

| Year 6 Cycle B | Average Hours | AUTUMN TERM | | SPRING TERM | | SUMMER TERM | |
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| ENGLISH | 242 | <ul style="list-style-type: none"> Develop spoken language at an age appropriate level, ensuring that children build on the oral language skills taught in preceding years Discuss learning and develop wider skills in spoken language Continue to emphasise enjoyment and understanding of language, especially vocabulary, to support children's reading and writing 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 Enhance the effectiveness of children's writing as well as their competence Extend pupils' confidence, enjoyment and mastery of language through public speaking, performance and debate Use joined handwriting as the norm and write fast enough to keep pace with what children want to say 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. Use joined handwriting as the norm and write fast enough to keep pace with what children want to say <p>By the end of Y6, children should be able to:</p> <ul style="list-style-type: none"> manage the general demands of the year 7 curriculum as their reading and writing is sufficiently fluent and effortless reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar | | | | | |
| MATHS | 156 | <ul style="list-style-type: none"> Number & Place Value Add & Subtract Properties of Shapes Measures | <ul style="list-style-type: none"> Multiply & Divide Fractions Position & Direction Statistics | <ul style="list-style-type: none"> Number & Place Value Add & Subtract Properties of Shapes Measures | <ul style="list-style-type: none"> Multiply & Divide Fractions Position & Direction Statistics | <ul style="list-style-type: none"> Number & Place Value Add & Subtract Properties of Shapes Measures | <ul style="list-style-type: none"> Multiply & Divide Fractions Position & Direction Statistics |
| 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"> Classifying living things Vertebrates and invertebrates Classifying reptiles, amphibians, mammals, insects, etc. | <ul style="list-style-type: none"> Circulatory system Heart, blood vessels Diet, exercise and drugs Transport of nutrients through the body | <ul style="list-style-type: none"> How light travels The eye Shadows | <ul style="list-style-type: none"> Electrical circuits (series) Designing traffic lights | <ul style="list-style-type: none"> What fossils tell us about the past Off spring Changes to the human skeleton over time Darwin | |
| COMPUTING | 30 | NT Unit: Manipulating Images ~ investigating impressionistic art and recreating using digital art tools. Plus, digital sculpture combined with photo editing | NT Unit: Video Editing ~ 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 ~ investigating lists, variables, broadcasting, number operators and if/else statements to create maths and memory games | NT Unit: Python Minecraft with a Raspberry Pi ~ changing the Minecraft code, extending learning into a text based programming language | NT Unit: Machines & Mechanisms ~ investigating building mechanisms with Lego WeDo then choosing a project to design, build and program machines, | Manipulating Sound NT Unit: Sonic Pi ~ 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 ***** How can we care for the world? | How do Muslims' beliefs guide the way they live? | What is prayer and meditation? ***** Easter Weekend | Who are the significant people in world religions? | What do people believe happens after life? |

| ENQUIRY QUESTION | 150 | <p>WHAT IF YOU COULD BUILD SOMETHING NEW IN WIDEOPEN?</p> <p>GEOGRAPHY Mapping skills and fieldwork</p> | <p>WHAT IF WW2 HAD NEVER HAPPENED?</p> <p>HISTORY British History - Impact in UK of Hitler's actions</p> | <p>WHAT IF YOU COULD STEP INTO A PAINTING?</p> <p>ART Study of different famous artists</p> | <p>WHAT IF THE MAYANS NEVER EXISTED?</p> <p>HISTORY & GEOGRAPHY Non-European society Mayan civilization c.AD 900</p> | <p>WHAT IF WE RAN OUT OF WATER?</p> <p>GEOGRAPHY The importance of raw materials such as water</p> | <p>WHAT IF YOU HAD TO CHOOSE WHICH DECADE HAD THE BEST MUSIC?</p> <p>MUSIC & HISTORY The way music changed during the 20th century</p> |
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| <i>HISTORY</i> | 30 | | An aspect in British history extending pupils' chronological knowledge beyond 1066 | | A non-European society, providing contrasts with British history | | A theme in British history extending pupils' chronological knowledge beyond 1066 |
| <i>GEOGRAPHY</i> | 30 | <ul style="list-style-type: none"> • Use 8 compass points, 4 & 6-figure grid refs, symbols and keys (inc. OS maps) to build knowledge of the UK and wider world • Use fieldwork to observe, measure, record and present human and physical features in local area using a range of methods, inc. sketch maps, plans, graphs, and digital technologies. | | | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features | <ul style="list-style-type: none"> • Describe and understand aspects of water cycle • Human geography, inc.: types of settlement/land use, economic activity inc. trade links, and the distribution of natural resources inc. energy, food, minerals and water | |
| <i>ART & DESIGN</i> | 30 | <ul style="list-style-type: none"> • create sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g., pencil, charcoal, paint, clay] | <ul style="list-style-type: none"> • Develop techniques, inc. control, use of materials, with experimentation. creativity and an increasing awareness of different kinds of art, craft and design. • Learn about great artists, architects and designers in history. | <ul style="list-style-type: none"> • create sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g., pencil, charcoal, paint, clay] | <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 ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ use and understand staff and other musical notations | <ul style="list-style-type: none"> • Listen with attention to detail and recall sounds increasing aural memory • Appreciate/understand a wide range of quality live and recorded music drawn from different traditions from great composers and musicians • Develop understanding of the history of music. | |
| <i>MUSIC</i> | 30 | | | | | | |

