

|                                       | Autumn 1   | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
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| <b>English</b>                        | Biography/auto biography<br>Diary<br>Andrew Grant<br>GANGS (PHSE)                                      | Narrative with dialogue<br>Non-chronological reports<br>Poetry  | Diary<br>Letters  | Persuasive speech<br>Narrative (suspense)   | Explanation<br>(Hybrid texts)<br>Grammar Revision   | Non-chronological reports<br>Letters                                     |
| <b>Science</b><br><br><b>(Driver)</b> | <b>Human Body</b><br>(Heart and circulatory system)<br>What would a journey through your body be like? | <b>Electricity</b><br>Circuits<br><br>Could you be the next Nintendo apprentice?  | <b>Light</b><br><br>How can you light up your life?   | <b>Classification</b><br><br>Who do you think you are?  | <b>Living Things</b><br>Microorganisms (PHSE)<br><br>What is living on your body?   | <b>Evolution and Inheritance</b><br><br>Have we always looked like this? |
| <b>History</b>                        | <b>Local History</b><br>Victorians<br>How did the Victorians period shape childhood today?             | <b>Enrichment/Embedded skills</b><br>Trip to Croxteth Hall (COVID alternative- Victorian Christmas in school) Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings<br>Compare beliefs and behaviour with another time studied<br>Use a range of sources to find out about an aspect of time past | <b>An aspect or theme of British history beyond 1066</b><br>Slavery<br>Why should the world be ashamed of slavery?<br>PSHE – Rights<br><b>Trip to Liverpool Slavery Museum</b> <ul style="list-style-type: none"> <li>Recognise primary and secondary sources</li> <li>Use a range of sources to find out about an aspect of time past</li> <li>Suggest omissions and the means of finding out</li> <li>Bring knowledge gathered from several sources together in a fluent account Link sources and work out how conclusions were arrived at</li> <li>Consider ways of checking the accuracy of interpretations- fact or fiction and opinion</li> <li>Be aware that different evidence will lead to different conclusions</li> <li>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> </ul> | <b>Enrichment/Embedded skills</b><br><br>Science: Compare beliefs and behaviour with another time studied<br>Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation<br>Select and organise information to produce structured work making appropriate use of dates and terms | <b>Enrichment/Embedded skills</b><br>Science: Write/present an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation (Darwin) . Select and organise information to produce structured work making appropriate use of dates and terms<br><br>RE (Lourdes and Berndette) Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings<br>Compare beliefs and behaviour with another time studied<br>Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation |  |

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| <b>Geography</b> | <u><b>Embedded skills</b></u><br>The child can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.<br><br>The child can understand how a <b>region</b> has changed.<br>The child can explain how the types of industry in the area have changed over time.<br><br>Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages | <u><b>Locational Knowledge and Human Geography</b></u><br><br>What are the impacts of climate change?  | Continue to use atlas symbols and locate countries and continents on maps<br>The child can locate places studied in relation to the Equator<br>climate, seasons and vegetation.<br>The child can locate cities, countries and regions of Europe and North and South America, Africa on physical and political maps.<br>The child can describe key physical and human characteristics and environmental <b>regions</b> of Europe and North and South America and Africa<br>The child can understand how climate and vegetation are connected in <b>biomes</b> , e.g. the tropical rainforest and the desert.<br>The child can describe what the climate of a region is like and how plants and animals are adapted to it.<br>The child can understand how food production is influenced by climate.<br>The child can understand that products we use are imported as well as locally produced | <u><b>Geography Skills and Fieldwork</b></u><br><br>I'm a Y6 pupil, can you get me out of here?   | <u><b>Enrichment/Embedded skills</b></u><br><br>Year 6 Trip/OAA Week<br>Gather information Sketching<br>Evaluate their sketch against set criteria and improve it<br>Make a judgement about the best angle or viewpoint when taking an image or completing a sketch<br>Using maps<br>Follow a short route on a OS map<br>Describe the features shown on an OS map<br>Making maps<br>Draw plans of increasing complexity |                        |
| <b>Art</b>       | <b>Mood Portraits</b><br>(PHSE feelings)   | <u><b>Enrichment/embedded skills</b></u><br>Produce increasingly detailed preparatory sketches for designs<br>Consider the use of colour for particular purposes.<br><br>Use a printing process to make a greeting card. | <b>Benin</b><br>African Art  | <u><b>Enrichment/embedded skills</b></u><br><br>Develops experience in embellishing, pooling together experiences in texture to complete a piece- (Faberge Egg) | <u><b>Enrichment/embedded skills</b></u><br><br>Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to make 3D forms (Micro-organism models)<br><br>Collect information, sketches and resources and present ideas imaginatively in a sketchbook (Photography for Macro Art)  | <b>Macro Art</b>       |
| <b>D.T.</b>      | <u><b>Enrichment/embedded skills</b></u><br><br>Discuss some key inventors/designers/engineers(Victorian Link Brunel,  | <b>Board Games</b>   |  | <b>Baking Bread</b>   | <b>Picture Frames</b>   |                        |
| <b>Computing</b> | <b> Blogging</b>   | <b>Quizzing</b>  | <b>Coding</b><br><b>On-line safety</b><br><b>(PHSE</b>   | <b>Spreadsheets</b>   | <b>Networks</b>   | <b>Text adventures</b> |

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|              |   |   | <b>online)</b>                         |   |   |                              |
| <b>Music</b> | <u>Enrichment/embedded skills</u><br><br>To think about the message of songs<br>To sing in unison.<br>To sing with awareness of being in tune.<br>To listen to and follow musical instructions from a leader. | Christmas Production (performances)<br>Fresh Prince | Hip Hop Course                         | <u>Enrichment/embedded skills</u><br><br>To think about the message of songs.<br>Talk about music and how it makes you feel using musical language to describe it.<br>To sing in unison.<br>To sing with awareness of being in tune.<br>To listen to and follow musical instructions from a leader.<br>To evaluate a musical performance. (Easter Performance song) | Motown – Dancing in the street                    | Y6 Production (performances) |
| <b>P.E.</b>  | Fitness (PHSE)<br>Netball   | Basketball<br>Dance                                 | Volleyball<br>Y5/6<br>OAA              | Yoga<br>Hockey  | Cricket<br>Athletics                              | Swimming<br>Gymnastics       |
| <b>R.E.</b>  | Loving<br>Judaism<br>Vocation and Commitment<br>Expectations  |   | Sources<br>Unity<br>Death and New Life |   | Witness<br>Healing<br>Common Good<br>Other Faiths |                              |