

YEAR 6 LEARNING JOURNEY

THE PATHWAY DEVELOPMENT

As children travel along their Learning Journey, they follow **The Pathway** — our whole-school model for learning and personal growth. At the heart of The Pathway are five **Development Trails**, which run through everything we do: **Performance, Social, Community, Team and Communication**. Each Trail represents an essential area of development, helping children grow in confidence, character and real-world skills as they move through school.

PERFORMANCE	SOCIAL	COMMUNITY	TEAM	COMMUNICATION
				
Developing confidence in front of an audience through performances, singing, dancing, drama and public speaking.	Learning how to build and maintain positive relationships.	Understanding what it means to contribute to school, local and global communities.	Learning how to work together towards a common goal.	Building confidence in expressing ideas clearly and effectively.
Encouraging self-expression and creativity while overcoming nerves.	Developing kindness, empathy and respect for others.	Developing a sense of responsibility for others and the environment.	Developing leadership skills by taking on responsibilities within a group.	Learning how to listen actively and respond thoughtfully.
Learning to engage and inspire others through performance.	Understanding how to work with different personalities and navigate social situations.	Taking part in projects that benefit the wider world, fostering a sense of belonging.	Understanding different roles in a team and how to contribute effectively.	Developing skills in debating, presenting and storytelling.



BRIGHT BEGINNINGS

As part of The Pathway, children take part in Bright Beginnings - hands-on experiences that build life skills and support their personal development. Each activity links to one of the five Trails, and offers a fun, practical way to grow in confidence, independence and teamwork. Below are this year's Bright Beginnings moments for this year group.

PERFORMANCE	SOCIAL	COMMUNITY	TEAM	COMMUNICATION
Put on a comedy sketch or short performance	Sew a button onto fabric to enable helping others	Sell something and make a small profit	Design and complete a teamwork challenge (e.g. a timed structure-building task)	Create a website page to advertise a product

Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
English Class Texts	Rose Blanche	The Lost Book of Undersea Adventure Rescuing Titanic	On the Origin of Species	The Ways of the Wolf	Shackleton's Journey	Paradise Sands
Maths Focus	Place Value Addition, subtraction, multiplication & division	Fractions A Fractions B Measurement Revision/assessment	Ratio Algebra Decimals Fractions, decimals & percentages	Fractions, decimals & percentages Area, perimeter and volume Statistics	Shape Geometry (Position & Direction) Revision/assessment	Themed projects, consolidation & problem solving
Science Focus	Living things and their habitats	Electricity Renewable energy	Light Light pollution	The circulatory system	Diet, drugs and lifestyle	Variation Adaptations Fossils
Science End Points	Children can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Children can identify scientific evidence that has been used to support or refute ideas or arguments.	Children can use recognised symbols when representing a simple circuit in a diagram, compare and give reasons for variations in how components in circuits function, take measurements with increasing accuracy and repeat readings when appropriate. Children can explain the difference between renewable and non-renewable energy sources.	Children can explain we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Children can use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas. Children can identify glare, light trespass and skyglow as types of light pollution and explain how light pollution affects people and animals.	Children can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. They can use relevant scientific language and illustrations to support them.	Children can explain the impacts of diet, drugs and lifestyle on overall body health. They can plan a fair test to explore whether the duration of exercise affects heart rate and analyse the data, draw conclusions to evaluate their experiment.	Children understand that offspring vary and are not identical to their parents. They can recognise adaptations that help animals survive in their habitats, describe evolution and Charles Darwin’s contribution, and explain how fossils provide evidence for how organisms have evolved.
Geography Focus	Trade and Vancouver					Geographers' Challenge
Geography End Points	Children will develop knowledge of global trade and interdependence, how human and physical geography influence trading patterns and how these impact people and the environment, including a study of Vancouver.					Children will apply geographical skills to plan and justify a trip abroad, using maps, coordinates and time zones to locate places accurately, understanding how physical and human geography influence tourism and explaining opportunities and challenges of visiting different destinations.

