

**Year group – 6 (Gold Class)**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Intent - Big Question</b>	Around the world – where will Mrs Atkins go?	World War Two – How has World War 2 shaped our World?  Battle of the C’s – Cornwall or California?	Natural disasters – What is the impact of natural disasters?	Mayans (2 days) – What did the Maya Civilisation teach us?	What are we taking with us?	Animals – What do animals do for us and what can we do for them?
<b>Intent - 3C</b>	<p><b>Communicating:</b></p> <ul style="list-style-type: none"> <li>- Listen attentively, talk clearly and confidently about their thoughts, opinions and ideas, listen carefully to others so that they can refine their thinking and express themselves effectively.</li> <li>- Write, present and broadcast a range of ideas in a variety of forms for a range of audiences and purposes; communicate ideas accurately on paper, on screen and</li> </ul>	<p><b>Communicating:</b></p> <ul style="list-style-type: none"> <li>-Read accurately and fluently to comprehend and critically respond to texts of all kinds, on paper on screen, in order to access ideas and information.</li> <li>- Write, present and broadcast a range of ideas in a variety of forms for a range of audiences and purposes; communicate ideas accurately on paper, on screen and</li> </ul>	<p><b>Communicating:</b></p> <ul style="list-style-type: none"> <li>- Analyse, evaluate and criticise a range of language to draw out meaning, purpose and effect.</li> </ul> <p><b>Calculating:</b></p> <ul style="list-style-type: none"> <li>- Use number and measurement for accurate calculation, understanding of scale and make reasonable estimates.</li> <li>- Interpret and interrogate mathematical data in graphs, spreadsheets,</li> </ul>	<p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>- Find and select information from digital and online sources.</li> </ul>	<p><b>Communicating:</b></p> <ul style="list-style-type: none"> <li>- Write, present and broadcast a range of ideas in a variety of forms for a range of audiences and purposes; communicate ideas accurately on paper, on screen and through multimodal texts.</li> </ul> <p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>- Find and select information form digital and online sources.</li> </ul>	<p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>- Find and select information form digital and online sources.</li> </ul> <p><b>Calculating:</b></p> <ul style="list-style-type: none"> <li>- Interpret and interrogate mathematical data in graphs, spreadsheets, and diagrams in order to draw inferences, recognise patterns and trends and assess likelihood.</li> </ul>

	<p>through multimodal texts.</p> <p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>- Find and select information from digital and online sources.</li> <li>- Create, manipulate and process information using technology to capture and organise data, investigate patterns, explore options; combine still and moving images, sounds and texts to create multimedia products.</li> <li>Collaborate, communicate and share information using connectivity to work with and present to people and audiences within and beyond the school.</li> </ul>	<p>through multimodal texts.</p>	<p>and diagrams in order to draw inferences, recognise patterns and trends and assess likelihood.</p>		<ul style="list-style-type: none"> <li>- Create, manipulate and process information using technology to capture and organise data, investigate patterns, explore options; combine still and moving images, sounds and texts to create multimedia products.</li> <li>- Collaborate, communicate and share information using connectivity to work with and present to people and audiences within and beyond the school.</li> </ul>	
<b>Intent - Key Skill</b>	<p><b>Participation</b> Can address or perform for a larger audience and reflect on their own and others' contributions to discussion</p>	<p><b>Standard English</b> Recognises when standard English is needed and uses it when needed. Can nominalise.</p>	<p><b>Standard English</b> Recognises when standard English is needed and uses it when needed. Can nominalise.</p>	<p><b>Standard English</b> Recognises when standard English is needed and uses it when needed. Can nominalise.</p>	<p><b>Standard English</b> Recognises when standard English is needed and uses it when needed. Can nominalise.</p>	<p><b>Standard English</b> Recognises when standard English is needed and uses it when needed. Can nominalise.</p>

	<p><b>Self Expression</b> Is able to engage different people in discussion and sustain longer conversations</p> <p><b>Standard English</b> Recognises when standard English is needed and uses it when needed. Can nominalise.</p> <p><b>Effective Personal Behaviour</b> Is able to collaborate with others, and take in other people's ideas.</p>	<p><b>Wider Social Experience</b> Has visited a place of worship for a second, different religion (Buddhist temple)</p> <p><b>Participation</b> Can address or perform for a larger audience and reflect on their own and others' contributions to discussion</p> <p><b>Effective Personal Behaviour</b> Is able to collaborate with others, and take in other people's ideas.</p> <p><b>Social Literacy</b> Acknowledges other people's needs and opinions and generally adjusts language and behaviour to suit.</p>	<p><b>Emotional Literacy</b> Can control own feelings enough to avoid embarrassment or offence and avoid conflict. Can empathise (PSHE)</p>			<p><b>Managing a budget</b> Has planned, monitored and reviewed a project with a budget. (Mini market)</p> <p><b>Emotional Literacy</b> Can control own feelings enough to avoid embarrassment or offence and avoid conflict. Can empathise (CraftZone)</p>
<p><b>Entry Point</b></p>	<p>Continent investigation</p>	<p>World war 2 – Evacuee day</p> <p>Battle of the C's – making rocky road and having scones</p>	<p>Fake earthquake in the classroom.</p>	<p>Playing Pok-ta-pok</p>	<p>A journey through time – chn to look back through their books and see the</p>	<p>Chessington Zoo</p>

