

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Fiction: Narrative- Descriptive writing WW1 photos (2w) War Horse- Persuasive write Recount- letters Character description Short atmospheric Narrative Chapter summary Class Novel – War Horse Comprehension- war Horse	Text – Wonder Writing to entertain • Diary entry about Auggie’s first few days at school • Letter recounting events Class novel- Wonder Comprehension- Wonder	Descriptive writing- setting description Narrative- Distinct atmosphere- suspense chapter Class Novel- Skellig Comprehension- Skellig	Text – Goodnight Mr Tom Writing to inform • Write a newspaper report about VE Day celebrations Writing to entertain • Write a story of a child being evacuated to the countryside Writing to inform Write a non-chronological report about Class Novel – Goodnight Mr Tom Comprehension- Goodnight Mr Tom	Text – Floodland Writing to entertain • An escape story Writing to persuade • A non-chronological report about Global Warming Writing to discuss • Write a balanced argument around global warming	Text – Windrush Child Writing to entertain • Write an adventure story Non-fiction text Writing to Inform • Write a biography of Benjamin Zephaniah POET STUDY Benjamin Zephaniah
Grammar and Punctuation	Year 6 coverage in preparation for SATS					
Spelling	Spelling Shed – Stage 6					
Handwriting	PenPals Year 6					
Numeracy	See White Rose LTP (adapted to ensure coverage before SATS)					

Science	Animals including Humans - Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. - Describe the ways in which nutrients and water are transported within animals, including humans.	Living Things and their Habitats - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. - Give reasons for classifying plants and animals based on specific characteristics.	Electricity - Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. - 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 representing a simple circuit in a diagram.	Evolution - Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. - Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Light - 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.	Science based project / Scientist study Carl Linneus – Classification Libby Hyman – Classification Invertebrates Leonardo Da Vinci – Anatomy Dr. Katherine Dibb – Expert in cardiovascular sciences Sir Richard Doll – Linking smoking and health problems Alessandro Volta – Electrical Battery Edith Clarke – Electrical engineer Hippocrates – The Father of Medicine Charles Darwin – Evolution Rosalind Franklin – DNA Thomas Edison – Invented electric light bulb Percy Shaw – The Cats Eye
Art	Drawing Skills: Drawing (pencil, pen & oil pastels) - Line, shape, colour, space Artist Link: Norman Cornish and Tom McGuinness Curriculum Link: Coal Mining :		Sculpture Skills: sculpture, installation, site specific Recyclable materials Artist: Duchamp sculptures Cubism, Dada Curriculum Link to Climate Change and Biomes Geography KAPOW UNIT	Painting Skills: colour, texture, line Print Making Acrylic Artist Study: Pop Art and Andy Warhol		

DT	Cooking and Nutrition Come Dine with Me <i>Working in groups, children research and prepare a three-course meal taught as a rotational activity over three lessons. They will taste-test and score their food and when they aren't cooking, they will research the journey of their main ingredient from 'farm to fork' or write a favourite recipe to include in a class cookbook.</i>		Textiles: Waistcoats Drawing inspiration from famous waistcoat wearers, children design a waistcoat based on a theme of their choice		Structure: Playgrounds Identify various pieces of playground equipment, pupils explore the structures they comprise before designing five pieces of playground apparatus using three different structures	
PE	Invasion Games: Grid Rugby Tag Rugby (Durham)	Gymnastics: Assessing Level 4/5 Unit 6 Tasks 1 and 2 (Durham)	Dance: Making the Grade (QCA)	Net/Wall Games: What a Racket! Badminton (Durham)	Striking/Fielding Runners (Cricket) (Durham)	Athletics: Distance Challenge (Durham)
Computing	Communication and Collaboration	Web Page Creation	Variables in Games	Introduction to spreadsheets	3D Modelling	Sensing Movement
Online Safety	To know what to do if my password is stolen	To describe how things shared privately online can have unintended consequences for others eg screen grabs	To describe how to capture bullying content as evidence eg screen grab, URL, profile to share with others who can help me	To explain the ways in which anyone can develop a positive online reputation	To define the terms "influence" "manipulation" "persuasion" and explain how someone might encounter these online	To identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups and explain why it is important to challenge and reject inappropriate representations online
PSHE	Families and Relationships - Setting rules and signposting - Respect - Respectful relationships - Stereotypes – Attitudes - Challenging stereotypes - Resolving conflict - Change and loss	Health and Wellbeing - What can I be? - Relaxation – Mindfulness - Taking responsibility for my health - The impact of technology on health - Resilience toolbox - Immunisation - Good and bad habits - Physical health concerns	Citizenship - Human rights - Food choices and the environment - Caring for others - Prejudice and discrimination - Valuing diversity - National democracy	Economic wellbeing - Attitudes to money - Keeping money safe - Gambling - What jobs are available? - Career routes	Safety and the Changing Body - Alcohol - Critical digital consumers - Social media - Physical and emotional changes of puberty - Conception (parents can withdraw their child from part of this lesson) - Pregnancy and birth (parents have the right to withdraw their child from this lesson) - First aid – Choking - First aid – Basic life support	
Spanish	En el colegio In school (LA) La Vispera (Halloween) El dia de todos los santos (LA- Intermediate)	Como sanos Healthy lifestyles Christmas- Navidad (LA- Intermediate) El fin de semana The weekend (LA- Intermediate) El dia de los Reyes Carnaval (Festival Time)	El fin de semana The weekend (LA- Intermediate) El dia de los Reyes Carnaval (Festival Time) La segunda guerra mundial WW2 (LA- progressive) Las Cruces de Mayo (May Crosses) La Feria del Caballo	Semana Santa	La segunda guerra mundial WW2 (LA- progressive) Las Cruces de Mayo (May Crosses) La Feria del Caballo	Yo en el mundo Mein the world (LA- progressive) Las Fiestas de san Fermin

