

YEAR 6	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Trips</b>			Amersham artefact box ( in school) Imperial War Museum, London	Residential	Theatre	
<b>English Guided Reading</b>	Grimm Tales		Focused comprehension  On the Move: Poems about Migration by Michael Rosen		Macbeth by William Shakespeare	
<b>Lead Novel Study</b>	Pig Heart Boy by Malorie Blackman		Private Peaceful By Michael Morpurgo		The Unforgotten Coat by Frank Cottrell Boyce	
<b>Writing Purpose: to entertain</b>	<b>Extended narrative with dialogues</b>	Figurative writing Short narratives Dialogues Rhythm poems	chapters from alternatives perspectives Character description	story openings Story endings Historical poems	Modern retellings Monologues	Narrative from a particular point of view Modern verse poems Slam poems
<b>Writing Purpose: to inform</b>	Reports Blogs Explanations Reports	Explanations  Responses <b>Letters- formal</b> Book review	Journalistic writing Guides Interviews Non chronological reports <b>Biographies</b> <b>Letters- informal</b>	Diaries Emotive letters Recounts Book review Biographies	Descriptions, Letters Diaries Character comparisons	News report Interview scripts Autobiographies
<b>Writing Purpose: to discuss</b>	Balanced arguments, reports	Debates- oracy <b>Balanced arguments</b>	Character analysis	Reflections	Balanced arguments	Debates
<b>Writing Purpose: to persuade</b>		Leaflets Debates- oracy	Advert	Speeches	Letters	Persuasive speeches
<b>SPaG</b>	Revision of Y5 grammar  Word classes- BASIC  <b>All clauses and phrases:</b> Noun Phrase Prepositional Phrase Adjectival Phrase Adverbial Phrase Main Clause (Independent Clause) Subordinate Clause (Dependent Clause) Relative Clause Adverbial Clause Embedded Clauses  <b>Punctuation:</b> Inverted commas- direct speech Punctuation inside direct speech Parentheses ( brackets/ dashes, commas) Colons, semicolons Commas- list, clauses, after fronted adverbials	<b>Punctuation ( continued ) :</b>  Question marks Exclamation marks, Hyphens Apostrophes ( possession/ contraction link with spellings) Quotation marks Ellipsis.  Conjunctions- Coordinating and subordinating	<b>Sentence Structure &amp; Types</b> Main clauses Subordinate clauses Relative clauses Adverbial clauses Fronted adverbials Simple sentences Compound sentences Complex sentences Embedded clauses Direct speech Indirect (reported) speech Active voice Passive voice	<b>Verb Tenses and Forms</b> Present tense Past tense Present perfect tense Past perfect tense Present progressive (continuous) Past progressive (continuous) Subjunctive Form Modal verbs Subject-verb agreement	Revision of all  <b>Grammar &amp; Vocabulary</b> Nouns (common, proper, abstract, collective) Pronouns (personal, possessive, relative) Determiners Verbs (main, auxiliary, modal) Adjectives Adverbs Prepositions Conjunctions (coordinating and subordinating) Relative pronouns (who, which, that, etc.) Subject and object Standard and non-standard English Synonyms and antonyms	Content to reflect gaps in knowledge
<b>Spelling</b>	Ambitious Synonyms: Adjectives Homophones and near homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy Adjectives ending in -ant into nouns ending in -ance/ -ancy Adjectives ending in -ent into nouns ending in -ence/ -ency Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel Hyphens: To join compound adjectives to avoid ambiguity	Words ending in -able Words ending in -ably Word families based on common words, showing how words are related in form and meaning Word families based on common words, showing how words are related in form and meaning Creating diminutives using prefixes micro- or mini-	Adding suffixes beginning with vowel letters to words ending in -fer Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) Word families based on common words, showing how words are related in form and meaning Statutory spelling challenge words	Words with endings which sound like /shuhl/ after a vowel letter, commonly spelt -cial Words with endings which sound like /shuhl/ after a consonant letter, commonly spelt -tial Words with a 'soft c' spelt /ce/ spelt /ce/ Word families based on common words, showing how words are related in form and meaning Statutory spelling challenge words	Word families based on common words, showing how words are related in form and meaning Words that can be nouns and verbs Words that can be nouns and verbs Words with a long /o/ sound spelt 'ou' or 'ow' Words ending in -ible Words ending in -ibly	Synonyms and antonyms
<b>Focus poet</b>	Benjamin Zephaniah ( dub poetry)		Wilfred Owen Siegfried Sassoon ( classic)		Valerie Bloom ( free verse)	
<b>Maths</b>	Place Value Four operations Fractions	Measures: imperial and metric Ratio and proportion Algebra	Decimals Percentages Measures: perimeter, area and volume	Statistics Geometry: properties of shape Geometry: position and direction Problem solving	Revision	Consolidation, investigations and preparation for KS3
<b>Science</b>	Animals including Humans CIRCULATION AND HEALTH	Electricity CIRCUITS, BATTERIES AND SWITCHES	Light LIGHT AND REFLECTION	Living things and their habitat  CLASSIFYING BIG AND SMALL	Evolution and Inheritance	Second Look Science
<b>Geography</b>		Where does electricity come from?	Can I carry out an independent fieldwork enquiry? (on residential?)		Why does population change?	