					learning journeys they have been on.	
<b>Exit Point</b>	Presenting a holiday destination to Mrs Atkins, using all of the information they have learnt.	World war 2 – Presenting to Silver class to develop their knowledge of remembrance day  Battle of the C's – 'home or away'	Exploding a volcano / news report	Mayan hot chocolate	Create a booklet for next year's year 6.	Guide dog visit
<b>RE</b>	How is God Three – and One? 6 weeks	What is the 'Buddhist way of life'? 5 weeks  Christmas: What do the Gospels say about the birth of Jesus? 2 weeks	What does the Bible say about friendships and relationships? 5 weeks  Who did Jesus say 'I AM'? 1 week	Who did Jesus say 'I AM'? 4 weeks  Easter: Adam, Eve, Christmas & Easter: What are the connections? 2 weeks	What does the Bible say about moving on?	Craft zone
<b>PSHE</b>	<b>Health and wellbeing:</b> - Healthy lifestyles - Drugs, alcohol and tobacco - Mental health	<b>Relationships:</b> - Managing hurtful behaviour and bullying - Safe relationships	<b>Relationships:</b> - Safe relationships - Respecting self and others	<b>Living in the wider world:</b> - Communities	<b>Living in the wider world:</b> - Economic wellbeing: Aspirations, work and career	<b>Health and wellbeing:</b> - Ourselves, growing and changing - Keeping safe
<b>English</b>  <b>Genre, unit and writing focus (timescale)</b>	<b>Narrative</b> – Fiction Genres	<b>Narrative</b> - Extending narrative	<b>Narrative</b> - Diary	<b>Narrative</b> Mayan folktale – I am learning to write to entertain.	<b>Non – Fiction</b> - Biographies and autobiographies	<b>Narrative</b> - Authors and texts (2 weeks)

	<p>The Explorer – I am learning to write to entertain.</p> <p>(4-5 weeks)</p> <p><b>Non-fiction</b></p> <p>– Formal and impersonal writing</p> <p>Letters to Thailand – I am learning to write to inform.</p> <p>(3 weeks)</p>	<p>Goodnight Mr Tom – I am learning to write to entertain.</p> <p>(3 weeks)</p> <p><b>Non – Fiction</b></p> <p>- Review</p> <p>Goodnight Mr Tom – I am learning to write to discuss.</p> <p>(1 week)</p> <p>- Information text</p> <p>Blitz double page spread – I am learning to write to inform.</p> <p>(2 weeks)</p>	<p>Escape from Pompeii – I am learning to write to entertain</p> <p>(2 weeks)</p> <p><b>Poetry</b></p> <p>- Power of imagery</p> <p>Disaster poetry – I am learning to write to entertain.</p> <p>(2 weeks)</p> <p><b>Non – Fiction</b></p> <p>Information text on natural disasters – I am learning to write to inform.</p> <p>(1 week)</p>	<p>(2 weeks)</p> <p><b>Non – Fiction</b></p> <p>- Journalistic writing</p> <p>Newspaper article – I am learning to write to inform.</p> <p>(3 weeks)</p>	<p>I am learning to write to inform.</p> <p>(2 weeks)</p> <p><b>Poetry</b></p> <p>Highwayman – I am learning to write to entertain and persuade.</p> <p>(3 weeks)</p>	<p><b>Non – Fiction</b></p> <p>- Argument</p> <p>Palm oil – I am learning to write to discuss.</p> <p>(2 weeks)</p> <p>Guide dog information leaflet – I am learning to write to inform.</p> <p>(1 week)</p>
<p><b>English</b></p> <p><b>Grammar and punctuation focus</b></p>	<p>Use expanded noun phrases to convey complicated information concisely.</p>	<p>Dashes, semi colon, colon</p>	<p>Hyphen</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Use passive verbs to affect the presentation of information in a sentence</p>	<p>Revision</p>	<p>Revision</p>	<p>Revision</p>

