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| **Subject** | **Autumn** | **Spring**  | **Summer** |
| ENGLISH | Nature ThemePoetry- The Lost Words* Creating a range of different poetry types based on preserving the natural world.
* Figurative language and imagery

Murder Mystery Writing* Building tension in writing.
* Describing settings, characters and atmosphere
* Writing the opening to a crime story

WW1 Theme* Emotive language and imagery
* Development of comprehension skills
* Balanced argument writing
* Writing in different tenses/from different POV’s
 | ‘A speech to change the world’* Analysing different speeches about global issues.
* Writing and performing speeches based on a chosen issue.

Survival theme* Using Wolf Brother novel as stimulus.
* Character profiles, monologues, non-chronological reports, creative writing.
* Developing literal and inferential reading skills.
* SPaG and Handwriting practice
* Creating a character profile of Torak in the style of Time Magazine
* Instructional writing- how to skin a carcass in the stone age and use every part for purpose.
* SPAG- sentence variation, developing use of more complex punctuation
* Developing the skill of editing and redrafting work.
* Developing PEE skills / SAT related skills
 | Survival theme (continued)* Biography writing based of Wolf Brother Characters.
* Continued development of comprehension skills and skim reading.
* Non-chronological report.

WWII theme* Newspaper writing
* Fine-tuning SAT comprehension technique
* Transition units.
* WWII poetry and creative writing.
* Handwriting practice

Playwriting theme* Children will write and perform their own plays and ‘whooshes’ and analyse each other’s work.
* Examining the language of Shakespeare.
* Prepping for end of Y6 performance.
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| TEXTS | The Lost WordsThe Hound of the Baskervilles short storyWar Horse | Wolf Brother Environmental themed Novels | Carrie’s WarHitler’s Canary |
| MATHS | Developing use of the four basic operations.Place value – x /÷ by 10, 100 and 1000 – and rounding numbers up to 1 million and down to 2 decimal places.Solving simple linear equations.Using negative numbers.Find the area and perimeter of rectangles. Common factors, common multiples and prime numbers..Reasoning within Maths relating to all of the above topics. | Extending use of the four basic operations.Manipulating fractions.Ordering numbers to 10 000 000.Developing mental skills.Multiplying pairs of proper fractions.Finding percentages of whole numbers.Find area of parallelograms and triangles.Finding missing angles. Pie chartsMean averagesReasoning within Math relating to all of the above topics. Working with fractions | Dividing proper fractions by whole numbers.Associating fractions with division.Revision of key elements of previous terms’ work.Reasoning within Maths relating to all of the above topics.Fine-tuning SAT techniqueTransition units |
| SCIENCE | Adaptation, Inheritance and Evolution* Inherited Vs acquired characteristics and understand that variation occurs across a species.
* Explain and understand the process of adaptation and give examples relating to a variety of quirky and different animals, plants and habitats.
* Scientific enquiry- caterpillar hunt (making predictions, recording results, writing conclusions).
* Design an animal and a plant that should thrive and survive in a given environment.
* Understand the process of natural selection, evolution and extinction.
* Scientific enquiry- Darwin’a galapagos finches
* Understand how fossils provide evidence for evolution (Mary Anning)
* Look at the process of human evolution

Living things and their habitats* Research Linnaeus and his classification system.
* Classify living things.
* Design, describe and name a new creature that characteristically sits within the Animalia classification.
* Describe physical regions and their wildlife.
* Understand the implications of key physical aspects of an environment for living things.
* Microorganisms
 | Animals Including Humans* Recording scientific findings- looking more into line graphs and data charts.
* The human body – skeleton and organs
* Health and well-being. Conducting simple experiments to look at the relationship between exercise and heart health.
* Naming and labelling the main arteries, veins and chambers in the heart.
* Learning about the heart and circulatory system- Scientific Enquiry – Lung capacity
* Researching how a healthy diet impacts on the human body.
* Looking at how drugs and alcohol impact the human circulatory system.
* Bacteria and fungi- recognising and classifying
* Scientific enquiry- how temperature affects mould growth.
 | WW2 Link* Children will be looking at new science, machinery and technology that was used in WW2
* examining the ways in which WW2 hindered scientific developments.

