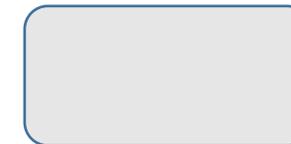




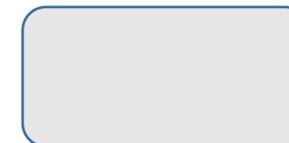
Year Overview	Year Six	2019-2020
---------------	----------	-----------



Events	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Victorians: Vile or Virtuous?	Victorians: Vile or Virtuous?	Year Six Saves the World	Alive and Kicking	Best of British: Shakespeare	Best of British: Mountains, Rivers and Coasts
	Bamado's Enterprise Ripon Museum Victorian School Day Saltaire Tour	Vile or Virtuous (Britain's Got Talent) Assembly	Exhibition of Hope British Red Cross Workshops School of Sanctuary project	Sponsored 5K	End of Key Stage assessments Residential visit to Robinwood	Graduation Leavers' Concert
English	Street Child Alice in Wonderland Tennyson	Charles Dickens Oliver Twist Cogheart Christmas advertisements	Wonder The Lost Words	Pig Heart Boy Blood ebook	A Midsummer Night's Dream Shakespeare's Sonnets	Animation: Alma
	Letter to Future Self News report, police and witness statements Descriptive narrative Performance poetry	Autobiography Diary entry Descriptive narrative Buddy letter Short writing and reading skills revision	Anthology of Hope: Inspirational speeches Climate Change Action Manifesto Protest poem	News script 'The Voice' competition radio advertisement composition and performance Descriptive narrative You have a Heart – scientific explanation	Gossip column Love letters and diary How to understand Shakespeare: A Modern Day Guide explanation text	Writing assessments Descriptive narrative Best of British brochure
Grammar Punctuation						
	Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun Using modal verbs to indicate degrees of possibility Using adverbs to indicate degrees of possibility Using brackets, dashes or commas to indicate parenthesis Using expanded noun phrases to convey complicated information concisely Using the perfect form of verbs to mark relationships of time and cause Using commas to clarify meaning or avoid ambiguity in writing	Synonyms Antonyms Subject Object Subjunctive Form Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech structures typical of informal speech and structures appropriate for formal speech and writing	Punctuation: Colons and semi-colons in a list Using passive verbs to affect the presentation of information in a sentence Use of the passive to affect the presentation of information in a sentence Formal and informal Hyphens	Cohesion Revision and consolidation Using semi-colons to mark boundaries between independent clauses Using colons to mark boundaries between independent clauses Using dashes to mark boundaries between independent clauses Using hyphens to avoid ambiguity	Revision and assessment	Consolidation and application to writing



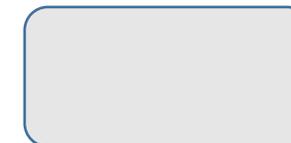
Year Overview	Year Six	2019-2020
---------------	----------	-----------



Spelling	-ble, -ibly, -able, -ably -fial, -cial -ant, -ent, -ance, -ence Y5/6 word list	-cious, -fious -sion, -fion -cian, -fian -fer	-ough Pre-, co-, re- Hyphenated words Latin/Greek etymology Prefixes	-ibly, -ably Prefixes and root words -le, -el, -il, -al Y5/6 word list	Homophones -ice, -ise Y5/6 word list	Ch sounds Root words and suffixes -ive Greek etymology ph sounding 'f'
Guided Reading	Barnados Cogheart Queen Victoria Edward Lear	Reading World Cup First News Christmas advertisements Christmas poetry	Reading World Cup Songs – Bob Dylan and protest songs Benjamin Zephaniah	Reading World Cup The Last Wild The Girl of Ink and Stars Phoenix A Girl Called Owl	Animations: Alma	Class vote text choice
Maths	Number and Place Value Calculations: Four operations Problem solving	Fractions Geometry, position and direction	Decimals Percentages Equivalence Algebra	Measurement	Revision and problem solving	Applying skills
	Mental and written addition, subtraction, multiplication and division. Problem solving using mixed	Compare and order fractions Convert improper fractions to mixed numbers Add and subtract with the same and different denominators Multiply proper fractions and mixed numbers by a whole number Multiply a fraction by a fraction Divide a fraction by a whole number	Number: Decimals – compare, order, rounding, solve problems up to 3 decimal places Number: Percentages Recognise the percent symbol (%) and understand that percent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. Algebra	Measurement: Converting Units Measurement: Area and perimeter Angles Number: Ratio	Problem solving and reasoning Revision of all topics	Project maths: Theme Park Maths Finance
Science	Electricity 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	Light 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	Living Things and Their Habitats Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-	Animals Including Humans Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet,	Revision and assessment of all topics	Evolution and Inheritance 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



