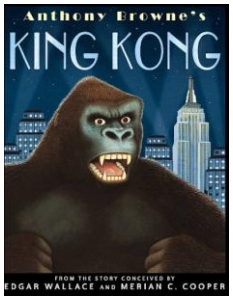
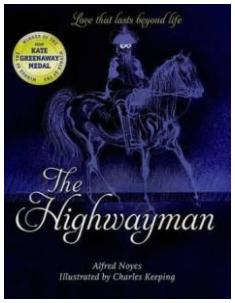
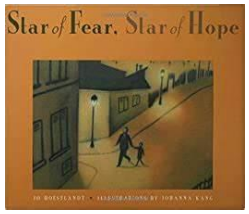
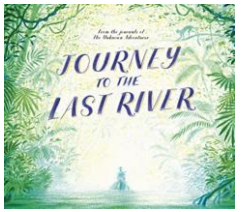
YEAR 6 2025-2026	AUTUMN		SPRING		SUMMER	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEME	Evolution	Crime and Punishment	WW2		Rivers	Moving on
LITERACY	**Narrative**: Dilemma  King Kong **Non-Fiction:** Persuasion Letter to local MP to save the critically endangered gorilla **Reading** The Explorer by Katherine Randell When Darwin Sailed the Sea by David Long **Love for reading class book:** Darwins Dragons	**Narrative**: Love and hate  The Highway Man **Non-Fiction:** Discussion Balanced argument – The highway man was to blame for Bess' death **Reading** Holes by Louis Sachar Outlaw by Michael Morpurgo **Love for reading class book:** Tyger – SF Said	**Narrative**: Suspense  Star of Fear, Star of Hope **Non-Fiction:** Recount Diary from the point of view of a Jew / soldier **Reading** Boy in the Striped Pyjamas by John Boyne **Love for reading class book:** When the Sky Falls – Phil Earle	**Narrative**: Flashback  Video stimulus - Piano **Non-Fiction:** Recount Letter from the man to his friend who died in the war . **Reading** Letters from the Lighthouse by Emma Carrol **Love for reading class book:** Goodnight Mr Tom – Michelle Magorian	**Narrative:** Adventure  Journey to the Last River **Non-fiction:** Information Non-chronological report on the Amazon River **Reading** Journey to the River Sea by Eva Ibbotson **Love for reading book:** Wind in the Willows (new addition) – Kenneth Grahame River Boy – Tim Bowler	**Narrative**: Poetry  The Final year by Matt Goodfellow **Non-fiction:** Information Leaflet – survival guide for getting through primary school **Reading** Wonder by R J Palacio **Love for Reading book:** Troofriend – Kirsty Applebaum The first year

MATHS	WHITE ROSE Power Maths Place value within 10,000,000 Four operations	WHITE ROSE Power Maths Fractions Measure – imperial and metric	WHITE ROSE Power Maths Ratio and Proportion Algebra	WHITE ROSE Power Maths Decimals Percentages Measure – perimeter, area, volume	WHITE ROSE Power Maths Statistics Geometry – properties of shapes	WHITE ROSE Power Maths Geometry – position and direction Problem solving
SCIENCE	**Evolution** Pupils will be taught to: *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.* **WORKING SCIENTIFICALLY** ♣ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ♣ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ♣ recording data and results of increasing	**Electricity** Pupils should be taught to: *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* **WORKING SCIENTIFICALLY** ♣ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ♣ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ♣ recording data and results of increasing complexity using scientific diagrams	**Light** Pupils should be taught to: *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.* **WORKING SCIENTIFICALLY** ♣ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ♣ taking measurements, using a range of scientific	**Living Things & Habitats** Pupils should be taught to: *Explain the classification of living things into broad groups according to common, observable characteristics and based on similarities and differences, (plants, animals & micro-organisms).* *The children explore food chains and webs and how plants and animals adapt to their environment.* *They learn how to read and construct identification keys.* **WORKING SCIENTIFICALLY** ♣ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ♣ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ♣ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ♣ using test results to make predictions to set up further comparative and fair tests ♣ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ♣ identifying scientific evidence that has been used to support or refute ideas or arguments. ***SATs prep will happen during this period***	**Animals including Humans** Pupils should be taught to: *Describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), and to a variety of plants (including reproduction).* *Describe the changes as humans develop from birth to old age.* *Recognise the impact of diet, exercise, drugs and lifestyle on the way human bodies function.* *Recognise how and why the human skeleton has changed over time* **WORKING SCIENTIFICALLY** ♣ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ♣ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