Electricity* Children learn about the appearance and function of different electrical components, including switches, bulbs, buzzers, motors, cells and wires.
* Children learn about electric circuits and can draw circuits using appropriate symbols.
* They can experiment with adding and removing components from a circuit and predict the outcomes.
* They will learn to look at a circuit and explain why it may or may not work.
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| ICT | E-safety* Looking at what information we should make available online and how to keep our information private.
* Our digital footprint
* Asking questions- how much time do we spend online? How do we know when we’ve spent too long online?
* Cyberbullying- where is the line?
* Online Relationships – How do we ensure we keep ourselves safe online and how do we critically consider our online friendships.

 Spreadsheets* reading, putting information into and interpreting spreadsheets
* understanding their uses in businesses.
* Creating a spreadsheet for a business to use to keep track of spending/profits.
 | Creating a Video* Creating a film trailer for Wolf Brother the Movie.
* Editing footage and mixing images and sound.
* Consideration of the audience
* Evaluating and peer assessing videos.

Coding* Variables in Games NCEE unit using scratch
* Looking at all the components of a good game.

Planning and creating a simple ‘falling objects’ game with a clear theme. PowerPoint and word skills are also going to be refined.  | Website Design* Microsoft Sway
* Creating a website
* looking at what makes a good website
* quickly retrieving information from web pages
* copyright laws and helpful and harmful links.

Transition unit – Dream School Presentation.* Application of learnt PowerPoint skills to creating a presentation about their “Dream High School.”

E-safety sessions to prepare for transition to high school (Project Evolve).  |
| D&T | WW1* Trench in a shoe box.

Christmas* Designing and creating a Christmas wreath using wire, foliage and other materials.
 | Bush Craft day* linked to Wolf Brother – Shelter building

Wolf Brother* create a model detailing part of the story
* making floating canoes
 | WW2* Children will create Anderson Shelters from a range of materials. Good examples will include realistic features of the 1940s.

End of Year* Children will design and create props, staging and costume aspects for their Year 6 performance.
* Creating signs and products for Nabb Fest.
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| PE |  | Gymnastics  | Athletics |
| GAMES | HockeyNetball | Cricket | Tag Rugby/Tennis |
| PSHE | Friendships and Kindness- The Boy, The Mole, The Fox and The Horse* How do we make a difference? Looking at small acts of kindness
* Being kind to yourself- comparing yourself to others
* Mindfulness and regulation- how do we react to things?
* Friendships and support- coming up with kindness quotes to live by for wall display.

E-safety and kindness (links to computing unit) | Belonging in a Community* Looking at challenging discrimination and stereotypes- why do people discriminate?
* Examining the importance of diversity and difference.
* Media literacy and digital resilience.
* Evaluating sources of information and fact checking- not making snap judgements
 | RSEphysical and emotional changes in line with statutory requirements. Social enterprise project linked to Nabb Fest. Children will work in teams to create a stall that will raise money for the school.  |
| MUSIC | WW1 Look at the music of the era, how is music used as a propaganda tool. Research the importance of music during times of conflict – Christmas truce and carols.  | Wolf Brother songs * look at story telling songs, Research musical theatre and story -telling.
* Use an existing song from musical theatre rewrite the lyrics to reflect a key moment in wolf brother.
 | WW2* Comparing the style of music around in WW1 and WW2.
* Listening to and describing feelings whilst listening to famous songs of the time.
* Looking at how much helped evacuees.

End of Year* Learning and performing songs and dances for end of year performance.
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| ART | Nature Themed Art* Free drawing plants, animals and flowers- drawing accuracy and precision.
* Pastel piece based on pattered animals
* Aboriginal dot painting based on folk tales
* Watercolour flowers

WW1 Art* Charcoal art based around a trench picture
* Silhouette and pastel art based around bombings.
* Remembrance Day Georgie O’Keefe poppies
* Sketching people- drawing the other half of a face symmetrically based on a photo.
 | Wolf Brother* Pen and ink drawings of Wolf brother scenes
* Collage Create a wolf image out of fabric
* Clan markings/body art

David Hockney* Drawing different landscapes/environments in the style of David Hockney.
* Showing perspective in art by using size and contrast.
* Using a range of different mediums including oil paint and water colour. Analysing and critiquing work.

