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| Year 6 | | 1st Half Summer Term | 2nd Half Summer Term |
| Theme/Topic title | | Vile Victorians  (including canals and railways) | Moving On |
| Educational visits/Visitors | | Victorians walk | Cornwall |
| Hook | | Street child role play | Transition meetings with secondary school teams |
| Texts | | Street Child by Berlie Doherty  You wouldn’t want to be a Victorian servant! Fiona Macdonald  The Chimney Boy’s Story by Wes Magee | Kensuke’s Kingdom |
| English | Fiction focus | Modern Classic  Street child dialogue retelling  Diary extract  Setting description of a workhouse | Fantasy  Kensuke’s Kingdom island setting description  Narrative retelling |
| Non-fiction focus | Information  Explanation of workhouses  Balanced argument of government decisions  Persuasive letter | Information  Letter to secondary school |
| Poetry | Rhyme and repetition  Trapped inside the workhouse poetry | Narrative poetry  Written from the perspective of Kensuke |
| Mathematics | Content overview | * Number and place value * Addition and Subtraction * Multiplication and division * Fractions (including decimals, percentages, ratio and proportion) | * Algebra * Measurement * Geometry * Statistics |
| Science | Focus | Light | Healthy bodies |
| Content overview  N.C. P.O.S. | * 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 | * Identify and name main parts of human circulatory system * Describe function of the heart * Recognise impact of diet, exercise, drugs, and lifestyle * Describe how nutrients and water are transported in animals (including humans) |
| Cornerstones Investigation | Translucent, transparent, opaque investigation | Pulse testing |
| Computing | Focus | Instruct: written algorithms for using Scratch | Create: create a game using Scratch |
| N.C. subject content | * Create step by step guide to help a person experience a program activity | * Create an app/game activity to be played and evaluated by peers |
| Online safety message | If I see images or text that worries me, what should I do? | How should I behave responsibly online? |
| Geography | Focus |  | Understand the features and places within the UK |
| N.C. subject content |  | * 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-use patterns; and understand how some of these aspects have changed over time * Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom |
| History | Focus | The Victorians |  |
| N.C. subject content | * Comparisons between modern and Victorian life * Victorian education * The differences between the rich and poor in the Victorian era * The role of the workhouse in eradicating poverty |  |
| Physical education | Content overview | Athletics  Yoga | Cricket – onside coaching  Daily Mile |
| N.C. subject content | * Develop flexibility, strength, technique, control and balance * Compare performance and demonstrate improvement to achieve personal best | * Compare performance and demonstrate improvement to achieve personal best * Play competitive games, modified where appropriate * Use running, throwing and catching in isolation and in combination |
| Art and design | Focus | Carrie’s war scene |  |
| N.C. subject content | * Self-selected medium for depicting a setting |  |
| Design and technology | Focus |  | Recycling art models (link to arts week) |
| N.C. subject content |  | * Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose * Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities |
| Music | Focus | French songs – cross curricular |  |
| N.C. subject content | * Sing in rounds |  |
| PSHE |  | Aspirations | Healthy Relationships |
| French | Rigolo unit | Transport  Reflexive verbs used in daily routine | |
| R.E. | | Key question:  What would Jesus do?  Can we live by the values of Jesus in the twenty-first century? | |
| Cross curricular links | English | History of the Victorian era – balanced argument and explanation text |  |
| Maths | Topic – presenting data using statistical analysis | Use of scientific calculators within science |
| Other |  |  |