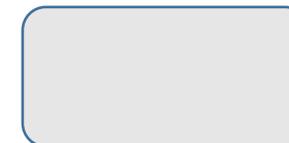
Year Overview	Year Six	2019-2020
---------------	----------	-----------



	<p>bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram</p>	<p>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</p>	<p>organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics</p>	<p>exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans</p>		<p>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</p>
Humanities	<p>History: Victorians Vile or Virtuous? Heartless or Heroic? How does history judge the Victorians What changes did poor Victorians experience? Geography: Saltaire Why did Titus Salt settle on Saltaire? Following the journey of the alpacas</p>		<p>Human Geography: Refugees and migration. Where do they come from and why? If I were Prime Minister...</p>		<p>History: Tudors How did the Tudors have fun? Life in the time of Shakespeare.</p>	<p>Physical Geography: Coasts, Rivers and Mountains: How have the British Isles been shaped? Holiday home or away?</p>
	<p>Use sources of evidence to deduce information about the past.</p> <ul style="list-style-type: none"> • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. <p>Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</p> <ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <ul style="list-style-type: none"> • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. <p>Use literacy, numeracy and computing skills to a</p>		<p>Compare some of the times studied with those of the other areas of interest around the world. Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Understand some of the reasons for geographical similarities and differences between countries. Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent. including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p>		<p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past. Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</p>	<p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p>



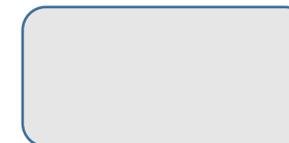
Year Overview	Year Six	2019-2020
---------------	----------	-----------



	<p>exceptional standard in order to communicate information about the past.</p> <ul style="list-style-type: none"> Use original ways to present information and ideas. <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps).</p> <p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area.</p> <p>Record the results in a range of ways.</p> <p>Settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p>					
Art/DT	Mad Hatter's Tea Party Hats				Stage design and props	Artist in Residence Project
	<p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern.</p> <p>Combine visual and tactile qualities and use frameworks (such as wire or moulds) to provide stability and form.</p> <p>Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world.</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</p> <p>Create innovative designs that improve upon existing products.</p> <p>Evaluate the design of products so as to suggest improvements to the user experience.</p>					
PE	Dance Tag Rugby	Hockey	Netball	Circuit Training 5K run	Robinwood Rounders	Tennis Athletics
	<p>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <ul style="list-style-type: none"> Work alone, or with team mates in order to gain points or possession. Strike a bowled or volleyed ball with accuracy. Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team. 				<p>Select appropriate equipment for outdoor and adventurous activity.</p> <ul style="list-style-type: none"> Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. Embrace both leadership and team roles and gain the commitment and respect of a team. Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. 	



Year Overview	Year Six	2019-2020
---------------	----------	-----------

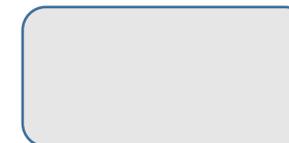


Computing	Privacy Rules	Scratch programming Games developing Talking Safely Online eBook for Charles Dickens Search engine activity http://www.ticbradford.com/computing-curriculum/by-year#information-literacy-6	Recording Party Political Broadcasts Super-Digital Citizen Survey Monkey	Garageband Radio advert http://www.ticbradford.com/computing-curriculum/resources/video-gallery/ipad-tutorials	Scratch programming Shakespeare story What's Cyberbullying?	Excel – data handling – Geographical data http://www.ticbradford.com/downloads/computing-scheme-of-work-2013/data-handling/111-spreadsheet-modelling-y4-y5-y6
	Choose the most suitable applications and devices for the purposes of communication.	Collaborate with others online on sites approved and moderated by teachers. <ul style="list-style-type: none"> Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. Understand the effect of online comments and show responsibility and sensitivity when online. Understand how simple networks are set up and used. 	Use many of the advanced features in order to create high quality, professional or efficient communications. Change the position of objects between screen layers (send to back, bring to front). Coding: Motion, looks, sound, draw, events, control, sensing, variables and lists, sensing	Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner		
MUSIC	Oliver! The Musical	Song Cycle	Street dance	Step Dance		
	Oliver! Chn perform the songs and learn a dance routine from the musical	Song cycle performance Subject link: PSHE The theme of challenging journeys in life resonates through a selection of songs with thoughts of change and transition, and binds them in an optimistic and uplifting song cycle performance. Create songs with verses and a chorus.	Subject link: Geography 'The street' is the setting for this unit of buskers and flash mobs. The children explore Ravel's Bolero through rhythmical mine, learn songs with instrumental accompaniments, and create a dance to build into a thrilling street performance.	Step dance performance Subject link: PE Get into the groove by exploring rhythm and melody in singing, movement and dance. The children learn about beat, syncopation, pitch and harmony, and take a trip around the world to celebrate the universal language of music.	Leavers Concert performance Musical focus: Leavers' assembly performance Subject link: Computing Two songs, one looking back, one looking forward, and a musical device for linking them provide a moving celebration of the children's happy memories and their hopes for the future.	

