Year 6 Overview
2026-27

	AUTUMN		SPRING		SUMMER	
	A1	A2	SP1	SP2	SU1	SU2
PSHE Theme	**Pride** Local		**Respect** National		**Empowerment** International	
Theme	**Which, Witch or Wich?** **(Tudors)** A study of changes in attitudes and politics across the Tudor and Stuart eras, including an in-depth study of Nantwich due to its Tudor heritage and links with the salt industry.		**Rivers** Using our fieldwork study of the River Weaver (focusing on Nantwich), we will compare and contrast the River Weaver at different points to observe the impact of the river flooding on its course and the physical changes to the river's course.		**Benin**	
English	**Focus: Fiction - Flashback Story** **The Executioner's Daughter by Jane Hardstaff** Using Pathways text: Star of Fear, Star of Hope by Jo Hoetland as a basis **Poetry: The Day War Came by Nicola Davies**	**Focus: Non-fiction - Hybrid Report** **Can we save the tiger? by Martin Jenkins**	**Focus: Fiction - Classic Narrative Re-tell** Using Pathways text: T**he Selfish Giant by Oscar Wilde** **Poetry: The Sea by James Reeves**	**Focus: Varied Genre writing** Writing based on History focus – **Important people and events of the 1900's.** Titanic – **Diary Entry** WW1 – **Letter home**	**Focus: Fiction – Adventure Story** **Kingdom of Benin Short Stories: Ehi and Uki: Volume 2** Using Pathways text: Sky Chasers by Emma Carroll	**Focus: Non-fiction – Recount** **Non-fiction recount written linked to Lake District visit** Using Pathways text: Manfish by Jennifer Berne as a basis **Poetry: Sonnet Written at the Close of Spring by Charlotte Smith**
Reading	**Focus: The Executioner's Daughter by Jane Hardstaff**	**Martha's Suitcase** by The Literacy Company Genre–Fiction: classic Information **The Final Year** by Matt Goodfellow Genre: Poetry **Dasher** by Matt Tavares Genre: Fiction	**Focus: The Happy Prince and Other Tales** by Oscar Wilde Genre –Fiction: classic **Focus: Joseph and his Amazing Technicolor Dreamcoat** by Andrew Lloyd-Webber Genre - Musical	**Focus: Great Adventurers** by Alistair Humphreys Genre–Information **SATs revision**	**Focus: Revision up until SATs**	Supported by planning for **Sky Chasers** by Emma Carroll Genre–Fiction: adventure
Maths	Place Value, Four Rules, Fractions		Decimals and Percentages Shape and Measure	Measure and statistics	Revision	Business finance
Science	**Evolution and Inheritance** (Use of text: Moth by Isabel Thomas) **Key concept:** Living things have evolved over time.	**Light** **Key concept:** Light travels in straight lines. **Key questions:** How does light travel?	**Animals including humans** **Key concept/Skill:** Animals including humans **Know how to:** Identify and name the main parts of the human circulatory		**Living Things and Their Habitats** **Key concept:** Describe how and give reasons for living things being classified. **Key questions:** How do we classify living things?	**Electricity** **Key concept:** Electricity **Key questions:** What is electricity? How is static electricity created?

	Key questions: How have living things changed over time? Do living things produce offspring of the same kind? How are animals adapted to suit their environment? Does adaptation lead to evolution? **Key vocabulary:** evolution , natural selection, survival, reproduction, offspring, variation, environment. **Cross curricular links:** English - Catch up unit: Magazine Article Dinosaur Lady by Linda Skeers **Links to Prior Learning:** Y5 – Living Things and Their Habitats – reproduction in plants and animals. Y4 – Living Things and Their Habitats – recognise that environments can change due to dangers. Y3 – Rocks - fossils	What colours is light made up from? How do we see? What is refraction? What is reflection? **Key vocabulary:** reflect, refract, source, disperse **Cross curricular links:** DT – building a lighthouse **Links to Prior Learning:** Y3 Light and Shadows	system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans. **Key questions:** What is the heart's role within the circulatory system? What is blood? How does exercise, nutrients and water benefit our body? Drugs: friend or foe? **Key Vocabulary:** Artery, vein, circulatory, oxygenated, chambers, valve **Cross Curricular Links:** PSHCE Links. **Links to Prior Learning:** Animals including humans (year 1 to 4)	How does classification help us to order, compare and analyse living things? Can I make observations to help me to use a classification system? How does the 5 Kingdoms help us to analyse specific organisms? **Key vocabulary:** vertebrate, invertebrate, classification, monera, Protista, fungi. **Links to Prior Learning:** Y5 – Lifecycles Y5 – Living Things and Their Habitats – reproduction in plants and animals. Y4 – Living Things and Their Habitats – recognise that environments can change due to dangers. Y4 – Living Things and Their Habitats – food chains	What are the components needed for an electrical circuit? What are the similarities and differences between series and parallel circuits? **Key vocabulary:** circuit, component, cell, conductor, insulator, voltage. **Cross curricular links:** DT – building a lighthouse **Links to Prior Learning:** Y4 Electricity

