

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Biography/auto biography Diary Andrew Grant GANGS (PHSE)	Narrative with dialogue Non-chronological reports Poetry	Diary Letters	Persuasive speech Narrative (suspense)	Explanation (Hybrid texts) Grammar Revision	Non-chronological reports Letters
Science (Driver)	PHSE <u>Human Body</u> How do our choices affect how our bodies work? Why does my heart beat?	<u>Electricity</u> Circuits Can we vary the effects of electricity?	<u>Light</u> Why does my shadow change length over the course of the day?	<u>Classification</u> In what groups can we classify living things?	<u>Living Things</u> Microorganisms (PHSE) In what ways can we sort living things?	<u>Evolution and Inheritance</u> What is evolution, how does it happen and how do scientists know?
History	<u>Local History</u> Victorians How did the Victorians period shape childhood today?	<u>Enrichment/Embedded skills</u> 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 Compare beliefs and behaviour with another time studied Use a range of sources to find out about an aspect of time past	An aspect or theme of <u>British history beyond 1066</u> Slavery Why should the world be ashamed of slavery? PSHE – Rights Trip to Liverpool Slavery Museum <ul style="list-style-type: none"> Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations- fact or fiction and opinion Be aware that different evidence will lead to different conclusions Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings 		<u>Enrichment/Embedded skills</u> Science: Compare beliefs and behaviour with another time studied Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Select and organise information to produce structured work making appropriate use of dates and terms	<u>Enrichment/Embedded skills</u> 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 RE (Lourdes and Berndette) Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation

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

	Discuss some key inventors/designers/engineers(Victorian Link Brunel,	Board Games				
Computing	Blogging	Quizzing	Coding On-line safety (PHSE online)	Spreadsheets	Networks	Text adventures
Music	<u>Enrichment/embedded skills</u> To think about the message of songs To sing in unison. To sing with awareness of being in tune. To listen to and follow musical instructions from a leader.	Christmas Production (performances) Fresh Prince	Hip Hop Course	<u>Enrichment/embedded skills</u> To think about the message of songs. Talk about music and how it makes you feel using musical language to describe it. To sing in unison. To sing with awareness of being in tune. To listen to and follow musical instructions from a leader. To evaluate a musical performance. (Easter Performance song)	Motown – Dancing in the street	Y6 Production (performances)
P.E.	Fitness (PHSE) Netball	Basketball Dance	Volleyball Y5/6 OAA	Yoga Hockey	Cricket Athletics	Swimming Gymnastics
R.E.	Loving Judaism Vocation and Commitment Expectations		Sources Unity Death and New Life		Witness Healing Common Good Other Faiths	