

**Igniting a passion for learning in all;
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Year 6 Long Term Plan 2026/2027

		Term 2	Term 3	Term 4	Term 5	Term 6
Reading Spine	Once My Secret War diary	Floodland Flood Chairs on Strike	Skellig Terra Ultima Moth Origin of the Species	Pig Heart Boy Shackleton's Journey	The Arrival Journey	Holes
English Writing	<p>Unit 1 - Narrative T4W – Gas mask warning tale.</p> <p>Unit 2- Recount Based on a character from 'Once', write journal entries at key points from the story, in the style of 'Flossie Albright'.</p> <p>Unit 3 - Non-Chronological Report WWII – Life on the Home Front (including propaganda)</p>	<p>Unit 1 – Persuasion Formal letter to the MP R.E. sewage in the River Slea (river conservation)</p> <p>Unit 2- Narrative Flood short clip. Retell the story with a focus on dialogue for a purpose</p> <p>Unit 3 - Poetry Analysis/performance/writing</p>	<p>Unit 1 – Non-Chronological Report Using Terra Ultima as a stimulus, create a new creature and as an explorer, write the non-chronological report. Links to Science (evolution).</p> <p>Unit 2 - Narrative Harris Burdick – shared write using one picture, box up and children apply the structure to another picture. Focus on description and dialogue criteria</p>	<p>Unit 1 – Explanation Explanation of the circulatory system. A chance to write up science experiment on the pig's heart dissection.</p> <p>Unit 2 - Discussion Should animals be used for scientific/surgical research?</p> <p>Unit 3 Unit to address Afl issues</p>	<p>Unit 1 - Narrative Writing the opening chapter using purposeful dialogue, effective character, setting and atmosphere description. ****SATs Week**** Revision as required</p> <p>Unit 2 Post SATs – focus based on Afl</p>	<p>Unit 1 - Recount Informal letter from Stanley to mum based on Holes.</p> <p>Unit 2 – Formal letter Formal letter of complaint to the prison board based on Holes</p> <p>Unit 3 - Speech Speech to the prison board (more able) OR Diary entry from Stanley based on Holes</p> <p>Unit 4 -Poetry Analysis/performance/writing</p>
Spelling and Grammar	<p>Vowels and consonants Compound words Introduction to morphology -ism -ist</p> <p>Grammar and Punctuation (teach):</p> <ul style="list-style-type: none"> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. Layout devices, (e.g. headings, subheadings, columns, bullets, or tables to structure text. How words are related by meaning as synonyms and antonyms. <p>Grammar and punctuation (revisit):</p> <ul style="list-style-type: none"> Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) (Y5) Linking ideas across paragraphs using adverbials of time (Y5) Possible further focuses to be revisited to be determined by Afl. 	<p>com- con- co- cor-</p> <p>col- -ish -esque</p> <p>Grammar and Punctuation (teach):</p> <ul style="list-style-type: none"> The difference between structures typical of informal speech and structures appropriate for formal speech (e.g. <i>He's your friend, isn't he?</i>) or the use of the subjunctive form. Punctuation of bullet Points to list information. How hyphens can be used to avoid ambiguity, (e.g. <i>man eating shark versus man-eating shark or recover versus re-cover</i>). <p>Grammar and punctuation (revisit):</p> <ul style="list-style-type: none"> Secure KS2 punctuation: commas to demarcate clauses, inverted commas and other punctuation to indicate direct speech, parenthesis Possible further focuses to be revisited to be determined by Afl. 	<p>post fore fract frag</p> <p>frage fer -age</p> <p>Grammar and Punctuation (teach):</p> <ul style="list-style-type: none"> To understand the subject and the object of a sentence. Use of the passive Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. <i>the use of adverbials such as on the other hand, in contrast, or as a consequence</i>) and the use of ellipsis. <p>Grammar and punctuation (revisit):</p> <ul style="list-style-type: none"> Layout devices, (e.g. headings, subheadings, columns, bullets, or tables to structure text. Possible further focuses to be revisited to be determined by Afl. 	<p>ceive cept word matrix</p> <p>Grammar and Punctuation (teach):</p> <ul style="list-style-type: none"> Use of the semi-colon and dash to mark the boundary between independent clauses. Use of the colon to introduce a list and use of semi-colons within a list. <p>Grammar and punctuation (revisit):</p> <ul style="list-style-type: none"> How words are related by meaning as synonyms and antonyms. To understand the subject and the object of a sentence. Use of the passive. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. <i>the use of adverbials such as on the other hand, in contrast, or as a consequence</i>) and the use of ellipsis 	<p>recap known rules magn matrix application</p> <p>Grammar and Punctuation (teach):</p> <ul style="list-style-type: none"> Use of the semi-colon and dash to mark the boundary between independent clauses. Use of the colon to introduce a list and use of semi-colons within a list. Use expanded noun phrases to convey complicated information concisely. <p>Grammar and punctuation (revisit):</p> <ul style="list-style-type: none"> Possible further focuses to be revisited to be determined by Afl. Grammar and punctuation (revisit): Possible further focuses to be revisited to be determined by Afl. 	<p>matrix application afl</p> <p>Grammar and Punctuation (teach):</p> <p>Possible further focuses to be revisited to be determined by Afl.</p> <p>Grammar and punctuation (revisit):</p> <ul style="list-style-type: none"> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. The difference between structures typical of informal speech and structures appropriate for formal speech (e.g. <i>He's your friend, isn't he?</i>) or the use of the subjunctive form.

