YEAR 6 THEME	Lest we Forget – World War I	Lest we Forget – World War II	Human Body	The Greeks	All Change! (Evolution)	Extra Ordinary Explorers
YEAR 6 T4W linked LINKED TEXTS	Private Peaceful	Letters to the Lighthouse	Pig Heart Boy	Mark of the Cyclops (Who Let the Gods Out – extra novel)	Scientists who made history Charles Darwin, Charles Darwin voyage of Discovery Darwin's Dragons	
YEAR 6 Extended Curriculum Reading List: authors	Katie O'Hearn		Malorie Blackmore		Ross Welford	
	Throughout the year guided group reading: Onjali Q Rauf The Boy at the back of the Class The Star Outside my Window The Nightbus Hero The Day we met the Queen The Great Food Bank Heist The Lion Above the door					
Unit theme	Light	Electricity	Animals incl. humans	Electricity	Evolution & Inheritance	Living things & their habitats
Significant people SCIENCE	Hippolyte Marie-Davy (periscope)	Michael Faraday	William Harvey	Michael Faraday	Charles Darwin & Mary Anning Charles Darwin & Mary Anning	Carl Linnaeus
NATIONAL CURRICULUM SCIENCE	• Recognise that light appears to travel in straight lines *Build on light in year 3 exploring the way that light behaves including light sources, reflection and shadows. They*	• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit WS – systematically identifying the effect of changing one component at a time in a circuit.	• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood *Build on learning from years 3 and 4 about*	WS - Design and make a traffic light, a burglar alarm or some other useful circuit. *They should use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how*	Evolution and Inheritance • Recognise that living things have changed over time and that fossils provide information about living things that	• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-

	should talk about what happens and make predictions. • 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 WS – designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. *They should use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have changed over time.* • Use the idea that light travels in	Plan scientific enquiries to answer questions, including recognising and controlling variables where necessary. *Explore ideas and raise different types of questions, select and plan the most appropriate type of scientific enquiry to answer scientific questions. They should make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them.* *Building on work in year 4, pupils should construct simple series curcuits to help them to answer questions about what happens when they try different components (switches, bulbs, buzzers and motors).* • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • Use recognised symbols when	*the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.* • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function *How to keep their bodies healthy and how they might be damaged – including how some drugs and other substances can be harmful for the human body.* • Describe the ways in which nutrients and water are transported within animals, including humans	*scientific ideas have changed over time.* WS - Report and present findings from enquiries including conclusions, causal relationships and explanations of results in oral and written forms – such as displays and other presentations. *They should decide how to record data from a choice of familiar approaches, look for different causal relationships in their data and identify evidence that refutes or supports their ideas. They should use their results to identify when further tests and observations might be needed. recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact.*	inhabited the Earth millions of years ago *Build on knowledge of fossils from year 3 – learn how living things have changed over time.* *Find out about the work of palaeontologists such as Mary Anning.* • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents *Characteristics are passed from parent to offspring – consider different breeds of dog and what happens when they are crossed.* *Variation in offspring over time can make them more or less able to survive in particular environments (giraffes necks got longer or the development of insulating fur on the artic fox).* *Pupils do not need to know how genes and chromosomes work.* • Identify how animals and plants are	organisms, plants and animals *Build on their learning about grouping living things in Year 4by looking at the classification system in more detail.* *Be introduced to the idea that broad groupings (micro-organisms, plants and animals) can be subdivided.* *Through direct observations (where possible), they should classify animals into commonly found invertebrates e.g. insects, crustaceans, molluscs, echinoderm, annelid, myrapod, arachnid and vertebrates e.g. reptiles, fish, amphibians, birds and mammals,)* • Give reasons for classifying plants and animals based on specific characteristics WS - *They should use and develop keys and other information records to identify, classify and describe*

	straight lines to explain why shadows have the same shape as the objects that cast them WS – Investigate the relationship between light sources, objects and shadows by using shadow puppets. Taking measurements with increasing accuracy and precision. Record data and results of increasing complexity using tables and graphs. *Choose the most appropriate equipment to make measurements and explain how to use it accurately.* WS – experience a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters. (They do not need to explain why these occur)	representing a simple circuit in a diagram *Learn how to represent a simple circuit in a diagram using recognised symbols.* *Only series circuits and not parallel circuits.*			adapted to suit their environment in different ways and that adaptation may lead to evolution *Find out about how Charles Darwin developed his theory of evolution.*	*living things and identify patterns that might be found in the natural environment.* *They should discuss reasons why living things are placed in one group and not another.* *Use questions to create classification keys based on reasons for classifications.*
Curriculum linked texts:						