History	**The Tudors** **Key concept:** Local / Democracy / VIPS of the Past **Know how to:** comment on the different types of cause and effect for historical events, secure chronological knowledge **Key questions:** Explain why Elizabeth I was so significant? What factor led to the most change during the Tudor era? How can I see the impact of the Tudor era on our locality? **Key vocabulary:** democracy, era, Monarch **Cross curricular links:** English, Reading. **Links to Prior Learning:** Y5 Spring history (Rule of Law)	**<u>Important People and Events of the 1900's</u>** **Key concept**: National / Change **Know how to:** compare important events from the past and understand how changes happen over time. To understand that important events can have an impact on societies. **Key questions:** What important events happened in the UK during the 1900's? How did the events impact society? What do you think it was like to live through important moments in history? **Key vocabulary:** culture, change, alliance, impact **Cross curricular links:** English, Reading **Link to Prior Learning:** Year 2 – Titanic Year 5 – Industrial Revolution	**<u>Predominantly after SATs</u>** **Benin** **Key concept:** International / Change **Know how to:** secure chronological knowledge, comment on the value of a range of sources / Look for connections/ contrasts and trends over time. **Key questions:** Where was Benin situated? What was life like in Benin? What was the lasting legacy of the Benin civilization? **Key vocabulary:** Oba Ogisos, Empire, Guild, Animism, Voodoo, Cowrie shells, Civil war, Colonisation **Cross curricular links:** English, Reading **Links to Prior Learning:** - Chronology and research into Ancient civilisations – Y4 – Ancient Greeks – Y3 – Ancient Egyptians - Y5 Mayans
Geography	**Nantwich's Impact** **Key concept:** Change in land use **Key location:** Nantwich **Know how to:** Map and record changes of landuse over time and suggest reasons for these changes. **Key questions:** How has the use of land changed over time and why might this be? How do we locate important/key places on a map? How do physical geographical features effect human settlement and geography? **Key vocabulary:** Industry, landuse, commercial, decline. **Cross curricular links:** Y6 Aut history, Maths **Links to Prior Learning:** Mapping out Winsford Y5	**Rivers** **Key concept:** Change in river use over time **Key location**: Nantwich **Know how to:** Use maps and other fieldwork instruments to discuss changes to a river and its surrounding areas. **Key questions**: What role do/have rivers played in settlement across the UK? How are rivers formed and how do they impact a landscape? How can the changes within rivers be measured? **Key vocabulary:** source, tributary, confluence, current, flow, erosion, deposition. **Cross curricular links:** River visit. English. Reading. Maths **Links to Prior Learning:** Y6 Aut topic (Nantwich), Y5 Canals (topic and DT)	**National Parks in North America** **Key concept:** Conservation, comparing and contrasting **Key location**: North America **Know how to:** Compare and understand geographical similarities and differences through the study of human and physical geography of a region of the UK and South America. **Key questions:** What are national parks and why are they important? How do national parks vary around the world and why? How does flora and fauna impact a geographical landscape? **Key vocabulary:** national park, conservation, flora, fauna, cultural heritage, environment. **Cross curricular links:** English, PSHE, Y6 residential. **Links to Prior Learning:** Y5 Autumn English
Art	<u>Drawing (Major)</u> **Key concept/Skill:** Drawing - Begin to develop an awareness of composition, scale and proportion in their work. **Artist:** Hans Holbein The Younger (German painter) **Know how to:** a. use a variety of techniques to add effects, e.g. shadows,	<u>Collage (Major)</u> **Key concept/Skill:** Collage - Experiment with using layers and overlays to create new colours and textures. **Artist:** Megan Coyle (American collage artist and illustrator) / Beatriz Milhazes / Eileen Agar **Know how to:**	<u>Painting (Major)</u> **Key concept/Skill:** Painting - Use techniques, colours, tones and effects in an appropriate way to represent things seen. (eg. brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.) **Artist:** Harry Cassie Best (Canadian painter), Thomas Hill (English-born painter)

