

<b>Year Six 2018-19</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Science	Circulatory system Healthy living, exercise and drugs	Classification of Living Things	Light	Adaptation and evolution Revision	Electricity Circuits	Famous scientists/discoverers
Science ongoing	<p>Plan enquiries, including recognising and controlling variables where necessary.</p> <p>Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</p> <p>Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships and conclusions</p> <p>Present findings in written form, displays and other presentations.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</p>					
Computing	<p>Computer science –</p> <p>Information Technology</p> <p>Digital literacy</p> <p>E-Safety</p>	<p>Solve problems by decomposing them into smaller parts</p> <p>Use selection in programs and Raspberry Pi</p> <p>Work with variables</p> <p>Use logical reasoning to explain how some simple algorithms work</p> <p>Understand computer networks including the internet</p> <p>Appreciate how search results are ranked</p> <p>Combine a variety of software to accomplish given goals</p> <p>Select, use and combine software on a range of digital devices</p> <p>Analyse and evaluate data</p> <p>Design and create systems</p> <p>Understand the opportunities computer networks offer for collaboration</p> <p>Be discerning in evaluating digital content</p> <p>Using computers safely</p>				

History	Vikings		Henry V111 and the Gunpowder Plot Significant events		Crime and Punishment	
Geography (physical geog To put in)		Map skills		Rivers		Coasts
Art		Bayeux Tapestry – stories in pictures		Van Gogh		Art link  Designers – 20 <sup>th</sup> century
Design and Technology	Designing smoothies		Light / Shadows		Monitor and control – using computer	
RE	Northern Saints	God as a Spirit	Buddhism – Practice and Beliefs	Meanings with Easter	Influence of Faith on Believers	Expressing Religious Faith through the Arts
Music	Livin' on a prayer	Benjamin Britten – A new year carol	Classroom Jazz 2	Fresh Prince of Bel Air	Make you feel my love	Reflect, rewind and replay
Music ongoing	<p>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p> <ul style="list-style-type: none"> <li>• Improvise and compose music using the inter-related dimensions of music separately and in combination.</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Use and understand the basics of the stave and other musical notations.</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</li> <li>• Develop an understanding of the history of music.</li> </ul>					
PE	Athletics	Gymnastics	Hockey	Multi skills  Team games	Net and Wall Games	Outdoor and Adventure  Cricket / Tennis

PE fundamental skills	Agility, balance coordination – ongoing across year – supported by Mrs Marshall					
Personal development PHSCE	It's our world	Say No!	Money Matters	Who likes chocolate?	People around us	Growing up
Languages French	Telling the time	Storybooks	Classroom objects	Family Counting Colours	Countries	Holidays
Literacy	Autobiography Biography Persuasive / discussion Formal / informal	Narrative descriptive writing Instructions Poetry	Play scripts Persuasive writing	Poems Narrative Suspense and Time slip	Reports Explanation	Poetry Narrative- Journalistic writing