

| Year 6<br>Cycle A | Average<br>Hours | AUTUMN TERM  |   | SPRING TERM  |  | SUMMER TERM  |  |
|-------------------|------------------|--|---|--|--|--|--|
| ENGLISH           | 242              | <ul style="list-style-type: none"> <li>▪ Develop spoken language at an age appropriate level, ensuring that children build on the oral language skills taught in preceding years</li> <li>▪ Discuss learning and develop wider skills in spoken language</li> <li>▪ Continue to emphasise enjoyment and understanding of language, especially vocabulary, to support children's reading and writing</li> <li>▪ Ensure children's knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension</li> <li>▪ Enhance the effectiveness of children's writing as well as their competence</li> <li>▪ Extend pupils' confidence, enjoyment and mastery of language through public speaking, performance and debate</li> <li>▪ Use joined handwriting as the norm and write fast enough to keep pace with what children want to say</li> <li>▪ Prepare pupils for secondary education by ensuring they can consciously control the structure of sentences in their writing and understand why sentences are constructed as they are - inc. consolidation, practice and discussion of language.</li> <li>▪ Use joined handwriting as the norm and write fast enough to keep pace with what children want to say</li> </ul> <p>By the end of Y6, children should be able to:</p> <ul style="list-style-type: none"> <li>▪ manage the general demands of the year 7 curriculum as their reading and writing is sufficiently fluent and effortless</li> <li>▪ reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar</li> </ul> |   |  |  |  |  |
| MATHS             | 156              | <ul style="list-style-type: none"> <li>▪ Number &amp; Place Value</li> <li>▪ Add &amp; Subtract</li> <li>▪ Properties of Shapes</li> <li>▪ Measures</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Multiply &amp; Divide</li> <li>▪ Fractions</li> <li>▪ Position &amp; Direction</li> <li>▪ Statistics</li> </ul>                                      | <ul style="list-style-type: none"> <li>▪ Number &amp; Place Value</li> <li>▪ Add &amp; Subtract</li> <li>▪ Properties of Shapes</li> <li>▪ Measures</li> </ul> | <ul style="list-style-type: none"> <li>▪ Multiply &amp; Divide</li> <li>▪ Fractions</li> <li>▪ Position &amp; Direction</li> <li>▪ Statistics</li> </ul> | <ul style="list-style-type: none"> <li>▪ Number &amp; Place Value</li> <li>▪ Add &amp; Subtract</li> <li>▪ Properties of Shapes</li> <li>▪ Measures</li> </ul>                     | <ul style="list-style-type: none"> <li>▪ Multiply &amp; Divide</li> <li>▪ Fractions</li> <li>▪ Position &amp; Direction</li> <li>▪ Statistics</li> </ul> |
| SCIENCE           | 55               | Forest School  | WHAT IF THERE ARE UNDISCOVERED SPECIES?   | WHAT IF YOUR HEART AND LUNGS DIDN'T WORK TOGETHER?   | WHAT IF WE COULD ONLY SEE IN BLACK & WHITE?  | WHAT IF ELECTRICITY COULDN'T BE CONTROLLED?  | WHAT IF WE WERE IDENTICAL TO OUR ANCESTORS?  |
|                   |                  |  | All Living Things   | Animals, including Humans  | Light  | Electricity  | Evolution & Inheritance  |
|                   |                  | Working Scientifically   |   |  |  |  |  |
|                   |                  | <ul style="list-style-type: none"> <li>▪ Classifying living things</li> <li>▪ Vertebrates and invertebrates</li> <li>▪ Classifying reptiles, amphibians, mammals, insects, etc.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Circulatory system</li> <li>▪ Heart, blood vessels</li> <li>▪ Diet, exercise and drugs</li> <li>▪ Transport of nutrients through the body</li> </ul> | <ul style="list-style-type: none"> <li>▪ How light travels</li> <li>▪ The eye</li> <li>▪ Shadows</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Electrical circuits (series)</li> <li>▪ Designing traffic lights</li> </ul>                                     | <ul style="list-style-type: none"> <li>▪ What fossils tell us about the past</li> <li>▪ Off spring</li> <li>▪ Changes to the human skeleton over time</li> <li>▪ Darwin</li> </ul> |  |