	reflection, hatching and cross-hatching; b. depict movement and perspective in drawings; c. use a variety of tools and select the most appropriate; **Key questions:** How can I use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching? How can I depict movement and perspective in drawings? How can I use a variety of tools and select the most appropriate? **Key vocabulary:** line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, portrait **Cross curricular links:** History – Tudors **Links to Prior Learning:** Year 5 drawing units		a. plan and design a collage; b. create and arrange accurate patterns; c. use a range of mixed media; **Key questions:** How can I plan and design a collage? How can I create and arrange accurate patterns? How can I use a range of mixed media? **Key vocabulary:** shape, form, arrange, fix, layers, overlays, pattern, texture **Cross curricular links:** Geography – Rivers **Links to Prior Learning:** Year 5 collage units		**Know how to:** a. create a colour palette; b. demonstrating mixing techniques; c. use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; **Key questions:** How can I create a colour palette? How can I demonstrate mixing techniques? How can I use a range of paint to create visually interesting pieces? **Key vocabulary:** blend, mix, line, tone, shape, abstract, colour, palette **Cross curricular links:** Geography – National Park **Links to Prior Learning:** Year 5 painting units	
DT	**Key concept/Skill:** **Textiles:** Combining different fabric shapes **Know how to:** Combine different fabric shapes and use a range of textile techniques to create a useful, sturdy and practical carrying pouch. Select suitable fabrics, join pieces securely and add appropriate fastenings and decorative details. **Key Questions:** What is required to fit the design brief of creating a carry case? What design features are required? What additional skills and details can be used to finish my product? **Key vocabulary** Running stitch, Blanket stitch, Back stitch, Annotate, Sketch, Garment, Prototype, Cross-sectional diagram, Exploded diagram, Sturdy, Washable, Overlap, Fabric, Fastening, Function, Design brief, Evaluate, Improve, Seam, Appliqué **Links to Prior Learning:** History – Tudor Britain Explore Tudor money pouches and consider how people carried Year 3 Textiles Build on previous experience of joining and shaping fabric, selecting appropriate materials, using basic stitches and evaluating a textile product.		**Key concept/Skill:** **Food and Nutrition:** Celebrating culture and seasonality **Know how to:** Specific Objective: To create a traditional British dish. **Key questions:** How do we get different food sources? How do ingredients: quantity and quality, effect the overall outcome of a food product? How are traditional dishes made and why might they be the 'traditional' dish? **Key vocabulary:** Ingredients, Utensils, Grow, Reared, Caught, Processed, Combination, Complement, Seasonality, Recipe **Links to Prior Learning:** Science – Reversible and Irreversible changes. Y5 Food technology		**Key concept/Skill:** **Electrical Systems:** More complex switches **Know how to:** Specific Objective: To create a programme to simulate a lighthouse. **Key questions:** What is the purpose and function of a lighthouse and are these the same for all? What materials will be required to make the product and why? How can ideas and products be produced/reproduced in different ways? **Key vocabulary:** Algorithm, Series circuit, Parallel circuit, Fault, Connection, Toggle switch, Push-to-make switch, Push-to-break, Switch, Battery. Battery holder, Bulb, Bulb holder, Wire, Insulator, Conductor, Crocodile clip, Control, Program, System, Input device, Output device, USB cable, Wire, Insulator Conductor, Crocodile clip, Control program system **Cross curricular links:** Computing – designing, writing, and debugging programmes. Lighthouses on Washington coast. **Links to Prior Learning:** Science – Electricity.	
Computing	**Key concept/Skill: <u>Creating media – 3D Modelling</u>** **Know how to:**	**Key concept/Skill: <u>Computing systems and networks – Communication</u>**	**Key concept/Skill: <u>Creating media – Web page creation</u>**	**Key concept/Skill: <u>Data and information – Spreadsheets</u>**	**Key concept/Skill: <u>Programming A – Variables in games</u>**	**Key concept/Skill: <u>Programming B – Sensing</u>** .

