wb 14/03)</p>	<p>Healthy Living & Walk to School Week: How do we stay healthy? (23/5)</p> <p>Queen's Jubilee Party: Why is the Queen an important person? (Platinum Jubilee 27/05)</p>	<p>STEAM week: Earth-How can we explore the world around us?</p> <p>Take one Book: Zeraffa Giraffa by Diane Hofmeyr Suzanne</p> <p>Careers Month June: What is my dream job?</p> <p>Commonwealth Games/Cultural Fair: What is the Commonwealth? (wb 4th July)</p>
Charity Events		<p>Poppy Appeal 8-12/11/21</p> <p>Children in Need 12/11/21</p> <p>Christmas Jumper Day (17/12)</p>		Sports Relief 18/03/22		Local foodbank fundraiser
FOL Events	<p>Disco (15/10)</p> <p>Non uniform day (21/10)</p>	<p>Enterprise Day (10/12)</p> <p>Refreshments at Nativities (Dec)</p>		Disco (25/02)		Summer Fair (01/07)

Pupil Parliament	Cabinet vote (KS2) - (10/9/21) Reestablishment session (24/9/21) 11am	Focus session (19/11/21)	Focus session (4/2/22)		Focus session (24/06)	
Class trip		Year 6 residential: Manor Adventure		St Nicholas Church		Affinity Water Education Centre
TOPIC	World War II		Climate change		Equality & Sustainability	
Big Question	Why is it important to have peace, justice and strong institutions in the world?		Why is it important to take action to combat climate change and its impact?		Why is it important to build a fairer, more sustainable world?	
Global Goals	4, 5, 10, 16 & 17	7, 13 & 17	7, 13 & 17	3, 9, 10 & 16	8 & 10	7, 8, 9, 10, 11, 12 & 17
Diversity Awareness	Nepal week Black History Month	Anti Bullying week Children in Need				Commonwealth
PERSONAL, SOCIAL, HEALTH and ECONOMIC education	<p>Living in the wider world.</p> <p>To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment, to continue to develop the skills to exercise these responsibilities.</p> <p>To understand that there are basic human rights shared by all peoples and all societies and that children have</p>	<p>Living in the wider world</p> <p>To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment, to continue to develop the skills to exercise these responsibilities.</p> <p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United</p>	<p>Relationships</p> <p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>To know that their actions affect themselves and others.</p> <p>To learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy</p>	<p>Health and wellbeing</p> <p>To deepen their understanding of good and not-so-good feelings, to extend their vocabulary</p> <p>To enable them to explain both the range and intensity of their feelings to others. To consider what positively and negatively affects their physical, mental and</p>	<p>Health and wellbeing</p> <p>To deepen their understanding of good and not-so-good feelings, to extend their vocabulary</p> <p>To enable them to explain both the range and intensity of their feelings to others. To consider what positively and negatively affects their physical, mental and</p>	<p>Relationships</p> <p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>To know that their actions affect themselves and others.</p> <p>To learn to recognise what constitutes a positive, healthy relationship and</p>

	<p>their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>I can talk about and understand how we can be responsible global citizens.</p> <p>Write a class charter on how we wish to conduct ourselves in Year 6</p>	<p>Nations Declaration of the Rights of the Child.</p> <p>I can talk about and understand how we can be responsible global citizens.</p>	<p>relationships.</p> <p>I can explain the importance of respecting my VIPs.</p>	<p>emotional health.</p> <p>I understand the link between thoughts, feelings and behaviours.</p>	<p>emotional health.</p> <p>I understand the link between thoughts, feelings and behaviours.</p>	<p>develop the skills to form and maintain positive and healthy relationships.</p> <p>I can explain the importance of respecting my VIPs.</p>
--	--	--	--	--	--	---

	AUTUMN		SPRING		SUMMER	
ENGLISH	<p>War poetry</p> <ul style="list-style-type: none"> - Vocabulary building - Read, write and perform free verse <p>The Piano</p> <p>Rose Blanche</p> <ul style="list-style-type: none"> - Narrative settings, characterisation and atmosphere - Diary Entry - Formal Letter (persuasive) - Newspaper Report 	<p>Spiderwick's Field Guide to the Fantastical World Around You</p> <ul style="list-style-type: none"> - Character description - Fictional narrative <p>Reindeer Day: What features would we need to include to write a bestseller at Christmas? (December)</p>	<p>Take one Book: (wb 06/01) Flotsam by David Wiesner</p> <p>Wallace and Gromit Cracking Contraptions</p> <ul style="list-style-type: none"> - Explanation Text - Instructional Text 	<p>Fiction Genre</p> <ul style="list-style-type: none"> -Vocabulary building -Narrative settings, characterisation and atmosphere <p>Way Home</p> <ul style="list-style-type: none"> - Discursive essay (GG debatable topic related to Way Home) 	<p>Tales from Outer Suburbia (short stories by Shaun Tan)</p> <p>Revisiting writing skills</p> <ul style="list-style-type: none"> - how can we improve our writing? <p>Performance Poetry - The Lion and Albert</p> <ul style="list-style-type: none"> -Vocabulary building - Read, write and perform free verse 	<p>Take one Book: Zeraffa Giraffa by Diane Hofmeyr Suzanne</p> <p>Hermelin</p> <ul style="list-style-type: none"> - Character description - Fictional narrative - Diary Entry
MATHEMATICS	<p>Place Value</p> <p>Multiply and Divide by</p>	<p>Fraction and Decimal Equivalents</p>	<p>Order of Operations and Algebra</p>	<p>Dividing Fractions</p> <p>Fraction Problem</p>	<p>Statistics - Calculate and Interpret Mean Average</p>	<p>Constructing Pie Charts</p>