| COMPUTING         | 30               | NT Unit: Manipulating Images<br>~ investigating impressionistic art and recreating using digital art tools. Plus, digital sculpture combined with photo editing  | NT Unit: Video Editing<br>~ introduction to video editing; how to trim, edit and repurpose existing video footage for use in a new video presentation   | NT Unit: Quiz time with Scratch<br>~ investigating lists, variables, broadcasting, number operators and if/else statements to create maths and memory games    | NT Unit: Python Minecraft with a Raspberry Pi<br>~ changing the Minecraft code, extending learning into a text based programming language                | NT Unit: Machines & Mechanisms<br>~ investigating building mechanisms with Lego WeDo then choosing a project to design, build and program machines,                                | Manipulating Sound<br>NT Unit: Sonic Pi<br>~ using a text based coding language (Ruby) to create beats and tunes, play notes, chords, samples and loops  |
| RE                | 39               | How do Buddhists' beliefs guide the way they live?   | Festivals of Light<br>*****<br>How can we care for the world?   | How do Muslims' beliefs guide the way they live?   | What is prayer and meditation?<br>*****<br>Easter Weekend  | Who are the significant people in world religions?   | What do people believe happens after life?   |

| ENQUIRY QUESTION        | 150 | WHAT IF THERE WERE NO RAINFORESTS?<br>GEOGRAPHY<br>Equatorial regions  | WHAT IF YOU WENT TO LIVE IN AMERICA?<br>GEOGRAPHY<br>A region within North or South America   | WHAT IF LIVED IN ANCIENT EGYPT?<br>HISTORY<br>The Achievements of the Earliest Civilizations   | WHAT IF YOU WERE BORN IN SAXON TIMES?<br>HISTORY<br>Britain's Settlement by Anglo-Saxons & Scots   | WHAT IF YOU HAD TO DESIGN A NEW BRIDGE?<br>DESIGN TECHNOLOGY<br>Structures & Systems   | WHAT IF VIKINGS HAD NEVER INVADED?<br>HISTORY<br>Viking & Saxon struggle for England before Edward I  |
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| <i>HISTORY</i>          | 30  |  |   | <ul style="list-style-type: none"> <li>▪ An overview of where and when the first civilizations appeared and an in-depth study of one of the following:<br/><br/>Ancient Sumer<br/>The Indus Valley<br/><b>Ancient Egypt</b><br/>or The Shang Dynasty of Ancient China</li> </ul> | <ul style="list-style-type: none"> <li>▪ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>▪ Scots invasions from Ireland to north Britain (now Scotland)</li> <li>▪ Anglo-Saxon invasions, settlements &amp; kingdoms: place names &amp; village life</li> <li>▪ Anglo-Saxon art and culture</li> <li>▪ Christian conversion - Canterbury, Iona and Lindisfarne</li> </ul> |  | <ul style="list-style-type: none"> <li>▪ Viking raids / invasion</li> <li>▪ Resistance by Alfred the Great and Athelstan, first king of England</li> <li>▪ Further Viking invasions and Danegeld</li> <li>▪ Anglo-Saxon laws and justice</li> <li>▪ Edward the Confessor and his death in 1066</li> </ul> |
| <i>GEOGRAPHY</i>        | 30  | <ul style="list-style-type: none"> <li>▪ Locate countries, using maps to focus on Europe, North &amp; South America - their environmental regions, key physical and human characteristics, countries &amp; major cities</li> <li>▪ Identify the position and significance of latitude, longitude, Equator, Northern &amp; Southern Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> | <ul style="list-style-type: none"> <li>▪ Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</li> <li>▪ Describe &amp; understand key aspects of human geography, including: types of settlement and land use, economic activity inc. trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> |  |  |  |   |
| <i>ART &amp; DESIGN</i> | 30  | <ul style="list-style-type: none"> <li>▪ Create sketch books to record observations and use them to review and revisit ideas</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Create sketch books to record observations and use them to review and revisit ideas</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Create sketch books to record observations and use them to review and revisit ideas</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Create sketch books to record observations and use them to review and revisit ideas</li> <li>▪ Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Create sketch books to record observations and use them to review and revisit ideas</li> <li>▪ Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> </ul> | <ul style="list-style-type: none"> <li>▪ Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> </ul>   |