	Recognise that you can work in three dimensions on a computer Identify that digital 3D objects can be modified Recognise that objects can be combined in a 3D model Create a 3D model for a given purpose Plan my own 3D model create my own digital 3D model **Key questions:** How can computer software be used to create a 3D model? How do I combine multiple objects to create a 3D object? What are the benefits of grouping objects? **Key vocabulary:** 3D modelling, group, ungroup,rotate, perspective, resize, duplicate	**Know how to:** Explain the importance of internet addresses. Recognise how data is transferred across the internet Explain how sharing information online can help people to work together Evaluate different ways of working together online Recognise how we communicate using technology Evaluate different methods of online communication **Key questions:** How is data transferred across the internet? How does the internet enable people to work together? What are the different methods of online communication? **Key vocabulary:** Domain, server, IP address, data packets, networks, communication, collaboration. **Cross curricular links:** PSHE Feelings (Aut1), using the internet safely across other curriculum lessons. **Links to Prior Learning:** Y5 E-Safety and Understanding search engines and ranking	**Know how to:** review an existing website and consider its structure plan the features of a web page consider the ownership and use of images (copyright) recognise the need to preview pages outline the need for a navigation path recognise the implications of linking to content owned by other people **Key questions:** How do I create a website? What is HTML? What are copyright free-images? **Key vocabulary:** HTML, copyright, Navigation path, hyperlinks **Links to Prior Learning:** Selecting, using and combining a variety of software in Aut2 unit.	**Know how to:** Create a data set in a spreadsheet Build a data set in a spreadsheet Explain that formulas can be used to produce calculated data Apply formulas to data Create a spreadsheet to plan an event Choose suitable ways to present data **Key questions:** What is a spreadsheet? How can a spreadsheet be used to calculate? Why do different cells require different formats? **Key vocabulary:** Excel, spreadsheet, formula, cell, data, information, formatting, columns, rows **Cross curricular links:** Maths: Data handling. **Links to Prior Learning:** Y5 Maths: Data handling, using graphs and charts.	**Know how to:** Define a 'variable' as something that is changeable Explain why a variable is used in a program Choose how to improve a game by using variables Design a project that builds on a given example Use my design to create a project Evaluate my project **Key questions:** What is a variable? How can variables improve a game? How do I test a code that I have written? **Key vocabulary:** variables, design, create, debug, sequence, repetition, input, output, algorithms, Scratch. **Links to Prior Learning:** Y3 Sequence, Y4 Repetition, Y5 Selection, Y5 Coding: using Scratch.	**Know how to:** Create a program to run on a controllable device Explain that selection can control the flow of a program Update a variable with a user input Use a conditional statement to compare a variable to a value Design a project that uses inputs and outputs on a controllable device Develop a program to use inputs and outputs on a controllable device **Key questions:** How do I create a code which achieves the desire output? What are conditional statements? How are conditional statements used to direct the flow of a program? **Key vocabulary:** micro-bit, sequence, selection, repetition, variables, input, output, algorithms, conditional statement **Links to Prior Learning:** Y3 Sequence, Y4 Repetition, Y5 Selection, Y5 Coding: using Scratch, Y6 Sum1 Variables.
Music	**Title:** Happy **Key concept:** Genres – Pop/Motown. **Know how to:** Listen to and appraise songs. Improvise music with and without notation. **Key questions:** Can I appraise songs? Can I create my own music based around a given	**Title: Classroom Jazz** **Key concept: Genres –** Jazz, Latin, Blues. **Know how to:** Listen and appraise a range of jazz songs. Play and improvise with a range of instruments. **Key questions:** Can I appraise a range of songs from a given genre? Can I use a range instruments to improvise and create my own music?	**Title: Benjamin Britten – A New Year Carol.** **Key concept:** Research a given composer/artist and evaluate their music. **Know how to:** Listen to and appraise music from a given artist/composer. Identify cover versions of songs and evaluate these. **Key questions:** What genre of music best fits the composer?	**Title:** You've got a Friend. **Key concept:** The Music of Carole King. **Know how to:** Listen to and appraise songs from an artist. **Key questions:** Can I listen to and appraise music from Carole King? Can I warm my vocal cords up correctly? Can I improvise	**Title: Music and Me** **Key concept:** Contemporary music and identity. **Know how to:** Create our own music inspired by identity and women in the music industry. **Key questions:** How does music effect my identity? How does music inspire me? **Key vocabulary:** inspiration, identity, composition.	**Title: Reflect, Rewind, Replay.** **Key concept:** Revision of key concepts from the previous units. **Know how to:** Use a range of musical notes, create and improvise music. **Key questions:** Can I identify a range of notes? Can I create music for a range of purposes? Can I use key skills effectively?