			Use the perfect form of verbs to mark relationships of time and cause.			
<b>Maths</b>	Number: Place Value  Number: Addition, Subtraction, Multiplication and Division	Number: Fractions  Geometry: Position and Direction	Number: Decimals  Number: Percentages  Number: Algebra	Measuring: Converting units  Measurement: Perimeter, Area and Volume  Number: Ratio	Geometry: Properties of Shape  Problem Solving	Statistics  Investigations
<b>Science</b>	Evolution and inheritance	Animals including humans	Sound and hearing	Light and electricity	Revisit topic – use of skills	Living things and their habitats
<b>Computing</b>	Computers and networks	Multimedia	Programming/coding	Multimedia	Handling data	Programming/coding
<b>History</b>		<ul style="list-style-type: none"> <li>- Uses timelines to place events, periods and cultural movements from around the world.</li> <li>- Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</li> <li>- Names date of any significant event studied from past and place it correctly on a timeline.</li> </ul>		<ul style="list-style-type: none"> <li>- Uses timelines to demonstrate changes and developments in culture, technology, religion and society.</li> <li>- Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</li> <li>- Chooses reliable sources of factual evidence.</li> <li>- Identifies how any of above may have</li> </ul>		

		<ul style="list-style-type: none"><li>- Chooses reliable sources of factual evidence.</li><li>- Identifies how any of above may have changed during a time period.</li><li>- Gives own reasons why changes may have occurred, backed up with evidence.</li><li>- Shows identified changes on a timeline.</li><li>- Describes similarities and differences between some people, events and objects studied.</li><li>- Describes how some changes affect life today.</li><li>- Makes links between some features of past societies.</li><li>- Understands that the past has been represented in different ways.</li><li>- Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</li></ul>		<ul style="list-style-type: none"><li>changed during a time period.</li><li>- Gives own reasons why changes may have occurred, backed up with evidence.</li><li>- Shows identified changes on a timeline.</li><li>- Describes similarities and differences between some people, events and objects studied.</li><li>- Makes links between some features of past societies.</li><li>- Identifies and uses different sources of information and artefacts.</li><li>- Evaluates the usefulness and accurateness of different sources of evidence.</li><li>- Selects the most appropriate source of evidence for particular tasks.</li><li>- Presents information in an organised and clearly structured way.</li><li>- Makes use of different ways of</li></ul>		
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		and charts/labelled diagram). - Makes accurate use of specific dates and terms.				
<b>Geography</b>	<ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</li> <li>- <b>Locate the main countries in Europe and North or South America.</b> Locate and name principal cities.</li> <li>- Locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, physical and human characteristics and major cities.</li> <li>- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods,</li> <li>- Linking with local History, map how land use has changed</li> </ul>	<ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</li> <li>- <b>Locate the main countries in Europe and North or South America.</b> Locate and name principal cities.</li> <li>- Compare a region in UK with a region in N. or <b>S. America</b> with significant differences and similarities.</li> </ul>	<ul style="list-style-type: none"> <li>- Extend to 6 figure grid references with teaching of latitude and longitude in depth.</li> <li>- Describe and understand key aspects of :  Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</li> <li>- Distribution of natural resources focussing on energy.</li> </ul>	<ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</li> </ul>		<ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</li> </ul>

	<p>in local area over time.</p> <ul style="list-style-type: none"> <li>- Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers.</li> <li>- Understand how these features have changed over time</li> </ul>					
<b>Reading/ writing opportunities across the curriculum</b>	<p>The Explorer – guided reading.</p> <p>Writing letters to a school in another part of the world.</p>	<p>Letters from the Lighthouse – guided reading.</p> <p>Evacuee letters.</p> <p>Wartime recipes.</p> <p>Diary entries as women in the war.</p> <p>Information leaflet/presentation for which location is better.</p>	<p>Explanation texts.</p> <p>Escape from Pompeii – guided reading.</p>	<p>Rain player – reading the story to introduce the topic and play game.</p> <p>Writing Mayan recipes.</p>	<p>Presenting information – reviewing layout devices. Reviewing grammar.</p>	<p>I, Cosmo – guided reading</p>
<b>Maths opportunities across the curriculum</b>	<p>Populations</p>	<p>Statistics</p>	<p>Richter scale</p> <p>Statistics</p>	<p>Maya Civilisation number system</p>	<p>Revisiting topics</p>	<p>Statistics</p>
<b>PE</b>	<p><b>Games</b></p> <p>Outdoor adventures</p>	<p><b>Gymnastics – movement</b></p> <p>Dance</p>	<p><b>Gymnastics – balance</b></p> <p>Dance / swimming</p>	<p><b>Games</b></p> <p>Games – striking and fielding</p>	<p><b>Fitness</b></p> <p>Athletics</p>	<p><b>Games</b></p> <p>Games - invasion</p>

<b>Units in red to be taught by sports coach</b>						
<b>Music</b>	Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music and Me	Reflect, Rewind and Replay
<b>Art/DT</b>	<b>DT:</b> Cooking and nutrition – global food	<b>DT:</b> Structures - shelters	<b>ART:</b> <b>Drawing</b> <b>Painting</b> Cubism <b>Focus Artist</b> Pablo Picasso George Braque	<b>DT:</b> Electrical systems - fairgrounds	<b>ART:</b> <b>Textiles</b> Batik <b>Focus Artist</b> African Art Thetis Blacker	<b>ART:</b> <b>Drawing</b> <b>Painting</b> Landscapes <b>Focus Artist</b> Oscar Claude Monet John Constable David Hockney