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<p style="text-align: center;">Maths</p>	<p><u>Calculating using knowledge of structures (1)</u></p> <ul style="list-style-type: none"> • 6AS/MD-1 Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number). • 6AS/MD-2 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding. • 1.28 Common structures and the part-part-whole relationship • 1.29 Using equivalence and the compensation property to calculate <p><u>Multiples of 1,000</u></p> <ul style="list-style-type: none"> • 1.26 Composition and calculation: multiples of 1,000 up to 1,000,000 	<p><u>Multiples of 1,000 cont.</u></p> <p><u>Numbers up to 10,000,000</u></p> <ul style="list-style-type: none"> • 6NPV-1 Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000). • 6NPV-2 Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and non-standard partitioning. • 6NPV-3 Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round numbers, as appropriate, including in contexts. • 6NPV-4 Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts. • 1.30 Composition and calculation: numbers up to 10,000,000 <p><u>Draw, compose and decompose shapes</u></p> <ul style="list-style-type: none"> • 6G-1 Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems. 	<p><u>Multiplication and division</u></p> <ul style="list-style-type: none"> • 6AS/MD-2 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding. • 2.18 Using equivalence to calculate • 2.23 Multiplication strategies for larger numbers and long multiplication • 2.24 Division: dividing by two-digit divisors • 2.25 Using compensation to calculate <p><u>Area, perimeter, position and direction</u></p> <ul style="list-style-type: none"> • 2.30 Multiplicative contexts: area and perimeter 2 	<p><u>Fractions and percentages</u></p> <p>6F-1 Recognise when fractions can be simplified, and use common factors to simplify fractions.</p> <ul style="list-style-type: none"> • 6F-2 Express fractions in a common denominator and use this to compare fractions that are similar in value. • 6F-3 Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denominator as a comparison strategy. • 3.8 Common denominator: more adding and subtracting • 3.9 Multiplying fractions and dividing fractions by a whole number • 3.10 Linking fractions, decimals and percentages 	<p><u>Statistics</u></p> <ul style="list-style-type: none"> • This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery PD Materials. <p>****SATs Week****</p> <p>Revision as required</p>	<p><u>Ratio and proportion</u></p> <ul style="list-style-type: none"> • 6AS/MD-3 Solve problems involving ratio relationships. • 2.27 Scale factors, ratio and proportional reasoning <p><u>Calculating using knowledge of structures (2)</u></p> <p>6AS/MD-2 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.</p> <ul style="list-style-type: none"> • 1.29 Using equivalence and the compensation property to calculate <p><u>Solving problems with two unknowns</u></p> <ul style="list-style-type: none"> • 6AS/MD-4 Solve problems with 2 unknowns. • 1.31 Problems with two unknowns <p><u>Order of operations</u></p> <ul style="list-style-type: none"> • 2.22 Combining multiplication with addition and subtraction • 2.28 Combining division with addition and subtraction <p><u>Mean average</u></p> <ul style="list-style-type: none"> • 2.26 Mean average and equal shares <p><u>Cross curricular Enterprise project:</u> creating a business and selling products for the Summar Fair.</p>
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Working Scientifically	<ul style="list-style-type: none">Planning different types of scientific enquiries to answer questions, including recognising, and controlling variables where necessaryTaking measurements, using a range of scientific equipment, with increasing accuracy and precisionRecording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphsUsing test results to make predictions to set up further comparative and fair testsReporting and presenting findings from enquiries, including conclusions, causal relationships, and explanations of results, in oral and written forms such as displays and other presentationsIdentifying scientific evidence that has been used to support or refute ideas or arguments.					