	genre? Can I perform pieces of music? **Key vocabulary:** genre, compose, notation, improvise, beat. **Cross curricular links:** PSHE – What makes us happy? **Links to Prior Learning:** Dancing In The Street KS2/ages 7-11 (Scheme Year 5)	**Key vocabulary:** jazz, improvisation. **Links to Prior Learning:** Classroom Jazz 1 (Scheme Year 5) Supports improvisation generally in other units.	How has the composer created their music? **Key vocabulary:** composer, perform, cover version. **Links to Prior Learning:** Christmas units Lean On Me - Gospel - KS2/ages 7-11 (Scheme Year 4) In The Groove - Bhangra - KS1/ages 5-7 (Scheme Year 1)	and compose alongside a song? **Key vocabulary:** compose, appraise, vocals, singing, notation. **Links to Prior Learning:** Make You Feel My Love - Adele - KS2/ages 7-11 (Scheme Year 5)		**Key vocabulary:** improvisation, notation, vocals, beat. **Links to Prior Learning:** All Year 6 units
RE	**Key Concept:** **Christianity and Humanism.** Are Humanist and Christian ideas about science conflicting or complementary? Does the Big Bang Theory disprove the Genesis account of creation?	**Key Concept:** **Christianity.** What are the similarities and differences within Christianity locally and globally? **Know how to:** I can compare churches and key Christian beliefs locally to those around the world. **Key questions:** 1. How are the churches in our locality similar/ different? 2. What does worship in a local church look like, compared to a church in another country? 3. How is communion celebrated in local churches? 4. How do local Christian communities celebrate Easter? 5. How is Easter celebrated around the world?	**Key concept:** **Free Choice Unit** What does it mean to belong in a religiously diverse world? **Know how to:** To understand how religion helps people to find their place in a world with many different beliefs. **Key questions:** 1. What is meant by 'religious diversity? 2. What is my identity? What is a stereotype, and what I can do about discrimination? 3. How do different religions celebrate the birth of a child? How do I identify diversity within a religion? 4. What is The Golden Rule, and how it is similar/ different between different religions? 5. What is my vision for The Golden Rule and how could I persuade others to follow it?	**Key concept:** **Religious & non-religious worldviews.** What do religious and non-religious worldviews believe about equality, justice and fairness?	**Key concept:** **Sikhism.** How do Sikhs worship? **Know how to:** I can tell you about a Gurdwara and how Sikhs worship and share food at the Langar. **Key questions:** 1. What is the Gurdwara, and how is it important to the community? What is the Khanda? 2. How do Sikhs worship in the Gurdwara? 3. Why do Sikhs have a Langar? 4. How do Gurdwaras look different or similar around the world? What is the Golden Temple like? **Key vocabulary:** gurdwara, Gurus, khanda, Guru Granth Sahib, langar, equality, Shri Harmandir Sahib, sacred places **Cross curricular links:** English for writing up researched information, Geography for map skills.	**Key concept:** Christianity- What is the Kingdom of God and what do Christians believe about the afterlife? **Know how to:** Describe the Kingdom of God and the afterlife from a Christian perspective. **Key questions:** 1. Can I retell the Parable of the Mustard Seed and explain how Jesus taught about the Kingdom of God using this parable? 2. Can I retell the Parables of the Great Feast and the Pearl, and explain how they teach us about the Kingdom of God?

		6. How is our patron Saint, St George, celebrated around the world? **Key vocabulary:** Community, Church, denomination, Eucharist, worship, fellowship, Koinonia, Taize, Liturgy, prayer, Easter, resurrection, salvation, Patron Saint, St. George, icons. **Cross curricular links:** English for writing and research, Geography, **Links to Prior Learning:** Links with A1 Y6 Christianity units of work.	6. Is there diversity within the religions in my local community? **Key vocabulary:** Religiously diverse world, six major faiths, respect, tolerance, acceptance, British Culture, prejudice, discrimination, perceptions, Golden Rule. **Cross curricular links:** A1/2 theme- Respect PHSE/ Topic- Link to British values English- The idea of free speech and freedom Y5 English Autumn 1 & 2 texts on racism, PSHE differences.		**Links to Prior Learning:** Worship in Christianity (Aut Y6) and Why is equality important to Sikhism? (Y5 RE)	3. Can I begin to understand how local Church communities live as God's Kingdom on Earth? 4. Can I understand how a belief in the Kingdom of God inspires and influences Christians around the world? 5. Can I explain my beliefs about life after death? 6. Can I explain what Christians believe about life after death? **Key vocabulary:** Kingdom of God, afterlife, Christians, Heaven, Hell, forgiveness, soul, faith, values, charity, compassion, loss, memories, eternity. **Cross curricular links:** Termly theme- Respect PHSE/ Topic- Link to British values **Links to Prior Learning:** Y2-Christianity- Who was Jesus and why is he important to Christians? Y4 - Christianity-Why do Christians talk about incarnation at Christmas?

						Y4-Christianity- How did Jesus teach about God and values through the parables? Y4-Christianity- How can I understand different Easter concepts?