	<p>10, 100 and 1,000</p> <p>Choosing Effective Mental Calculation Strategies</p> <p>Problem Solving with Four Operations</p> <p>Application of Factors, Multiples and Primes</p> <p>Equivalent Fractions</p> <p>Comparing and Ordering Fractions</p> <p>Adding and Subtracting Fractions</p>	<p>Fractions, Decimals and Percentages</p> <p>Calculating Percentages</p> <p>Formal Written Method of Multiplication</p> <p>Area of parallelograms and triangles</p> <p>Formal Written Method of Short Division</p> <p>Properties of Shape</p>	<p>Formal Written Method for Long Division</p> <p>Exploring Relationships Between Perimeter and Area</p> <p>Recognise and Find Angles</p> <p>Reflection and Translation</p> <p>Multiplying Fractions</p>	<p>Solving</p> <p>Ratio and Proportion</p> <p>Volume</p> <p>Measures</p> <p>Statistics - Interpret Line Graphs and Pie Charts</p> <p>Algebra and Sequences</p>	<p>Application of Previous Years' Learning</p> <p>Application of Known Facts and Calculation Strategies</p>	<p>Statistical Representations</p> <p>Further Algebra</p> <p>Financial Maths and Enterprise</p> <p>Maths Preparation for KS3</p>
SCIENCE	<p>Animals & their habitats</p> <p><i>What is biodiversity?</i></p> <p>To explore different habitats and the characteristics of each habitat - ask how climate change is affecting these habitats</p> <p>To develop knowledge on why certain animals live in specific habitats</p> <p>To develop knowledge and compare adaptations of plants and animals according</p>	<p>Evolution</p> <p>To develop knowledge of Evolution - who discovered it and how was it discovered</p> <p>To describe inheritance and how it explains the process of evolution</p> <p>To question why offspring are not identical to parents</p> <p>To explore ideas of inherited characteristics</p> <p>To develop knowledge</p>	<p>Human development and reproduction (linked with PSHE)</p> <p>To develop knowledge on how we grow and change both emotionally and physically</p> <p>To compare the types of relationships that people have as they develop.</p> <p>Scientist: Robert Winston</p>	<p>Animals & humans</p> <p>To consolidate knowledge of the importance of nutrition and exercise.</p> <p>To develop knowledge of the circulatory system - how does the heart function? What is the difference between oxygenated and deoxygenated blood?</p> <p>To investigate how water and nutrients are transported in</p>	<p>Electricity & Light</p> <p>To consolidate knowledge of circuits and how they work - recognising circuit symbols</p> <p>To investigate how voltage in cells affects brightness of a lamp in a circuit</p> <p>To compare and give reasons for variations in how components function - brightness, loudness, position</p> <p>To hypothesise, report and present and</p>	<p>Child-led investigation</p>

	<p>to the climate that they live in - ask how animals are affected by climate change and humans impact in their environments</p> <p>To experiment and compare how microorganisms grow in favourable environments (dark, hot, wet) and don't grow in unfavourable environments (dry, cool) - Experiment with bread mould</p> <p>Scientist: Attenborough</p>	<p>on natural selection - why is it needed? What happens if it didn't occur in nature?</p> <p>To discuss the different ways in which extinction can occur</p> <p>Scientist: Darwin</p>		<p>the circulatory system and recognise the impact of diet, exercise, drugs and lifestyle on how their bodies function.</p> <p>To investigate and hypothesise how exercise can affect the circulatory system.</p> <p>Scientist: Greg Whyte</p>	<p>conclude findings from enquiries in investigations; recording data in a variety of ways (diagrams, labels, classification keys, graphs)</p> <p>Scientist: Tesla</p>	
COMPUTING	<p>Unit 6.1 Coding</p> <p>Unit 6.2 Online Safety</p>	<p>Unit 6.3 Spreadsheets</p> <p>Applying spreadsheet knowledge from Purple Mash into Excel</p>	<p>Unit 6.4 Blogging</p> <p>Pupils to write blogs about the <i>Global Goals</i> and the part they can play in addressing them</p>	<p>Unit 6.5 Text Adventures</p>	<p>Unit 6.6 Networks</p>	<p>Unit 6.7 Quizzing</p> <p>Unit 6.8 Binary</p>