Science Content Knowledge	Living Things & Their Habitats (Classification) <ul style="list-style-type: none">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 animalsGive reasons for classifying plants and animals based on specific characteristics Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.	Electricity & Renewable Energy <ul style="list-style-type: none">Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuitCompare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switchesUse recognised symbols when representing a simple circuit in a diagram Note: pupils are expected to learn only about series circuits, not parallel circuits. Pupils should be taught to take the necessary precautions for working safely with electricity.	Evolution and Inheritance (Variation, Adaptation and Fossils) <ul style="list-style-type: none">Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years agoRecognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parentsIdentify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolutionBuilding on what they learned about fossils in the topic on rocks in year 3, pupils should find out more about how living things on earth have changed over time. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.	Animals Including Humans (The Circulatory System & Diet, Drugs and Lifestyle) <ul style="list-style-type: none">Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and bloodRecognise the impact of diet, exercise, drugs and lifestyle on the way their bodies functionDescribe the ways in which nutrients and water are transported within animals, including humansPupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.	Light & Light Pollution <ul style="list-style-type: none">Recognise that light appears to travel in straight linesUse the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyeExplain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyesUse the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast themPupils should build on the work on light in year 3, exploring the way that light behaves, including light sources, reflection and shadows. They should talk about what happens and make predictions.	Consolidation of KS2 science curriculum. Ready for Year 7 – chocolate factory project linking to global trade. <ul style="list-style-type: none">melting pointsthermal conductivity CREST Awards
RE	Arguments for the existence of God How do people know who or what to believe? What do people believe about the existence of God?		Introduction to the idea of good and evil Creation and Science What do people believe about good, evil and suffering?		What is my religion or worldview?	
	Compulsory: Christianity Choice of Abrahamic religion: Islam, Judaism Choice of Dharmic religion: Sikhi, Buddhism, Hinduism World View: Humanism, Philosophical viewpoints					
Spirituality	Self-awareness and Reflection: A sense of self-worth and the worth of others. <i>Reflecting on personal identity and life purpose. Value: Aspiration</i>	Courage and Resilience <i>Promoting courage in advocating for justice and equality. Value: Equality</i>	Global Awareness and Responsibility: A sense of the human capacity for choice, decision making and personal responsibility. <i>Expanding awareness of global issues and fostering shared responsibility. Value: Equality</i>	Spirituality and Connection: A sense of transcendence and an awareness of there being something more to life than meets the eye. <i>Recognising the presence of the divine in everyday experiences. Value: Kindness</i>	Courage and Resilience <i>Nurturing resilience and emotional strength. Value: Honesty</i>	Ethical Action: A reflective attitude to the natural world. <i>Inspiring pupils to envision and contribute to a better world. Value: Aspiration</i>

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<p>PSHE/RSE</p>	<p>Relationships Balancing Needs, Respect and Empathy in Mature Relationships Navigating complex social dynamics; fairness vs personal priorities. Wellbeing and mindfulness Understanding Wellbeing and Mental Health Common mental health problems; early help is important. How lifestyle, rest, physical activity and community involvement protect wellbeing. Families and people who care for me Family Roles, Responsibilities and Changing Relationships Preparing for secondary school/adolescence How family roles evolve as children grow (more independence, responsibilities). Understanding how relationships adapt over time while remaining caring and stable. Caring friendships Preparing for New Friendships Moving to secondary school: building new friendships with confidence. Evaluating which qualities matter most in long-term relationships. Equality and diversity Celebrating Difference I understand intersectionality (age-appropriate definition). I can explain how identities overlap. I respect complex identities. British values What Are British Values? To evaluate how British Values support democracy, fairness and community cohesion. I can explain the importance of British Values in society. I can evaluate their impact.</p>	<p>Relationships Healthy Boundaries and Autonomy Making independent choices; saying no clearly; maintaining boundaries with peers and adults. Wellbeing and mindfulness Managing Complex Emotions Judging whether emotions/reactions are proportionate. Strategies for coping during transitions (e.g., moving to secondary school), loss and stress. Families and people who care for me Taking Action When Home Doesn't Feel Safe Highest level of safeguarding awareness (FGM) Clear signs that a relationship or home situation is unsafe. How to seek help: persistence, confidentiality, safe adults, helplines. Removing guilt or stigma about asking for help. Caring friendships Managing Intense Emotions and Conflict To manage strong emotions and conflict within friendships. I can recognise emotions that affect friendships. I can suggest strategies for rebuilding trust. I can explain how to end a friendship respectfully when necessary. Equality and diversity Avoiding Stereotypes Implicit bias reflection activity Outcome: Examine own assumptions. British values Democracy To analyse how democratic systems, operate in Britain and compare them with other systems. I can explain key democratic processes. I can discuss strengths and limitations of democracy.