- Remain positive even in the most challenging circumstances, rallying others if need be.
- Use a range of devices in order to orientate themselves.
- Quickly assess changing conditions and adapt plans to ensure safety comes first.



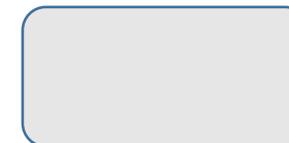
Year Overview	Year Six	2019-2020
---------------	----------	-----------



	<p>Sing or play from memory with confidence.</p> <ul style="list-style-type: none"> • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skilful playing (instrument). 	<p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Combine a variety of musical devices, including melody, rhythm and chords.</p> <ul style="list-style-type: none"> • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinato (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music. 	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <ul style="list-style-type: none"> • Read and create notes on the musical staff. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures. <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music</p> <ul style="list-style-type: none"> • Describe how lyrics often reflect the cultural context of music and have social meaning. 			
RE	Compassion	Christianity and Christmas	Can Charity Change the World?		What does it mean to be a Sikh?	
	Describe and respond thoughtfully to range of different religious teachings on compassion and conflict. Consider and apply ideas about compassion and conflict from different religions. Respond clearly and thoughtfully with their own ideas about compassion.	Describe Christian beliefs and practices, explaining links between beliefs and actions. Observe and understand a range of Christian traditions and practices, explaining their importance for believers. Explore, compare and contrast different expressions of belief in worship and action.	Observe, identify and describe some similarities and differences between the work of the two charities and give simple reasons for this; Explore and describe the impact of some projects of each of the two charities, using the terminology of Islam and Christianity. Apply the ideas of generosity and charity to my own attitudes to money; Apply the ideas of fairness, justice and equality for myself; Describe and make connections between the different priorities of the charities, applying my learning to the role play world development task; Discuss and apply the ideas of fellowship, stewardship, zakat, ummah, generosity and charity to my own attitudes to money.	Describe and understand the links, using a developing religious vocabulary, between Sikh ways of life and their own ways of life and the beliefs that are expressed through them. Observe and suggest reasons for the similarities and differences between Sikh beliefs and ways of life and their own. Describe some of the features of Sikh worship and celebrations in the home and in the community. Discuss different stories, celebrations and events that influence them and make links between aspects of their own experiences and others, asking questions about celebrations and the reasons for them.		
PSHE	Me and My relationships	Keeping Myself Safe	Valuing Difference	Rights and Responsibilities Living in the Wider World	Being my best?	Growing and Changing
	Solve the friendship problem -Assertiveness -Don't force me -Acting appropriately	traffic lights -To share and not to share	OK to be different -We have more in common than not -Challenging stereotypes	Fakebook friends Democracy Caring for the Environment	What's the risk?	I look great -Media manipulation -Is this normal? -Making babies? -What is HIV?
	<p>Explain how some teachings and beliefs are shared between religions.</p> <ul style="list-style-type: none"> • Explain how religious beliefs shape the lives of individuals and communities. <p>Explain the practices and lifestyles involved in belonging to a faith community.</p> <ul style="list-style-type: none"> • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader. <p>Explain some of the different ways that individuals show their beliefs.</p> <p>Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</p> <ul style="list-style-type: none"> • Explain their own ideas about the answers to ultimate questions. • Explain why their own answers to ultimate questions may differ from those of others. <p>Explain why different religious communities or individuals may have a different view of what is right and wrong.</p> <ul style="list-style-type: none"> • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values. 					



Year Overview	Year Six	2019-2020
---------------	----------	-----------



Safety	e-safety Bullying and peer pressure	e-safety	Mental health and well being	First aid training and CPR	Drug awareness and risks	Road safety and Public transport – transition Bikeability
French	French education system		Fashion		Describing self and others	
	<p>To learn the names of subjects in French, find out about similarities and differences between the French and British education systems..</p> <p>To give opinions about different lessons and to design an ideal time table.</p> <p>To learn the names of items of French clothes.</p> <p>To revise the French colours</p>		<p>Fashion</p> <p>To use adjectival agreement when describing people's clothes.</p> <p>To plan and perform a build a bear fashion show and a real life fashion show!</p> <p>Describing self and others</p> <p>To begin to look at French grammar, in particular, verbs.</p> <p>To learn various adjectives</p>		<p>To describe hair and eye colour.</p> <p>To describe celebrities, following grammatical rules.</p> <p>To describe personality, designing a Mr Men character.</p> <p>Enrichment: French factor Eiffel Tower competition.</p>	