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| <p><i>DESIGN &amp; TECHNOLOGY</i></p> | <p>30</p> | <ul style="list-style-type: none"> <li>▪ Select from/use a wide range of tools &amp; equipment to perform practical tasks accurately</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Use research and develop design criteria to inform the design of innovative, functional, appealing products, fit for purpose, aimed at particular individuals or groups</li> <li>▪ Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional/exploded diagrams, prototypes and computer-aided design</li> <li>▪ Select from/use a wide range of tools/equipment to perform practical tasks accurately</li> <li>▪ Select from/use a wide range of materials &amp; components, including construction materials, textiles &amp; ingredients, according to functional properties &amp; aesthetic qualities</li> <li>▪ Investigate and analyse a range of existing products</li> <li>▪ Understand how key events and individuals have helped shape the DT world</li> </ul> | <ul style="list-style-type: none"> <li>▪ Select from/use a wide range of tools &amp; equipment to perform practical tasks accurately</li> <li>▪ understand how key events and individuals have helped shape the world</li> <li>▪ Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul> | <ul style="list-style-type: none"> <li>▪ Understand how key events and individuals in design and technology have helped shape the world</li> <li>▪ Understand and apply the principles of a healthy and varied diet</li> <li>▪ Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>▪ Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul> | <ul style="list-style-type: none"> <li>▪ Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>▪ Understand how key events and individuals have helped shape the world</li> <li>▪ Apply understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>▪ Understand and use mechanical systems in their products</li> <li>▪ Understand and use electrical systems in their products</li> <li>▪ Apply understanding of computing to program, monitor and control</li> </ul> | <ul style="list-style-type: none"> <li>▪ Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional/exploded diagrams, prototypes and computer-aided design</li> <li>▪ Select from/use a wide range of tools &amp; equipment to perform practical tasks accurately</li> <li>▪ Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>▪ Understand how key events and individuals have helped shape the world</li> <li>▪ Apply understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>▪ Apply understanding of computing to program, monitor and control their products.</li> </ul> |
| <p><i>MUSIC</i></p>                   | <p>30</p> | <ul style="list-style-type: none"> <li>▪ improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul> | <ul style="list-style-type: none"> <li>▪ improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>   |  | <ul style="list-style-type: none"> <li>▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>▪ improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>▪ listen with attention to detail and recall sounds with increasing aural memory</li> </ul>   |  | <ul style="list-style-type: none"> <li>▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>▪ use and understand staff and other musical notations</li> <li>▪ appreciate/understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians</li> </ul>   |

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| PSHE | 18 | <p><b>New beginnings</b><br/>*****<br/>Keeping Safe</p>  | <p><b>Getting on &amp; Falling out</b><br/>*****<br/>Difference &amp; Diversity</p>   | <p><b>Going for Goals</b><br/>*****<br/>Healthy Eating &amp; Drugs Education</p>   | <p><b>Good to be me</b><br/>*****<br/>Learning Styles (SMARTs)</p>                                  | <p><b>Relationships</b><br/>*****<br/>Relationships &amp; Sex Education</p>   | <p><b>Changes</b><br/>*****<br/>Emotional Health &amp; Wellbeing</p>  |