<b>History</b>	What was the Sikh Empire?	-	What was the impact of WW1 on the people of Britain?			What can the census tell us about local areas? <a href="https://amershammuseum.org/events/schools-education-groups/">https://amershammuseum.org/events/schools-education-groups/</a>
<b>Art</b>	Portraits	Portraits continued	War Art project	War Art project	Macbeth Witches artwork	Year 6 Production Scenery
<b>Music</b>	GetSet4Music Celebrations	GetSet4Music Electricity	GetSet4Music Garageband	GetSet4Music WW2	GetSet4Music Reggae	Summer Production
<b>RE</b>	Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam Add Humanism if appropriate	Theme: Christmas Concept: Incarnation Key Question: How significant is it that Mary was Jesus' mother?	Theme: Beliefs and Meaning Concept: Salvation Key Question: Is anything ever eternal? Religion: Christianity Add Humanism if appropriate	Theme: Easter Concept: Gospel Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity	Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam NB: This enquiry is taught in 2 sections over the term	
<b>DT</b>	Bird House Builders		Burgers		Plan, design and make a story book for Year 1 showcasing paper engineering/ mechanisms	
<b>PE</b>	Gymnastics Hockey	Dance – dhanidiya Basketball	Yoga Fitness	Dodgeball Rounders	Volleyball Outdoor adventurous activities	Athletics  Tennis
<b>PSHCE</b>	Being me in my world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing me
<b>Computing</b>	Online safety: Learning how to navigate the internet in an informed, safe and respectful way  Programming: Intro to Python	Online safety: Learning how to navigate the internet in an informed, safe and respectful way  Computing systems and networks: AI	Online safety: Learning how to navigate the internet in an informed, safe and respectful way  Computing systems and networks: Bletchley Park Code breaking and password hacking	Online safety: Learning how to navigate the internet in an informed, safe and respectful way  Data handling 1: Big Data 1 Barcodes, QR codes and RFID	Online safety: Learning how to navigate the internet in an informed, safe and respectful way  Data handling 1: Big Data 2 Mobile data and wifi	Skills showcase: Inventing a product Designing a product, pupils: evaluate, adapt and debug code to make it suitable and efficient for their needs; use a software program to design their products; create their own websites and video adverts to promote their inventions.
<b>Spanish</b>	Exploring a Spanish Town identify prepositions; • write a short sentence saying what using prepositions; • recognise adjectives to describe and use them in a sentence; • say and write some conjugations and use them in a sentence; • describe the place where they live	At the Shops • say and write some conjugations of the verb 'to buy' and use them in a sentence; • describe clothes using a variety of adjectives; • pronounce familiar words accurately; • write and say the cost of a shopping list; • answer key questions in the context of shopping.	Discovering Spain Most children will be able to: • describe position up to 8 compass points; • can choose the correct form of an adjective describing countries; • create sentences independently, using a model sentence; • use known language to work out the meaning of a Spanish poem;	At What time? • Recognise the correct time (o'clock, half past, quarter past, quarter to and five minute intervals); • say the time (five minute intervals); • distinguish between the Spanish phrases for a.m. and p.m.; • describe what there is in an airport; • read an information chart.	Our Wonderful World • use 'hay/no hay' to say what challenges there are in their local area; • say what environmental actions they would like to take; • use a range of linking words to make longer sentences; • use the near future in the 3rd person singular and plural; • explain what environmental actions they think some groups of people are going to take; • ask and answer questions about environmental actions and challenges in their local area; • write and deliver a short presentation with a clear introduction and conclusion.	To the Next adventure • attempt to pronounce unfamiliar words and phrases; • understand the gist of a Spanish poem by finding familiar words; • use a range of strategies to learn new words; • correctly identify different word types; • understand some detail in written and spoken Spanish; • use some high-frequency verbs to describe everyday events and activities; • write a few short sentences about themselves and about others in Spanish; • recognise the difference between verbs in the past, present and future.