PE	**<u>Multi-Skills</u>** **Key concept:** To use running, jumping, throwing and catching in isolation and in combination. **Key location:** MUGA **Know how to:** perform multiple skills to incorporate into games. **Key questions:** Can I compare my performances with previous ones and demonstrate improvement to achieve my personal best? Can I use different skills of running, jumping, throwing and catching in isolation? Can I combine different skills of running, jumping, throwing and catching? **Key vocabulary:** hand-eye coordination, foot-eye coordination, agility, balance, speed, dribbling, shooting, movement. **Links to Prior Learning:** Multi-skills throughout KS2 PE. **<u>Dance - Tudor</u>**	**<u>Games – Tag Rugby</u>** **Key concept:** To play competitive games, modified where, and apply basic principles suitable for attacking and defending. **Key location:** MUGA **Know how to:** play tag rugby using basic skills of attacking and defending. **Key questions:** Can I compare my performances with previous ones and demonstrate improvement to achieve my personal best? Can I learn the rules of Tag Rugby? Can I play using attacking and defending skills? **Key vocabulary:** rugby balls, tag belts, multi-directional movements, attack, defend, tag, catch, pass. **Links to Prior Learning:** Y5 Rugby. **<u>Gymnastics</u>**	**<u>Games - Basketball</u>** **Key concept:** To play competitive games, modified where, and apply basic principles suitable for attacking and defending. **Key location:** MUGA **Know how to:** play basketball using basic skills of attacking and defending. **Key questions:** Can I compare my performances with previous ones and demonstrate improvement to achieve my personal best? Can I learn the rules of Basketball to attack and defend? Can I use different passes and dribbling skills? **Key vocabulary:** dribbling, turn, travelling, bounce pass, chest pass, shoulder pass, accuracy, shooting, scoring. **Links to Prior Learning:** Y5 Basketball. **<u>Running</u>** **Key concept:** To use running, jumping, throwing and catching in isolation and in combination.	**<u>Games – Football</u>** **Key concept:** To play competitive games, modified where, and apply basic principles suitable for attacking and defending. **Key location:** MUGA **Know how to:** play football using basic skills of attacking and defending. **Key questions:** Can I compare my performances with previous ones and demonstrate improvement to achieve my personal best? Can I learn the rules of Football to attack and defend? Can I use different passes and dribbling skills? **Key vocabulary:** kicking, passing, attacking, defending, tactics, scoring. **Links to Prior Learning:** Y4 Football. **<u>Swimming (Spr2/Sum1)</u>**	**<u>Outdoor Activities – Orienteering (through Outdoor Learning)</u>** **Key concept:** To take part in outdoor and adventurous activity challenges both individually and within a team. **Key location:** Outdoor area **Know how to:** work in a team to complete challenges. **Key questions:** Can I compare my performances with previous ones and demonstrate improvement to achieve my personal best? Can I use a compass to guide my directions? Can I follow a set of instructions to reach an end target? **Key vocabulary:** agility, maps, symbols, team, start, finish, cooperation. **Cross curricular links:** PSHE Physical health and mental wellbeing. **Links to Prior Learning:** Following maps on local visits (Nantwich in Aut1). **<u>Swimming (see Spr2)</u>** **<u>Health & Fitness – Gym</u>** **Key concept:** To develop flexibility, strength, technique, control and balance. **Key location:** Large hall	**<u>Games – Bat and Ball</u>** **Key concept:** To play competitive games, modified where, and apply basic principles suitable for attacking and defending. **Key location:** MUGA **Know how to:** play rounders using good fine motor skills. **Key questions:** Can I compare my performances with previous ones and demonstrate improvement to achieve my personal best? Can I learn the rules of Rounders? Can I use a bat to hit a ball and good fine motor skills to pass a small ball? **Key vocabulary:** batting, fielding, catching, bowler, base, boundary, rounder, backstop, score. **Cross curricular links:** PSHE Physical health and mental wellbeing. **Links to Prior Learning:** Aut1 Multi-skills. **<u>Athletics</u>**

	Key concept: To perform dances using a range of movement patterns. **Key location:** Large hall **Know how to:** create a sequenced dance and perform to an audience. **Key questions:** Can I compare my performances with previous ones and demonstrate improvement to achieve my personal best? Can I create a sequenced dance? Can I perform to an audience? **Key vocabulary:** warm up, phrase, motif, galliard, morris dancing, leaping, galloping, skipping, perform, stretch. **Cross curricular links:** Aut Tudor topic. **Links to Prior Learning:** Y5 Dance.	**Key concept:** To develop flexibility, strength, technique, control and balance. **Key location:** Large hall **Know how to:** develop flexibility using stretches and balances. **Key questions:** Can I compare my performances with previous ones and demonstrate improvement to achieve my personal best? Can I develop my flexibility using stretches? Can I perform balances within my group? **Key vocabulary:** rolling, symmetry, sequence, counterbalances, group balances, unison, rehearse, posture. **Links to Prior Learning:** Y5 Gymnastics.	**Key location:** Large hall **Know how to:** use different running skills in challenges. **Key questions:** Can I compare my performances with previous ones and demonstrate improvement to achieve my personal best? Can I use different skills of running in isolation? Can I combine different skills of running? **Key vocabulary:** techniques, directions, movement, pace, defenders, attackers, cool down, stretch. **Links to Prior Learning:** Y5 Dodgeball, Y6 Aut1 Multi-skills.	**Key concept:** To swim competently, confidently and proficiently over a distance of at least 25m. **Key location:** Winsford Lifestyle Centre **Know how to:** Use a range of strokes effectively and perform safe self-rescue in different water-based situations. **Key questions:** Can I swim confidently over a distance of 25m? Can I use a range of strokes? Can I perform safe self-rescue? **Key vocabulary:** front crawl, backstroke, breaststroke, dolphin, diving, self-rescue. **Cross curricular links:** Y6 Spr Geog: Staying safe near water. **Links to Prior Learning:** KS2 swimming.	**Know how to:** develop flexibility and cardio performance. **Key questions:** Can I compare my performances with previous ones and demonstrate improvement to achieve my personal best? Can I develop my flexibility using stretches? Can I develop my cardio performance? **Key vocabulary:** warm up, cardio, interval training, exercise, heart rate, pulse, cool down, stretch. **Cross curricular links:** PSHE Physical health and mental wellbeing. **Links to Prior Learning:** Y5 Circuits.	**Key concept:** To develop flexibility, strength, technique, control and balance. **Key location:** Large hall **Know how to:** develop flexibility and cardio performance. **Key questions:** Can I compare my performances with previous ones and demonstrate improvement to achieve my personal best? Can I develop my flexibility using stretches? Can I develop my cardio performance? **Key vocabulary:** running, sprint start, pace, relay, long jump, distance, arm drives, bent knees, triple jump, take-off, bodyweight, javelin, discus, quoit, swing. **Cross curricular links:** PSHE Physical health and mental wellbeing. **Links to Prior Learning:** Y5 Athletics, Y6 Aut1 Multi-skills.