</p>	<p>Relationships Advanced Communication, Conflict Management and Assertiveness Negotiation, compromise, assertive language, managing intense emotions. Wellbeing and mindfulness Confident Help-Seeking and Supporting Others Recognising when they or others need help, including online triggers. How to access support; persistence in seeking help if concerns aren't heard. Physical Health Healthy Bodies: Food, Exercise and Healthy Choices Critically evaluate diets, understand long-term consequences of poor nutrition and inactivity, discuss alcohol's effect on health and healthy choices for adolescence. Look at different types of diets Caring friendships Support Networks and Taking Action When Unsafe I can identify serious concerns within friendships. I can explain how to seek help effectively. I can describe ways to support a friend who may be struggling. Equality and diversity Prejudice & Discrimination Systemic discrimination case studies Outcome: Understand structural inequality and its effects British values Rule of Law To understand how laws balance rights, freedoms and responsibilities. I can explain the relationship between rights and laws. I can discuss examples of justice and fairness.</p>	<p>Relationships Stereotypes, Prejudice and Challenging Discrimination Impact of harmful stereotypes; respectful challenge; allyship. Equality and diversity Inspirational Person: Nelson Mandela Apartheid overview Outcome: Understand racial segregation systems. Living in the wider world Media literacy and digital resilience to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased that some media and online content promote stereotypes how to assess which search results are more reliable than others to recognise unsafe or suspicious content online • how devices store and share information Developing bodies My Body Belongs to Me Apply understanding of body boundaries, privacy and consent to increasingly independent situations, including changing rooms, healthcare and online safety. Know how to seek support if boundaries are crossed. Growing Up Develop understanding of puberty in greater depth, including emotional wellbeing, increased independence, self-care, body confidence and respecting differences in development. Understand that everyone's experience is unique and normal. Looking After Changing Bodies Deepen understanding of the menstrual cycle, including ovulation (introduced simply), cycle length, physical and emotional symptoms, self-care strategies, myths and misconceptions, empathy and respect. Discuss where to seek advice and support confidently.</p>	<p>Relationships Recognising Harmful, Controlling or Dangerous Relationships Grooming awareness (age-appropriate), coercion, manipulation, secrecy. Equality and diversity Inspirational Person: Rosa Parks Revisit with deeper historical context Outcome: Analyse individual action within wider movements. Physical health Looking After My Body Evaluate healthy routines, understand skin cancer prevention, protection from the sun, explain how lifestyle choices affect long-term health, confidently identify when and how to seek medical support in school and beyond. Keeping Safe Every Day Assess and justify safe responses in complex situations, understand personal responsibility for safety, know how and when to seek help appropriately. Living in the wider world Money and Work about the role that money plays in people's lives, attitudes towards it and what influences decisions about money about value for money and how to judge if something is value for money how companies encourage customers to buy things and why it is important to be a critical consumer how having or not having money can impact on a person's emotions, health and wellbeing about common risks associated with money, including debt, fraud and gambling how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk how to get help if they are concerned about gambling or other financial risks British Values Individual Liberty To understand how freedom, rights and responsibilities work together. I can explain individual liberty. I can evaluate responsible and irresponsible uses of freedom.</p>	<p>Relationships Help-Seeking and Protective Strategies Clear pathways to report harm (online/offline), supporting peers, persistent reporting. Equality and diversity Promoting Equality- creating lasting change I can evaluate how equality can be promoted within a community. I can justify my ideas using evidence and examples. I can present a well-reasoned proposal that creates lasting positive change. Physical Health Emergencies, First Aid and Getting Help Apply first aid knowledge to realistic scenarios, identify priorities in emergencies, understand when to contact emergency services versus other healthcare professionals, confidently support others until help arrives while maintaining personal safety. Drugs Education What Goes into My Body? Explain the differences between medicines, legal drugs and illegal drugs. Evaluate risks associated with different substances and understand where to seek reliable advice and support if concerned about substance use. Making Safe Choices About Harmful Substances Evaluate the physical, mental, social and legal consequences of smoking, vaping, alcohol misuse and illegal drugs. Understand the risks of nicotine addiction from cigarettes, vapes and nicotine pouches. Know how to seek help for themselves or others and challenge common myths about substances using reliable evidence. British Values Respect and Tolerance To explore how respect and tolerance contribute to an inclusive society. I can discuss issues of discrimination and equality. I can explain how to promote inclusion and challenge prejudice.</p>