Music (Charanga)	Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music and Me	Reflect, Rewind and Replay End of Year Show/Assembly
History	Why is coal mining important in County Durham? 1.To begin to develop a chronologically secure knowledge & understanding of British, local & world history 2. To extract information from sources 3. To extract and interpret information from sources 4.To develop an understanding of similarities and differences over time. 5. To find out about the everyday lives of people in time studied compared with our life today; 6. To use sources to draw conclusions		In Britain, was it only London that was affected by WWII? 1. When was World War II? 2. Who did WWII affect globally? 3. How did WWII change Britain? 4. How was London affected by WWII? 5. How was the local area affected by WWII? 6. Assessment: In Britain, was it only London that was affected by WWII?		How and why have people come to Britain overtime? 1. How and why did prehistoric people come to Britain? 2. Why have people invaded Britain? (The Romans, Anglo-Saxons and Vikings). 3. Why have people migrated within Britain? 4/5. What challenges have people faced coming to Britain? 6. Assessment: How and why have people come to Britain overtime?	
Geography	Trade links of the UK and World Trade 1.To understand and describe some of the U.Ks trade links 2.To show and explain the UK's trade links with other Countries using maps 3.To explain and compare trade links with the U.K and another country 4.To understand and be able to explain the importance of fair trade 5.To understand and explain the global supply chain 6.To understand and explain how trade has changed over time		Biomes 1. To describe and understand biomes 2. To describe and understand climate zones and biomes 3.Explore and understand the features of a biome 4. To explore and understand the features of a biome 5. To explore and understand the features of a temperate forest biome 6. Understand the delicate interdependent nature of ecosystems and consider global environmental problems and solutions.		Climate Change 1.To understand what the greenhouse effect and climate change are 2. To understand some of the causes of climate change 3.To identify some of the impacts of climate change. 4. To identify ways in which children's rights are being affected by climate change. 5.To understand how climate changes is affecting different countries 6. To explain the ways that people are taking action against climate change	
	By the end of Year 6, children should know: - The location and principal features of the UK and their local region when seen at a range of scales, from the global to the immediately local. - Ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK and their local region. - Ways in which the location and physical geography of the UK and their local region impact on (and are impacted by) human activity in the region. - Ways in which the location and distinctive features of the UK and their local region compare and contrast with those of other places studied.		By the end of Year 6, children should be able to: - Interpret a range of maps of the UK and the local region and apply this information to their understanding of it. - Use maps and supporting information to route-plan a tourist trip around the capital cities of the UK. - Use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region, how it meets people's needs, and how it might change. - Use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region. - Use appropriate vocabulary when describing key information about the UK and the local region to external audiences.			
RE	Autumn 1: What can we learn about religious diversity in our area?		Spring 1: How and why do people care about the environment?		So, what do we now know about Christianity? (Explore through 4 concepts: Belief, Expression of belief, Authority, Impact of Belief).	

	Autumn 2: What can we find out about a local Muslim community? Christmas: What do the gospels tell us about the birth of Jesus?	Spring 2/Easter: Why are Good Friday and Easter Sunday the most important days for Christians?	
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Careers will run throughout every topic

Autumn: cardiologist

Spring: newspaper reporter

Summer: conservationist