Significant people HISTORY	Edith Cavell	Franz Ferdinand Hitler Winston Churchill Anne Frank		Socrates		
Black History	Martin Luther King					
NATIONAL CURRICULUM FOCUS HISTORY	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.			Ancient Greece – a study of Greek life and achievements and their influence on the western world		
Curriculum linked texts:	Stories of the First World War My Best Friend the Evacuee Poppy Field – Michael Morpurgo	Poems of the Second World War Story of the Second World War for Children		Greek Myths The Ancient Greeks Avoid Entering the Ancient Greek Olympics Ancient Greece Daily Life in Ancient Greece		
SIGNIFICANT PEOPLE GEOGRAPHY					Charles Darwin (tortoises) To look at someone else TBD	William Roy (ordinance survey maps)
NATIONAL CURRICULUM FOCUS GEOGRAPHY OUTCOMES	Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities				Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	Describe and understand key aspects of physical geography: Biomes and vegetation belts Describe and understand key aspects of human geography:

					East of England vs Galapagos Islands vs Russia Evolution	Trade and distribution of natural resources including energy, food, minerals and water Use digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Curriculum linked texts:						
SIGNIFICANT PEOPLE DT		Architect: Zaha Hadid		Chef: Monica Galetti		Mechanic: Alan Emtage

NATIONAL CURRICULUM FOCUS DT		**Area:** Structures **Skill:** Use bracing, diagonal struts, central core and tubing to create complex structures.		**Area:** Nutrition **Skill:** Plan a series of healthy meals, using information on food labels to inform choices.		**Area:** Mechanisms **Skill:** Use computing to program, monitor and control a product.
SIGNIFICANT PEOPLE ART	Artist: Vincent Van Gogh		Artist: William Morris		Artist: Leonardo Da Vinci	
NATIONAL CURRICULUM FOCUS ART	**Area:** Effect **Skill:** Use techniques such as dry brush strokes, sponging, splatters and etching to imitate things seen.		**Area:** Printing **Skill:** Create intricate printing patterns by simplifying and modifying sketchbook designs.		**Area:** Drawing **Skill:** Use simple perspective using a single focal point and horizon.	
Significant People MUSIC	**Throughout the year:** Antonio Vivaldi					
NATIONAL CURRICULUM FOCUS MUSIC	**Happy (Charanga Unit 1)** Style: Pop/ Neo soul	**Classroom Jazz (Charanga Unit 2)** Style: Bacharach and Blues	**A New Year Carol (Charanga Unit 3)** Style: Classical or Urban Gospel	**You've got a friend (Charanga Unit 4)** Style: 70s Ballad/Pop	**Music And Me (Charanga Unit 5)** Style: Create your own music inspired by your identity and women in the music industry	**Reflect, Rewind and Replay (Charanga Unit 6)** Style: Classical
SIGNIFICANT PEOPLE PE	Portia Woodman / Nadia Comaneci	Ciara Wong / Nadia Comaneci	Helen Housby	Emma Raducanu	Jesse Owens / Jennifer Bricker	Sir Donald Bradman / Chloe Barrett

NATIONAL CURRICULUM PE	DF- Football	Class teacher- Gymnastics	DF- Dodgeball	Class teacher- Gymnastics	DF- Netball	Class teacher- Dance	DF- Tennis	Class teacher- Dance	DF- Athletics	Class teacher- Gymnastics	DF- Cricket	Class teacher- rounders
SIGNIFICANT PEOPLE PSHE					Marcus Rashford							
NATIONAL CURRICULUM PSHE	How can we keep healthy as we grow?				How can the media influence people?				What will change as we become more independent? How do friendships change as we grow?			
Significant People COMPUTING	Alan Turing - Enigma code				*Elizabeth Smith Friedman - Bletchley Park*				Linus Torvalds-Linux			
NATIONAL CURRICULUM COMPUTING	Include CEOP lessons Coding 6.1 *-use functions and tabs to improve the quality of code* *- code user interactivity*		Apply coding 6.1		E safety 6.2 Include CEOP lessons		Spreadsheets with google sheets 6.9		Networks 6.6		Blogging 6.4	
NATIONAL CURRICULUM RE	Sikhism 20 October (Thursday) CONFERRING OF GURUSHIP ON THE GURU GRANTH SAHIB Sikh		Christianity (Christmas) Harvest		Judaism Passover		Judaism Christianity (Easter) Lent		Buddhism Vesak, Buddha Day		Humanism 21 June (Monday) WORLD HUMANIST DAY National	

SIGNIFICANT PERSON FRENCH	Throughout the year: Claude Monet (Artist)					
NATIONAL CURRICULUM FRENCH	Notre ecole (Our school) ● Locations in school ● School routine ● Describing people ● Telling the time	Notre monde (The world around them) ● Names of countries/ continents ● Asking where something is	Le passe et le present (Then and Now) ● Shops and places in town ● Where things are located. ● Present and past tense ● Clothes	Ici et la (Out and about) ● Numbers 70-100 ● Theme parks ● Expressing opinions, cinema and sport	Monter un café (Setting up a café) ● Food and drink ● Phrases/questions needed in a café	Quoi de neuf (What's in the news?) ● Language about the news ● Express opinions about the media