	AUTUMN	SPRING	SUMMER
HISTORY	<p>World War II</p> <p>Learn even where and when the Second World War took place, what life was like for children in WW2 and how Britain defended itself from attack.</p>	<p>Maya Civilisation: Who were the Maya? Who discovered them?</p> <p>Topics covered include:</p> <ul style="list-style-type: none"> - Maya religion and culture - Maya number system 	<p>Medicine and Disease</p> <p>How has medicine changed from the days of prehistoric civilisations and witch doctors, to the NHS and modern medical discoveries)</p>

	<p>Topics covered include:</p> <ul style="list-style-type: none"> - What was WWII and where did it take place? - Propaganda - What was it, and how was it used in the war? - The Blitz (what it was and areas affected) - Life for children during the war - Life for evacuees during the war - Rationing - what was it and how did it affect lives and communities? - Anne Frank: How did Jewish children experience the war? - How did the war affect everyday lives? 	<ul style="list-style-type: none"> - Maya writing (hieroglyphics) - Maya food (and agriculture - link and compare to Aztec Civilisation) - Maya & Aztec Masks (create our own masks using modroc! - link with DT) 	
GEOGRAPHY	<p>Human Features and Physical Features</p> <p>Find out about the human and physical features of our local area.</p> <p>Learn about the UK's economic activity, land use, settlements, climate, upland areas and England's longest rivers which will then link to our own local area.</p> <p>Global Schools Award - Life below water - Talking plastic pollution through creativity and critical thinking</p>	<p>Our Changing World</p> <p>Learn all about the Earth's extremes, from raging tropical storms to violent erupting volcanoes to terrifying towering tsunamis. Also explore how climate change is affecting these extremes, and how these ever-changing weather conditions are affecting people, communities and landscapes.</p>	<p>The Americas (link with History)</p> <p>Discover the continent of North America and all its countries, cities and landscapes.</p> <p>Explore the various geographical features of different areas of North America and compare them with our own locality.</p>
ART and DESIGN	<p>Explore the work of the artists officially commissioned to record WWII.</p> <p>Discover how art was used as a propaganda tool in both WWI and WWII in the form of posters, and create poppy-themed commemorative artworks based on the poem, 'In Flanders Fields'.</p>	<p>Graffiti art - children will find out all about the many varied forms of art in public spaces, and develop their own ideas for quick, colourful, eye-catching, humorous or satirical pieces of street art through sketching and annotating.</p> <p>We will also discuss how street art polarises opinion, when and where it is acceptable, and how it can improve or damage public spaces.</p>	<p>Explore the amazing and varied art of Japan.</p> <p>The lessons cover a broad range of styles, including block-printing (ukiyo-e) used by Hokusai, the concept of Notan, origami, calligraphy (shodo), folk art and manga.</p>

DESIGN and TECHNOLOGY	Structures- Frame structures Children will be challenged to build their own Anderson shelters which include electric circuits.		Mechanical systems- Cams Children will be challenged to develop a toy with oscillating, rotating or reciprocating movement.		Textiles- combining different fabric shapes Children will be challenged to make a mobile phone carrier using a range of textile materials and fastenings	
MUSIC	Beat/pulse; Metre 3, 4 and 5 time; Composing with different metres; Performing to the class; Body Percussion	Singing songs with ostinato; Playing ostinato on percussion instruments; Revision of notes of the treble clef; Christmas Songs	Revision of instruments of the orchestra; Singing songs in two parts, partner songs and rounds	Singing; Playing accompaniments on percussion instruments	Revision of rhythms; Listening to examples of different forms of music	Basic chords I IV V; Y6 production songs
RELIGIOUS EDUCATION	Christianity <ul style="list-style-type: none"> - How significant is it that Mary was Jesus' mother? - Do Christmas celebrations and traditions help Christians understand who Jesus was and why He was born? - Incarnation - Do Christmas celebrations and traditions help Christians understand who Jesus was and why He was born? - 		Christianity <ul style="list-style-type: none"> - Salvation - Is anything ever eternal? - Is Christianity still a strong religion 2000 years after Jesus was on Earth? - Lent - Ash Wednesday - Fish symbol - CAFOD - The ten commandments - How did Jesus create a 'New Covenant' and what does that mean to Christians today? Islam <ul style="list-style-type: none"> - Beliefs and practices - What is the best way for a Muslim to show commitment to God? 		Islam <ul style="list-style-type: none"> - Does belief in Akhirah (life after death) help Muslims lead good lives? - Muslim belief in life after death - The framework of muslim life (the five pillars) - Jihad and Ummah 	
FRENCH	Unit 1: At School Unit 2: The Weekend	Unit 3: World War II	Unit 4: Healthy Lifestyle	Unit 6: The Olympics	Unit 7: Habitats	Unit 8: Regular Verbs

			Unit 5: The Planets			Unit 9: Irregular Verbs
PE	Topic - Football/Tag Rugby	Topic - Tag Rugby/Basketball	Topic - Gymnastics (jumping/landing, climbing, movement/complex sequencing and balancing) Children to develop and create own sequence of work using apparatus	Topic - Teachers Choice	Topic - Athletics/Sports Day Practice (running, jumping and throwing) District Sports preparation Topic - Rounders	Topic - Swimming Topic - Tennis/Cricket