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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 DohertyYou wouldn’t want to be a Victorian servant! Fiona MacdonaldThe Chimney Boy’s Story by Wes Magee | Kensuke’s Kingdom |
| English | Fiction focus | Modern Classic Street child dialogue retellingDiary extractSetting description of a workhouse | FantasyKensuke’s Kingdom island setting descriptionNarrative retelling |
| Non-fiction focus | Information Explanation of workhousesBalanced argument of government decisionsPersuasive letter | Information Letter to secondary school |
| Poetry | Rhyme and repetitionTrapped inside the workhouse poetry | Narrative poetryWritten 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
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| 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)
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| 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
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| 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
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| 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
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| Physical education | Content overview | Athletics Yoga | Cricket – onside coachingDaily 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
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| Art and design | Focus | Carrie’s war scene |  |
| N.C. subject content | * Self-selected medium for depicting a setting
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| 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
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| Music | Focus | French songs – cross curricular  |  |
| N.C. subject content | * Sing in rounds
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| PSHE |  | Aspirations | Healthy Relationships |
| French | Rigolo unit | TransportReflexive 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 |  |  |