|      |    | <ul style="list-style-type: none"> <li>▪ take responsibility [e.g. for planning/looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or playground mediator for younger pupils; for looking after animals; for identifying safe, healthy, sustainable means of travel when planning their journey to school]</li> <li>▪ feel positive about themselves [e.g. by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take]</li> <li>▪ participate [e.g. in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting]</li> <li>▪ make real choices and decisions [e.g. about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities]</li> <li>▪ meet and talk with people [e.g. people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers]</li> <li>▪ develop relationships through work and play [e.g. taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters]</li> <li>▪ consider social and moral dilemmas that they come across in life [e.g. encouraging respect/understanding between different races and dealing with harassment]</li> <li>▪ find information and advice [e.g. through helplines; by understanding about welfare systems in society]</li> <li>▪ prepare for change [e.g. transferring to secondary school]</li> </ul> |   |  |   |   |   |
| PE   | 72 | <p><b>Hockey</b><br/>Invasion - Ball skills, competitive game situations</p>   | <p><b>Circuit training</b><br/>Fitness activities</p>   | <p><b>Dance</b><br/>Technique, evaluation, compare performance</p>   | <p><b>Gym</b><br/>Floor work-flexibility, control, balance, stamina, sequencing, poise, stamina</p> | <p><b>Athletics</b><br/>Track and field - running, jumping, throwing, catching, compare performance</p>                                 | <p><b>Outdoor Adventurous Activities</b><br/>Team challenges, orienteering, problem solving</p>   |
|      |    | <p>▪ Play competitive games and apply basic principles suitable for attacking and defending</p>  | <p>▪ Develop flexibility, strength, technique, control and balance</p>  | <p>▪ Compare performances with previous ones and demonstrate improvement to achieve their personal best</p>  | <p>▪ Develop flexibility, strength, technique, control and balance</p>                              | <p>▪ Use running, jumping, throwing and catching in isolation and in combination</p>  | <p>▪ Take part in adventurous activities that challenge - working as a team or an individual</p>  |
|      |    | <p><b>Basketball</b><br/>Net/wall Ball skills - dribbling, passing, shooting, competitive game situations</p>  | <p><b>Hi Five Netball</b><br/>Invasion - passing, footwork, competitive game situations, positions, movement into space</p> | <p><b>Multi-sports</b><br/>e.g. Cricket, Longball, Kickball<br/><br/>Striking/Fielding - striking into space, aiming for a target, strike accuracy</p> | <p><b>Tag-Rugby</b><br/><br/>Invasion</p>   | <p><b>Tennis</b><br/><br/>Net/wall - tactics, strike accuracy, competitive game situations, analysis of performance, scoring, rules</p> | <p><b>Multi-skills</b><br/>~ range of activities using TOP cards<br/><br/>Invasion - use of space, passing, knowing when to pass, moving to space, choosing the correct pass to use</p> |
|      |    | <p>▪ Use running, jumping, throwing and catching in isolation and combination</p>  | <p>▪ Use running, jumping, throwing and catching in isolation and combination</p>   | <p>▪ Use running, jumping, throwing and catching in isolation and combination</p>  | <p>▪ Play competitive games and apply basic principles suitable for attacking and defending</p>     | <p>▪ Play competitive games and apply basic principles suitable for attacking and defending</p>   | <p>▪ Play competitive games and apply basic principles suitable for attacking and defending</p>   |

|        |    | North Tyneside scheme<br>Unit 11 (J'habite)  | North Tyneside scheme<br>Unit 11 (J'habite)<br>& Unit 12 (Un pays francophone) | North Tyneside scheme<br>Unit 12 (Un pays francophone) |
|--------|----|--|--|--|
| FRENCH | 18 | <ul style="list-style-type: none"> <li>▪ listen attentively to spoken language and show understanding by joining in and responding</li> <li>▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>▪ speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>▪ present ideas and information orally to a range of audiences</li> <li>▪ read carefully and show understanding of words, phrases and simple writing</li> <li>▪ appreciate stories, songs, poems and rhymes in the language</li> <li>▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>▪ describe people, places, things and actions orally and in writing</li> <li>▪ understand basic grammar appropriate to the language being studied, including: feminine and masculine forms and the conjugation of high-frequency verbs;</li> <li>▪ key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</li> </ul> |  |  |