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| DESIGN & TECHNOLOGY | 30 | <ul style="list-style-type: none"> ▪ use research and develop design criteria to inform the design of innovative, functional, appealing products, fit for purpose, aimed at particular individuals or groups ▪ generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional/exploded diagrams, prototypes and computer-aided design ▪ select from/use a wide range of tools & equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ select from/use a wide range of materials & components, inc. construction materials, textiles & ingredients, according to functional properties & aesthetic qualities ▪ 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 ▪ understand how key events and individuals in design and technology have helped shape the world ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ▪ understand and use mechanical systems in their products [e.g. gears, pulleys, cams, levers and linkages] ▪ understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors] ▪ apply their understanding of computing to program, monitor and control their products. ▪ understand and apply the principles of a healthy and varied diet ▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed |
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| PSHE | 18 | New beginnings ***** Keeping Safe | Getting on & Falling out ***** Difference & Diversity | Going for Goals ***** Healthy Eating & Drugs Education | Good to be me ***** Learning Styles (SMARTs) | Relationships ***** Relationships & Sex Education | Changes ***** Emotional Health & Wellbeing |
| | | <ul style="list-style-type: none"> ▪ 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] ▪ 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] ▪ participate [e.g. in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting] ▪ 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] ▪ 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] ▪ 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] ▪ consider social and moral dilemmas that they come across in life [e.g. encouraging respect/understanding between different races and dealing with harassment] ▪ find information and advice [e.g. through helplines; by understanding about welfare systems in society] ▪ prepare for change [e.g. transferring to secondary school] | | | | | |

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| PE | 72 | Hockey Invasion - Ball skills, competitive game situations | Circuit training Fitness activities | Dance Technique, evaluation, compare performance | Gym Floor work-flexibility, control, balance, stamina, sequencing, poise, stamina | Athletics Track and field - running, jumping, throwing, catching, compare performance | Outdoor Adventurous Activities Team challenges, orienteering, problem solving |
| | | <ul style="list-style-type: none"> ▪ Play competitive games and apply basic principles suitable for attacking and defending | <ul style="list-style-type: none"> ▪ Develop flexibility, strength, technique, control and balance | <ul style="list-style-type: none"> ▪ Compare performances with previous ones and demonstrate improvement to achieve their personal best | <ul style="list-style-type: none"> ▪ Develop flexibility, strength, technique, control and balance | <ul style="list-style-type: none"> ▪ Use running, jumping, throwing and catching in isolation and in combination | <ul style="list-style-type: none"> ▪ Take part in adventurous activities that challenge - working as a team or an individual |
| | | Basketball | Hi Five Netball | Multi-sports e.g. Cricket, Longball, Kickball | Tag-Rugby | Tennis | Multi-skills ~ range of activities using TOP cards |

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| | | Net/wall Ball skills - dribbling, passing, shooting, competitive game situations | Invasion - passing, footwork, competitive game situations, positions, movement into space | Striking/Fielding - striking into space, aiming for a target, strike accuracy | Invasion | Net/wall - tactics, strike accuracy, competitive game situations, analysis of performance, scoring, rules | Invasion - use of space, passing, knowing when to pass, moving to space, choosing the correct pass to use |
| | | <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and combination | <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and combination | <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and combination | <ul style="list-style-type: none"> Play competitive games and apply basic principles suitable for attacking and defending | <ul style="list-style-type: none"> Play competitive games and apply basic principles suitable for attacking and defending | <ul style="list-style-type: none"> Play competitive games and apply basic principles suitable for attacking and defending |
| FRENCH | 18 | North Tyneside scheme Unit 11 (J'habite) | | North Tyneside scheme Unit 11 (J'habite) & Unit 12 (Un pays francophone) | | North Tyneside scheme Unit 12 (Un pays francophone) | |
| | | <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing understand basic grammar appropriate to the language being studied, including: feminine and masculine forms and the conjugation of high-frequency verbs; 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 | | | | | |