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HISTORY	***A study over time tracing how several aspects of national history are reflected in the locality - Chester*** *A local history study – Linked to Geography* *Development from a Roman settlement, Tudor development, resurgence under canals and storage works/ river transport*	***A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066*** *Crime and Punishment from 1066 – Romans to the Modern Day*	***A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066*** *The Second World War* *Children* • The 1930s • Why did war start • The geography of WW2 • The Blitz and evacuation • Rationing and historical enquiry of artefacts • The Battle of Britain • The changing role of women in WW2 and the codebreakers • The Holocaust • The end of WW2 • The impact of WW2		**Geography Focus**	**Geography Focus**
GEOGRAPHY	**Locality Study – Comparing Places & People (Chester)**	History Focus	History Focus	History Focus	**Water Cycle and Rivers** *Recognise selected physical processes relating to rivers and begin to*	***Our Changing World- Coasts*** *Describe and understand key aspects of physical*

	Understand geographical similarities and differences through the study of human and physical geography in and around Chester *Describe and understand human geography including types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water.* *Compare satellite and map views of Chester and discuss the similarities and differences using geographical language* *Identify the reasons why people live in an urban area.* *Research the jobs and lifestyles of those living in their local area.* *Discuss the advantages and disadvantages of urban living and prepare questions for a visitor.* *Visit the local area and learn how to use a map and local landmarks to get their bearings.* *Collate knowledge of the local area, including its features and characteristics and identify those features which may appeal to others who live elsewhere.* *Identify their local area's unique selling point to*				*appreciate how these can change the character of places; draw on their own observations and secondary sources and use their awareness of river events to suggest geographical questions and raise issues that might be studied, e.g. floods, drought, pollution* *Offer appropriate observations about river features; identify how people affect the environment and recognise ways in which people try to manage it* *Use confidently a full range of skills and different kinds of maps and resources to undertake independent investigations; offer explanations for river features observed; relate local river work to generalisations about rivers elsewhere* *Understand that the water cycle is vital to supporting all life on earth. Without it, nothing would grow or survive.*	*geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in* ***the context of erosion and weathering****.* *Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle* ***in the context of coastal features****.* *Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time in the context of the changing make-up of the United Kingdom.*

	tourists from outside the area.					
RE	**Christianity** Who was Jesus and what did he say about himself?	**Christianity** What are the similarities and differences within Christianity locally and globally?	**Sikhism** How do Sikhs worship?	**Sikhism** Why is community and equality important to Sikhs?	**Christianity** What can we learn from Christian religious buildings and music? (rituals and artefacts)	**Free Choice Unit** How do different world views and faiths address equality and injustice?
COMPUTING	**My Online Life** My Digital Life has been developed to improve children's knowledge of the risks of their online lives and to develop skills when using online services. It take an holistic approach to each of the different elements of their online lives.	**VR Worlds** The children will explore virtual reality (VR) and how this can be used in their learning environment. Having explored this, the children will then create their own VR game.	**Crossy Roads** The children will use coding to create their own version of the popular game 'Crossy Roads' using visual coding whilst also creating a coding journal. The children must also learn to decompose problems in order for the game to work successfully.	**Online Safety Dilemmas** Children regularly face decisions when they are online and while they may have the knowledge to make the correct choices their behaviours don't always reflect this knowledge. This activity is aimed at putting children into scenarios they may encounter online and seeing how they would respond.	**Quiz show hosts** The children will create a quiz using an online tool. Then present their quiz to other classes.	**Coding Playgrounds** Children will be introduced to the role of an App Developer. They will design and prototype an app for their school using Keynote. The children will learn valuable digital skills and be introduced to new online concepts and vocabulary. They will also be introduced to text-based programming, how apps are coded and complete self-paced programming challenges using the Swift Playground app.
ART AND DESIGN	**Painting** **Jasper Johns – Pop art** Develop a personal style of painting, drawing upon ideas from artists. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture.	**DT focus**	**DT focus**	**DT focus**	**Line drawing – Giacometti** Looking specifically at mark making and blind contour drawing looking specifically at Giacometti Complete observational drawing considering tone and shade	**Sculpture – 3D modelling Henry Moore** Art History- Compare the work of Henry Moore, Barbara Hepworth and Ben Nicholson Studying form using sketching based on Henry Moore Bending and joining techniques using willow Using white tissue paper to create a solid 3D formArt History- Compare the work of Henry Moore, Barbara Hepworth and Ben Nicholson. Studying form using sketching based on Henry Moore