Landscapes* Looking at a variety of different landscapes.
* Learning about the artist Van Gogh. Evaluating his art work to state what they like/dislike.
* Recreating a piece of his art work. Comparing the style of Van Gogh to David Hockney.
* Creating a final piece of landscape art choosing an artist that has influenced them.
 | WW2 ArtIn art, we are looking at still life and sketching. We will be looking at improving our sketching techniques through shading and creating 3D shapes. We will then complete a piece of still life drawing using a fruit bowl as stimulus. Silhouette art based on the blitzPop Art* Looking at famous pieces of pop art (e.g. Roy Lichtenstein)
* Focus on colour and precision
* Creating a word art display using words that represent Year 6

Leavers Performance* Creating props and posters for the Year 6 Leavers Production
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| GEOGRAPHY | Human and Physical Geography of the UK* Looking at the differences between physical and human geography
* Land use- looking at different areas of the UK, differentiating between prominent industries and ways of generating additional money.
* Self-study project- researching the past and present industry of a UK city.
* Holmfirth study- looking at how industry in Holmfirth has changed through the years (the impact of TLOTSW etc).
* ‘Dragons Den’ group project- designing a business that would benefit from the human or physical geography of Holmfirth (class presentation).
* Nordic Countries and Great Britain – Similarities and differences.
 | Our Changing World* Weathering, erosion and changing coastal features- understanding the processes and the impacts on areas (case study seaside town).
* Changing boundaries- investigating different ways countries can change in terms of sea level rise, migration, invasion, political changes and differences (case study- Brexit, Ireland).
* Changing landscapes- looking at aerial images of areas from the past and future and spotting the differences.
* Climate Change- looking at the evidence for and impacts of climate change, both for the UK and around the world. What are the consequences if we don’t act soon?
* Independent study- researching and making an informative A3 poster on one aspect of climate change and how the public can help.
 | Trade and Enterprise* Looking at trading, imports and exports.
* Examining trade routes in and out of the UK, how they worked in Tudor and Victorian times and how they are changing.
* We will also be looking at the fair-trade process and global supply chains
* examining the positives and negative effect of multinational companies on trade.
* Case study- El Salvador

Geographical tactics and their use in WW2 |
| HISTORY | WW1* Timeline of the war
* Understanding the reasons for war (imperialism, nationalism, alliances, colonialism) and the events that led to the war beginning (FF).
* Trench warfare- writing a letter home from the POV of a soldier.
* Analysing and designing war propaganda posters.
* Understanding the important role of women in WW1 and how that changed how they were viewed in society.
* Food and rationing- creating a meal plan based on rations
* Armistice Day and remembrance- what can local memorials tell us about the war?
 | The Inter-War Period* Examining how Britain and other countries recovered from WW1
* Germany in the 1930’s- the economic recession, the rise of Nazi Germany etc.
* Italy, Russia and Germany in the inter-war period.
* The American Great Depression

  | WWII* Topic History and Geography in one unit.
* We will be looking at how WW2 began and a look at how Hitler rose to power in Germany.
* We will then look at geographical tactics and how he rose to power around Europe.
* We will also be researching anti-Semitism in Germany and look at key dates of ‘Kristallnacht’ and ‘the Blitz’.
* We will be looking in depth at Anne Frank
* the lives of evacuees during the war.
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| RE | Kirklees Agreed SyllabusJudaism * Main beliefs and teaching (recap prior learning)
* How do Jews remember Kings and Prophets in worship and life?
* Celebrations and events in Judaism (Bar Mitzvahs, Passover etc).

Christmas * How do different religions and the secular communities’ celebrations important festivals?
 | Humanism* Explaining the differences between atheism and humanism.
* Knowing humanist beliefs
* Exploring the differences between religious and non-religious views worldwide.
* Recognising the ‘Happy Human’ symbol and associating it with humanists

Easter* The Easter story and miracles.
* How is Easter celebrated around the world?
* How Easter traditions vary from country to country.
 | . Kirklees Agreed SyllabusSikhism * Become familiar with some of the outward signs of the Sikh faith (e.g. the five K’s)
* Key beliefs, moral messages and specialist vocabulary
* Use and interpret information about religions from a range of sources.
* Look at the moral teaching of Guru Nanak and how they influence Sikh’s lives.
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| MfL | GreetingsFamily and FriendsFestivals and culture  | About the houseFestival and culture | Transition to KS3 |
| Educational Visits | Local walk to conduct land use surveyMoorland discovery centre – WW1  | Mrs Sunderland Music Festival @ Huddersfield Town Hall | Tree Top TrekCliffe HouseLocal walk |