PSHE	**Everyone Belongs - Pride** Every person is valued, respected, and included, regardless of their background, identity, family, abilities, or beliefs. **Key concept/Skill:** Mental health and wellbeing. Managing money and online spending. **Key discussions:** - I can recognise ways to look after my mental health and wellbeing during times of change.		**Everyone Matters - Respect** Building positive relationships and standing up for others. Understanding that others have different views and being active listeners. **Key concept/Skill:** Changes in puberty (and sex education*). Drug education: assessing risk and managing influences. **Key discussions:** - I can describe the physical, emotional, and social changes that happen during puberty.		**Everyone can Succeed - Empowerment** Understanding how we change physically, emotionally and socially. Being responsible members of our communities and the wider world around us. **Key concept/Skill:** Developing our understanding of AI. Looking to the future. **Key discussions:** - I can explain what artificial intelligence (AI) is and identify different ways it is used in everyday life. - I can recognise both the opportunities and challenges that AI can create for people and society.	

	- I can use strategies to manage worries, challenges, and emotions as I prepare for secondary school. - I can identify people and sources of support that can help me maintain positive wellbeing. - I can understand how money is used online and recognise influences on spending choices. - I can identify online financial risks and know how to stay safe when spending money online. - I can explain how advertising, social media, and other influences can affect the choices I make online. **Key questions:** How can I look after my mental health and wellbeing as I prepare for secondary school? How can I manage worries, emotions, and challenges in different situations? How can I make safe and responsible choices when spending money online? **Key vocabulary:** Wellbeing, Resilience, Transition, Online Spending, Influence **Cross curricular links:** No Outsiders: Feelings, communication **Links to Prior Learning:** Year 5 Friendships, stereotypes and bullying. Mental health and wellbeing and Year 4 Money matters and news literacy. Children further develop their understanding of wellbeing, resilience, influence, money management and making safe choices online.		- I can understand that everyone experiences puberty differently and develops at their own pace. - I can recognise how increasing independence brings new responsibilities and choices. - I can understand how healthy routines, including good sleep habits, support my wellbeing. - I can identify legal and illegal drugs and explain how they can affect health and wellbeing. - I can assess risks and recognise influences that may affect decisions about drug use. **Key questions:** How does puberty affect my body, emotions, and daily life? How can I make healthy and responsible choices as I become more independent? How can I assess risks and resist negative influences related to drugs? **Key vocabulary:** Puberty, Independence, Wellbeing, Drugs, Risk **Cross curricular links:** No Outsiders: Friendship, solving problems. **Links to Prior Learning:** Year 4 Me, my body and growing up. Families and growing together and Year 4 Exploring ways to manage risk. Children build on their knowledge of puberty, personal safety, growth and decision-making whilst exploring increasing independence, responsibility and risk.		- I can understand how to use AI and digital technologies safely, responsibly, and critically. - I can identify my strengths, interests, and aspirations for the future. - I can explore different career pathways and understand how learning can help me achieve my goals. - I can prepare for the transition to secondary school by developing independence, organisation, and resilience. **Key questions:** How is AI used in our lives, and what impact can it have? How can I use technology responsibly and make informed decisions about AI? How can I prepare for my future learning, career choices, and transition to secondary school? **Key vocabulary:** Artificial Intelligence (AI), Technology, Careers, Transition, Resilience **Cross curricular links:** No Outsiders: Changes, moving forward. **Links to Prior Learning:** Year 5 Safe connections. Embedding healthy habits and learning first aid and positively engaging with the wider world. Respecting boundaries. Children build upon their understanding of online safety, digital technology, responsible decision-making, aspirations and preparing for future transitions.	