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DESIGN TECHNOLOGY	**Art focus**	**Monitoring and control – Science link - Buzz Wire Game** Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips) By the end of the unit, children will design, make and evaluate a buzz wire game.	**Structures and Frames – Topic WW2 link** Designing and making Anderson shelters (frame structures)	**Textiles – Topic WW2 link** Designing and making new items from old items such as socks. Cutting patterns, sewing and designing new items e.g. WWII pouch for a ration card	**Art focus**	**Art focus**
MUSIC	We've Got Rhythm – Rhythm Devices and Structure		Musical Effects and Moods		Celebrating Songs	
PHYSICAL EDUCATION	**Invasion games** • Apply basic principles suitable for attacking and defending • Play competitive games, modified where appropriate	**Gymnastics** • Learn how to use (skills) them in different ways and to link them to make actions and sequences of movement Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics	**Dance** • Perform dances using a range of movement patterns	**Athletic** • Continue to apply and develop a broader range of skills • Use running, jumping, throwing and catching in isolation and in combination	**Net and wall** • Develop an understanding of how to improve in different physical activities and sports (enjoy) competing with each other • Take part in OAA challenges both individually and within a team	**Striking and fielding** • (enjoy) communicating, collaborating with each other …and within a team
	Swimming • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively e.g. front crawl, backstroke, breaststroke • Perform safe self-rescue in different water-based situations				**OOA**	

PSHCE Heartsmart	PSHE Heart smart Get Heart smart	PSHE Heart smart Don't forget to let love in!	PSHE Heart smart Too much selfie isn't healthy.	PSHE Heart smart Don't hold on to what's wrong!	PSHE Heart smart Fake is a mistake	PSHE Heart smart No way through, isn't true
MFL French	**Revisiting me / Telling the time / Everyday life** During this half term the children will revisit personal information question and answers, and extended feelings. They will recall how to give opinions of school subjects including reasons, and recall numbers to 60. Children will be introduced to the 'o'clock' structure in French, and key daily routine phrases in order to be able to write a sequence of daily routine phrases, and ask and answer questions about daily routine.	**Houses and Homes** During this half term the children will learn the nouns for rooms in a house and the nouns for furniture in the style of artist Piet Mondrian. The children will prepare descriptive sentences to sell a house and write their own spooky story after following a story about a haunted house. The children will have the opportunity to see and pronounce the names of some authentic French castles, explore new nouns associated with castles and play a game of 'Escape from the castle'. As a festive lesson, the children will explore where is the Elf on the Shelf (or the Christmas Elf) and prepositions.	**Sports** This half term the children will explore the topic of sports. They will learn the nouns for sports, and look at the verb 'jouer' and the sports connected to this verb. Then, the children will create opinions about sports and look at a variety of adjectives in order to include reasons for liking or disliking a sport. The children write a description of a sport and how it is played.	**Funfair and Favourites** This half term, the children will start off with a funfair theme, looking at the names for rides in French, adjectives to describe the rides, a board game using the key language and an opportunity to express opinions about rides and funfairs. They will finish this part of the unit with their own theme park creation and description. After covering sports in Spring 1, Stage 4 learners will go on to look at favourite things, revisiting personal information and presenting themselves verbally to a partner. The half term concludes with a French tradition… 'Poisson d'avril.	**Café Culture** This half term, children will be learning about the culture of going to cafés in France. They will start by learning the language for ordering food in a café, then use this in a café roleplay and record this on a triarama making activity. The children will perform their café roleplays in class. Using their knowledge from the café roleplay, children go on to read, rehearse and perform a French comedy sketch set in a café. The children will conclude the unit with a story about the alien family in a restaurant, and if time, they can create their own fantastical menus.	**Performance times / tradition / language puzzle** This half term, children will have fun reading, understanding, adapting and performing a comedy sketch! The children will first look at and listen to the speech in the sketch, they will then practise the language, adapt the script in groups to make it their own, add drama and stage directions, rehearse and finally perform their sketch. The children will then go on to look at a mocktail recipe and write their own recipe including ingredients and instructions. Children will then learn some nouns for items in the classroom and outdoors and go on their own indoor or outdoor scavenger hunt. Throughout the unit, the children will be creating their 'Read all about it' newspaper style piece of writing which they will work on throughout the half term and take to secondary school.
Other opportunities	Conwy residential					