SUBJECT	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
HISTORY FOCUS		Victorians		Ancient Greece		
HISTORY END POINTS		Children understand how the Victorians shaped Britain through industry, the Empire and social reform, exploring the life of Victorian children and the role of Quarry Bank Mill.		Children understand life during the time of Ancient Greece, its influence on the western world and how its legacy can be seen today through culture and society.		
ART & DESIGN FOCUS	Zentangles 	William Morris Block Prints 		Ancient Greek Pottery 	Liz Atkin Perspective Work 	Landscapes of Tatton Park Hockney Colour Study 
ART & DESIGN END POINTS	Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. They can annotate their sketches to give more detail to their ideas and a personal response to their work. Children can choose a style of drawing suitable for the task. Children can draw for a sustained period of time over a number of sessions working on one piece. Children can colour match colours to create atmosphere /mood/ emotions. Children can use pattern and texture for effect.	Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. They can annotate their sketches, give a personal response to their work and show their personal style. Children know that William Morris used block printing and repeated patterns during the Victorian era. Use materials to create blocks for printing. Combine colour and pattern for effect.		Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. They can annotate their sketches, give a personal response to their work and show their personal style. Children use clay to practise pinching, coiling and using a slip to add texture and detail. Finish this piece with images, demonstrating control with a small brush.	Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. They can annotate their sketches, give a personal response to their work and show their personal style. Children use a variety of techniques to create a realistic picture, e.g. perspective, reflections, shadows, or direction of sunlight. Children can work in a sustained and independent way to develop their own style of drawing.	Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. They can annotate their sketches, give a personal response to their work and show their personal style. Children can develop a personal style of painting in response to a stimulus. Children explore how David Hockney uses colour and pattern for effect. Children can paint a landscape painting from observations and imagination.
DESIGN & TECHNOLOGY FOCUS		Cooking & Nutrition – come dine with me	Steady hand game		Textiles- Waistcoat Design	
DESIGN & TECHNOLOGY END POINTS		Children can write and follow a recipe and make adaptations using their own research. They can work safely and hygienically to a given timescale. Children can evaluate a recipe, suggesting points for improvements and they can evaluate health and safety in production to minimise cross contamination.	Children can explain what is meant by ‘form’ and ‘function’. They can identify the components of a steady hand game according to a design criterion. Children can make and test a functioning circuit and assemble it within a case.		Children can consider a range of factors in their design criteria and use this to create a waistcoat design. They can use a template to mark out and cut out a design. They can use a running stitch and attach a secure fastening as well as decorative objects.	

Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
OUTDOOR PE FOCUS	Dodgeball	Hockey	Netball	Football	Athletics 6	Cricket
OUTDOOR PE END POINTS	To use a range of techniques when returning the ball / object, anticipates the opponent's return and is prepared in a set 'ready' position and understand that returning a ball / object in a certain manner can effect the outcome of the game	To have complete control of the ball, retain possession by sending and receiving in space, use various dribbling techniques when in possession and advances play with speed of movement and techniques	To have complete control of the ball, retain possession by sending and receiving in space, uses various dribbling techniques and advances play with speed of movement and techniques	To move into space after passing, dribble at pace with the ball close and the head up when running at a defender, and know the skills needed to defend well against an opponent and what an overload, overlap and underlap are, whilst displaying the School Games values.	To show consistency, balance and control in taking off and landing in all jumps, combine running / movement with the relevant techniques of throwing to improve distances and controls their running pace to be relevant to distance and use a good technique	To strike a ball consistently when bowled at them and have a good range of shot selection, is proactive when fielding (positioning) and is successful in stopping and returning the ball with the correct technique
INDOOR PE FOCUS	Gymnastics Year 6	Yoga	Gymnastics – Group Sequencing	Dance – The Victorians	Team Building and Problem Solving	OAA
INDOOR PE END POINTS	To have complete control of their own body movements and performs actions seamlessly, work on different levels using time and space effectively and is confident in demonstrating a variety of rolls, balances and travels in a sequence	To adopt the relaxation pose and put themselves in the right state of mind for a session, explain the physical and mental benefits of the different poses and of practising yoga regularly, and know how to mirror a partner and take part in an affirmation circle.	To have complete control of their own body movements and performs actions seamlessly, can work on different levels using time and space effectively and is confident in demonstrating a variety of rolls, balances and travels in a sequence	To translate theme-related words, ideas and images into actions and travelling movements that communicate meaning, use chance choreography, canon, formation changes, direction and level to refine a group sequence, and recognise good timing, execution and performance skills.	To understand the difference between verbal and non-verbal communication and give clear, encouraging instructions, work together to overcome challenges with every teammate clear on their role, and evaluate as a team what could be improved next time.	To experiment with different ways of communicating to influence their team, takes the lead and is confident in their own ideas and can use a map and navigate their way around various points
MUSIC FOCUS	Music and Technology	Developing Ensemble Skills	Creative Composition	Musical Styles Connect Us	Improvising with Confidence	Farewell Tour Composer- Anna Meredith Focus Piece- Connect it
MUSIC END POINTS	Children understand that music and songs are often created and composed using a DAW (Digital Audio Workstation). They compare live instruments with a DAW. Listen, play instruments and sing to soul and pop styles.	Children can extend their ensemble playing skills further through the use of dynamics (crescendo and decrescendo) and expression to make their performance more exciting, and read a notated instrumental part. They can listen to one another and follow the leader where appropriate. Listen, perform instruments to and sing to soul, swing and rock styles.	Children can use chords in compositions can create music that is more harmonically interesting. They can explore how chords are used within the music in this unit by listening and responding to, playing instruments to and singing disco, pop and rock styles.	Children can recognise that music is powerful and brings people from different backgrounds and parts of the world together. They explore how the different styles of music in this unit developed from different social themes and listen to, play instruments to and sing rock, folk and pop styles.	Children can build on their prior improvisation skills and think about phrasing and dynamics. They can explore how phrases fit together to make a melody and change the dynamics to make the music more interesting, considering a gradual change for greater effect. Listen to, play instruments to and sing to hip hop, gospel and salsa styles.	Children can effectively prepare, practice and play as an ensemble, listening to each other and considering texture, dynamics, phrasing and notation. Listen to, play instruments to and sing to reggae, pop and soul styles. Perform a show to an audience to include solo, small group and larger group performances.

Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Computing Focus	Bletchley Park	Intro to Python	Internet Safety	Big Data		History of Computing
Computing End Points	Children can explain that codes can be used for a number of reasons and how to ensure a password is secure. Children can explain the importance of Bletchley Park and building electronic thinking machines to solve cipher codes.	Children can iterate ideas, test and change their program throughout the lesson. They can use nested loops and explain what they do. Children can show a level of understanding of what their code does.	Children can explain how sharing online can have positive and negative impacts. They understand the need to seek consent before sharing online and know what a ‘digital reputation’ is. They can explain ways to increase their privacy settings.	Children understand why barcodes and QR codes were created. Children create their own QR code and can take real-time data and enter it effectively into a spreadsheet. Children recognise the value of analysing real time data		Children can create a document that includes the correct date information and facts about computers and the difference they make. They can describe all the features including RAM, ROM, hard drive and processor.
PSHE Focus	Being Me in My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
PSHE End Points	Children set goals and discuss their fears and worries about the future. They understand the rights of a child and how these affect children worldwide.	Children can talk about differences and similarities and for some people, being different is hard. They know strategies for dealing with bullying and have positive attitudes towards people with disabilities.	Children can talk about their own strengths and how they can challenge themselves by setting goals. The children understand how to give praise and compliments to others. They also learn about some global issues.	Children understand how to take care of their own mental wellbeing. They learn about the grief cycle and the various stages of this. They learn how to communicate in a positive and safe way online.	Children can recognise signs of stress and anxiety and know how to seek support. They understand grief and loss, practise assertive responses in relationships, and know how to stay safe online, including judging what is real or fake.	Children learn about puberty in boys and girls and the changes that will happen. They also learn about childbirth and the stages of development of a baby, starting at conception. They learn about physical attraction and not being pressured into something they don’t want to do.
Religious Education Focus	God, the World and Self	Belonging	Religious/Non-Religious Viewpoint	Personal Belief	Marking Life’s Journey	Religious/Non-Religious Viewpoint
Religious Education End Points	Islam Enquiry 1 What is the best way for a Muslim to show commitment to God?	How significant is it that Mary was Jesus' mother? OR Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?	Is anything ever eternal?	Is Christianity still a strong religion over 2000 years after Jesus was on Earth?	Islam Enquiry 2 How is the Qur’an vital to Muslims today?	Authority Islam Enquiry 3 Does belief in Akhirah (life after death) help Muslims lead a good life? + Humanism How do inspirational people impact on how Humanists live today? (1 lesson)
French Focus	Phonetics & Habitats	At School	The Weekend	Planets	Healthy Lifestyle	WW II
French End Points	Children can give some key facts in French about things that animals and plants need to survive in their various habitats. They can say in French types of animals live in different habitats and what their particular adaptations are to best suit their environment. Children can discuss what types of plants live in different habitats and what their particular adaptations are to best suit their environment.	Children can name the subjects we study in school in French with the correct definite article/determiner. They can extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. They can start to tell the time by learning how to say time by the hour and explore the irregular, high frequency verb 'aller' (to go) in full.	Children can tell the time in French using quarter past, half past and quarter to. They can say and write in French what we do at the weekend using two or more sentences. They can integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.	Children can name and spell accurately some/all the planets in French on a solar map. They can say and write extended sentences for at least one planet. Children understand better the rules of adjectival agreement in French and apply these rules to my work improving grammatical accuracy.	Children can say and write what we eat and drink to stay healthy. They say and write what we do not eat and drink to stay healthy. Children can say and write the activities we do and do not do to stay in shape, including a choice of physical activities. They follow a simple, healthy recipe in French.	Children can group/order unknown vocabulary to help decode texts in French. They continue to improve listening and reading skills and they can name the countries and languages involved in WW2. Children can say what the differences were in city and country life during the war. They can learn to integrate all their new and previous language writing a letter.