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History	<p><u>WW2 - What were the causes and consequences of WW2?</u> Significant historical place or events, people places and their own locality. A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.</p> <p>When was world war 2, what was the blitz and why it was significant, who was involved how did it affect our locality, how do we know about the war, what was evacuation like, how did this affect women, who fought in the war.</p>		<p><u>Ancient Islam – How did Baghdad become the city of peace?</u> An overview of when the first civilisations appeared and a depth study of the early Islamic.</p> <p>What and when was the first civilisation in Iraq, how Islam spread, who were the important men of the time, what important trade was there, the silk road, why did Bagdad fall and what is it like today in comparison.</p> 		<p><u>Migration - Why did migrants come to Britain and what experiences and impact did this have?</u> Significant historical place or events, people places and their own locality. A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066. Recap of previous migratory topics over ks2, who has migrated to England over the years and why, how have migrants effected the UK over the years (music, food outlooks on other cultures), how are our life experiences different.</p>	
Geography		<p><u>Rivers - How do rivers change our landscape?</u> Location knowledge -locate world countries on a map Place Knowledge -understanding geographical similarities and differences -distribution of resources Human & Physical Geography -recap key aspects of the water cycle -formation of rivers</p>		<p><u>North and South Pole - Are the Polar Regions Important?</u> Location knowledge -locate world countries on a map -identify position and significant of latitude and longitude, Equator, Northern and Southern hemisphere, the Tropics of Cancer and Capricorn, Artic and Antarctica Circle and time zones. Place Knowledge -understanding geographical similarities and differences Human & Physical Geography -describe the key aspects of climate zones, biomes and vegetation belts</p>		<p><u>Trade Links and Distribution - What does Global trading mean?</u> Location knowledge -locate world countries on a map Place Knowledge -understanding geographical similarities and differences Human & Physical Geography -trade links and distribution of natural resources Geographical skills and fieldwork -use maps, atlases and digital mapping to locate countries and describe features.</p>

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Art and Design	2D Drawing to 3D Making Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.		Activism Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.		Take a Seat Explore how craftspeople and designers bring personality to their work.	
Design and Technology		Electrical – monitoring and control Designing <ul style="list-style-type: none"> Develop a design specification for a functional product that responds automatically to changes in the environment. Generate, develop and communicate ideas through discussion, annotated sketches and pictorial representations of electrical circuits or circuit diagrams. Making <ul style="list-style-type: none"> Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. Create and modify a computer control program to enable their electrical product to respond to changes in the environment. Evaluating <ul style="list-style-type: none"> Continually evaluate and modify the working features of the product to match the initial design specification. Test the system to demonstrate its effectiveness for the intended user and purpose. Technical knowledge and understanding <ul style="list-style-type: none"> Understand and use electrical systems in their products. Understand the use of computer control systems in products. Apply their understanding of computing to program, monitor and control their products. <ul style="list-style-type: none"> Know and use technical vocabulary relevant to the project. 		Frame structures – Dragon’s Den Bird hide Frame structures Designing <ul style="list-style-type: none"> Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. Making <ul style="list-style-type: none"> Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. Use finishing and decorative techniques suitable for the product they are designing and making. Evaluating <ul style="list-style-type: none"> Investigate and evaluate a range of existing frame structures. Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. Research key events and individuals relevant to frame structures. Technical knowledge and understanding <ul style="list-style-type: none"> Understand how to strengthen, stiffen and reinforce 3D frameworks. Know and use technical vocabulary 		Tastes from around the world – celebrating culture and seasonality Designing <ul style="list-style-type: none"> Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. Making <ul style="list-style-type: none"> Write a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose. Evaluating <ul style="list-style-type: none"> Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/ charts such as star diagrams. Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. Understand how key chefs have influenced eating habits to promote varied and healthy diets. Technical knowledge and understanding <ul style="list-style-type: none"> Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products. Know and use relevant technical and sensory vocabulary.

