

Y6	Autumn 1 (8)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (5)	Summer 1 (6)	Summer 2 (7)
Topic Theme	Crime and Punishment History / Art	Shake it up Geography	Ancient Greece Ancient History	Is it of this world? Fiction or reality? Writing	Y6 STATS Science	Where would you visit in the world? Geography
Key Questions	How has crime and punishment changed since the Romans? Is it ever okay to steal? Is it right to take from the rich to give to the poor?	How and why do earthquakes happen? How will you keep your structure standing? What would you do in a disaster? How do we keep ourselves safe? What is important to us?	Who were the Greeks? Why are they important to us today?	Who is Shaun Tan? How does he / you write a short story? How do you make a pet? Who is Eric? Why do people have rockets in their gardens?	What would a post –apocalypse world look like? What would you miss? Who invented the light bulb?	What do we need to survive? How can we stay safe? Adventure or security? What is a safe risk?
Text / stimulus	Classic Narrative Poetry – The Highwayman Narrative - Robin Hood Non chronological report	Non fiction texts San Andreas Explanation Narrative/recount	Narrative – Myths Information texts	Shaun Tan stories Short stories Narrative Instructions	Literacy shed – replay SCIENCE LINK	Micheal Morpurgo Kensueke’s Kingdom Recount Debate / Argument
Science	All Living things Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics.	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 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.	Light Understand 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 to our eyes or from light sources to objects and then 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, and to predict	Animals including Humans Identify and name the main parts of the human circulatory system, and explain 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.	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 bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram.	

			the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.			
History	Local history study A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Social history – crime and punishment Highwayman – Dick Turpin Robin Hood – Sherwood Forest / Nottinghamshire Middle Ages 14-1500s		Ancient Greece A study of Greek life and achievements and their influence on the western world The legacy of Greek culture and sport on later periods in British history. Ancient Greece			A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Global exploration (linked to sailing) Christopher Columbus and Sir Francis Drake.
Geography	Locational Knowledge Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some aspects have changed over time Highwaymen – A1 road from north to South and changes over time	Physical geography Describe and understand key aspects of physical geography- earthquakes and volcanoes. Earthquakes and volcanoes.				Locational knowledge Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Prime/Greenwich Meridian and time zones. Kensuke's Kingdom
RE	PLANNED UNIT What can we learn from reflecting on Sikh, Muslim and Christian words of wisdom.		What contributions do religions make to local life in Sheffield? How can we make Sheffield a city of tolerance and respect?		How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?	
Music	Listen with attention to detail and recall sounds with increasing aural memory. Cold Play – Viva la Vida Horrible histories – Dick Turpin	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments (Violins) with increasing accuracy, fluency, control and expression Out of the Ark songs – PSICHE links	Listen with attention to detail and recall sounds with increasing aural memory. Horrible history - We are the Greek thinkers song Ancient Greek songs	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians – link to film making	Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations	Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression

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Art	Drawing – fine motorskills in sketch books Charcoal and chalk work – LITERACY LINK to setting Collage - trees Painting using watercolours- trees (setting, trees) SCIENCE LINK		Greek patterns in sketch books Greek vases drawn and then painted (mixing paints) Sculpture - clay		Artists – Banksy Graffiti art Doodle art (PSHE link) Local artist (Pete McKee) Look at a range of artists What is art?	Drawing – Fine motor skills (jellyfish and waves) (revisit sketch books) Collage and colour mixing painting to create Michael and dog picture Artists - Hokusai (Japanese artist)
PE	<u>Invasion Games</u> Dodgeball Linked to rules (Crime and Punishment)	<u>Gymnastics</u> Partner balancing Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapts sequences to include a partner or a small group.	<u>Dance</u> Ancient Greeks Exaggerate dance movements and motifs (using expression when moving) Performs with confidence, using a range of movement patterns. Demonstrates a strong imagination when creating own dance sequences and motifs. Demonstrates strong movements throughout a dance sequence.	<u>Striking and Fielding</u> Cricket Consistently use skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Modifies competitive games. Compares and comments on skills to support creation of new games.	<u>Gymnastics</u> Mirroring Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work.	<u>Athletics</u> Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.
	SUFC	SUFC	SUFC	SUFC	SUFC	SUFC
PSHCE	New beginnings	Getting on and Falling out Anti-Bullying	Going for goals	Good to be me	Relationships	Changes / Transition Crucial Crew

DT		<p>Structures: Building <i>Technical knowledge</i> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - Bridges</p>		<p>Cooking and nutrition: understand and apply the principles of a healthy and varied diet – link to reading comprehension and – science link to human body</p>	<p>Visual arts Pupils create a visual arts dictionary and research famous artists/designers – link to art</p> <p><i>Technical knowledge:</i> understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] -link to science</p>
Computing	<p>Sharing data, media bias, statistics (PSHCE) Will touch on spreadsheets if time (Maths link) 3.5 (3.6), 0.6</p>	<p>3D structures in Sketch Up, plus infographics (GEOG/MATH) 1.6</p>	<p>- Simple Greek-themed animation in Scratch - Extend with maths quiz (HIST/MATH) 5.3, 5.5</p>	<p>Film-making on the topic – documentary v. fiction (ENG) 2.6</p>	<p>CodeBug or Scratch games (Any) 4.5, 4.6, 5.6</p>
MFL - French	<p>Y5 L20 Transport L21 In the classroom L22 Possessives and presentations</p>	<p>L23 Prepositions L24 Prepositions and ai phoneme</p>	<p>L25 Allez and simple future L26 Revision of aller and the simple future</p>	<p>L27 Revision and speaking test practice L28 Revision</p>	<p>L29 Assessments L30 West Africa</p>
Trips & Visits	<p>Greno Woods visit</p>				<p>Laser Quest Crucial Crew Castleton Residential</p>