French	**Introduction/General unit** **Key concept/Skill:** Explore the patterns and sounds of language **Know how to:** Listen attentively to spoken language and develop accurate pronunciations for numbers 0-100. **Key questions:** How do I say all numbers from 0-100?	**All about me** **Key concept/Skill:** Explore the patterns and sounds of language **Know how to:** Develop accurate pronunciations of food and illnesses. **Key questions:** How do I identify different illnesses in French?	**At work and school** **Key concept/Skill:** Appreciating stories, songs, poems, and rhymes in French. Broaden vocabulary **Know how to:** Describe jobs in writing and orally. Develop accurate pronunciations. **Key questions:** What are the different jobs I could do?	**Hobbies** **Key concept/Skill:** Speaking in sentences. Understand basic grammar. **Know how to:** Engage in conversations about hobbies and write phrases from memory. Describe in writing and orally. **Key questions:**	**Food and Drink** **Key concept/Skill:** Speaking in sentences. Broaden vocabulary **Know how to:** Present ideas orally and write phrases from memory. Develop accurate pronunciations **Key questions:** How do I make a reservation? Can I order in my food and drink? **Key vocabulary:** S'il vous plait, puis-je faire une reservatio	**Out and about** **Key concept/Skill:** Speaking in sentences. Broaden vocabulary **Know how to:** Present ideas about holidays orally. Develop accurate pronunciations **Key questions:** Where can I go on holiday?

	Where is France on a world map? **Key vocabulary:** Bonjour - good day Salut - hello À bientôt - see you soon Au revoir - good bye Ça va? - how are you? Ça va très bien - I am feeling very good Ça va bien - I am feeling good Ça va - I am feeling okay Comme ci comme ça - okay Ça va mal - I am not feeling good **Cross curricular links:** Geography-knowledge of countries. International Tudors-French court. **Links to Prior Learning:** Revising French greetings from Year 5. Geography-knowledge of countries.	How do I use role play to show I'm going to the pharmacy and supermarket? **Key vocabulary:** Bonjour docteur, je suis malade. (Hello doctor, I am sick.) J'ai mal à la … (tête / gorge) J'ai mal au … (genou / pied) J'ai mal aux … (yeux) (I have a sore …) tête (head) orteils (toes) cou (neck) doigts (fingers) épaules (shoulders) cheveux (hair) ventre (stomach) yeux (eyes) bras (arms) jambes (legs) genoux (knees) **Cross curricular links:** PE-parts of the body. Science (parts of the body) **Links to Prior Learning:** Reviewing parts of the body	Where would I like to work? Where are the different places of work? **Key vocabulary:** Je voudrais être … (I would like to be …) un enseignant (a teacher) un médecin (a doctor) un vendeur (a shop assistant) un ingénieur (an engineer) un scientifique (a scientist) un mécanicien (a mechanic) un vétérinaire (a veterinarian) **Cross curricular links:** Raising aspirations-careers for the future (limnologists). **Links to Prior Learning:** Review of jobs Likes and dislikes	What hobbies do I play? When do I play? **Key vocabulary:** Je joue … - I play ... Je fais … - I do … à … heures pendant … heure(s). (at … hours for … hour(s).) la danse le foot le tennis le rugby le vélo la musique **Cross curricular links:** PE-sports **Links to Prior Learning:** Reviewing names of different hobbies from Year 4.	n pour … personnes à … heures. (Please can I make a reservation for … people at … hours). avec une table à l'extérieur / à l'intérieur (with a table outside / inside) avec une table dans la fenêtre le jus d'orange le jus des fruits le vin le champagne le lait l'eau mineral le café le thé le coca le chocolat chaud **Cross curricular links:** DT-Food tech **Links to Prior Learning:** Revising different French Food and drink, basic greetings.	Can I use my understanding of French to explain the facilities I would like? Who is coming on holiday with me? **Key vocabulary:** Excusez-moi, pouvez-vous m'aider? (Excuse me, can you help me?) Où est le ...? (Where is the …?) Un billet pour ... à ... heures s'il vous plait. (A ticket for … at … hours please.) **Cross curricular links:** French places in previous years. **Links to Prior Learning:** Revising asking questions, basic greetings.
Raising aspirations	Being a Paleontologist	Being an Engineer in the Royal Navy	Being a limnologist	Health and Safety	Hydrologist Engineers Property Developers	
WOW Outcome	Construction of a "Carrying Pouch" Nantwich Visit		Create a traditional English dish River Visit		Ductu: Bags of Kindness	