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Music	<p style="text-align: center;">Composing</p> <p>Compose a simple backing track for a story</p> <ul style="list-style-type: none"> Create music with multiple sections that include repetition and contrast. <p>Explore sounds in preparation to compose</p> <ul style="list-style-type: none"> Use chord changes as part of an improvised sequence. Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. <p>Plan composition.</p> <ul style="list-style-type: none"> Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. Either of these melodies can be enhanced with rhythmic or chordal accompaniment. <p>Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p> <p>Use conventional notation to record my composition.</p> <ul style="list-style-type: none"> Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. Either of these melodies can be enhanced with rhythmic or chordal accompaniment. <p>Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p> <p>Perform and record a composition.</p> <ul style="list-style-type: none"> Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. Either of these melodies can be enhanced with rhythmic or chordal accompaniment. <p>Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p> <p>Evaluate my own composition.</p> <ul style="list-style-type: none"> Evaluate their own compositions using musical knowledge to help identify areas for development or refinement when composing 	<p style="text-align: center;">Instrumental performance - ukulele</p> <p>Learn about the ukelele</p> <p>Play a melody following staff notation written on one stave and using notes within an octave range.</p> <p>Make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.</p> <p>Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.</p> <p>Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.</p> <p>Learn a second chord</p> <p>Play a melody following staff notation written on one stave and using notes within an octave range. Make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.</p> <p>Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.</p> <p>Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.</p> <p>Change between two chords</p> <p>Play a melody following staff notation written on one stave and using notes within an octave range.</p> <p>Make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.</p> <p>Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.</p> <p>Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.</p> <p>Learn a third chord</p> <p>Play a melody following staff notation written on one stave and using notes within an octave range. Make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.</p> <p>Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.</p> <p>Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.</p> <p>Rehearse a song to perform</p> <p>Play a melody following staff notation written on one stave and using notes within an octave range. Make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.</p> <p>Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.</p> <p>Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.</p> <p>Rehearse a song to perform</p> <p>Play a melody following staff notation written on one stave and using notes within an octave range.</p> <p>Make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.</p> <p>Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.</p> <p>Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.</p>	<p>Vocal performance</p> <p>To sing and play a variety of songs</p> <p>To learn and perform a range of songs</p> <p>To sing as a part of a group</p> <p>To improve my vocal ability</p> <p>To evaluate my performance</p> <ul style="list-style-type: none"> Sing a wide variety of songs in different styles with recognised structures including songs in two parts and songs for special occasions Sing a simple second part of a two part song with increased confidence Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch demonstrating an awareness of the intent of the lyrics and appropriate expression Maintain own part in a song whilst others are singing a different part with confidence <p>Sing songs with greater confidence demonstrating musical expression (tone of voice, phrasing, changes of tempi or dynamics) reflecting the mood and character of the song and its context</p>
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'I can do all things through him who gives me strength'. (Philippians 4.13)
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**Igniting a passion for learning in all;
emboldening a community of high aspiration and fulfilment.**

MFL	La phonétique <i>Phonics & Pronunciation</i> & À l'école <i>At School</i> Or La Seconde Guerre Mondiale <i>World War 2</i>		Les habitats <i>Habitats</i> Or Manger et Bouger <i>Healthy Lifestyles</i>		En ville <i>Around Town</i> Or Moi dans le monde <i>Me in the World</i>	
PE	Dance Fitness	Rugby OAA	Parkour Hockey	Golf Forest School Land Based Water Safety	Athletics Swimming Volleyball	Basketball Cricket
Computing	Computing systems and networks - Communication and collaboration	Programming B - Sensing movement	Programming A - Variables in games	Creating media - 3D Modelling	Data and information - Introduction to Spreadsheets	Creating media - Web page creation for enterprise products Using the microbit for primary to secondary transition
Parental Engagement	Welcome to Y6 Harvest Festival Church Service	Remembrance Service Christmas Church Service Christmas Fair		Mother's Day & Easter Church Service	Y6 SATs meeting	Come dine with me (Tasting session) Year 6 Leavers Production Parents Vs Children Rounders match Summer Fair - Enterprise project
Educational visits	WW2 Event Hinduism workshop	River field studies - visit River Slea for data collection and mapping.	London residential	Medical Mavericks Workshop.	Swimming onsite	End of year trip

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