



Year 6 Overview 2023-24



	AUTUMN 22		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 Elizabeth I: The story of the last Tudor queen by Meg Harper Using Pathways text: Can we save the tiger? by Martin Jenkins as a basis	Focus: Fiction - Classic Narrative Re-tell The Rhythm of the Rain by Grahame Baker-Smith Using Pathways text: The Selfish Giant by Oscar Wilde as a basis Poetry: The Sea by James Reeves	Focus: Non-fiction - Journalistic report Floodland by Marcus Sedgwick Using Pathways text: Jemmy Button by Alix B and The Island by Jason Shin as a basis	Focus: Fiction – Adventure Story Kingdom of Benin Short Stories: Ehi and Uki: Volume 2 Using Pathways text: Sky Chasers by Emma Carroll Poetry: Sonnet Written at the Close of Spring by Charlotte Smith	Focus: Non-fiction – Recount/Biography Text TBC Non-fiction text linked to topic of Benin and Ewuare the First Oba of Benin Using Pathways text: Manfish by Jennifer Berne as a basis
Reading	Focus: The Executioner's Daughter by Jane Hardstaff Focus: Poems from the Second World War selected by Gaby Morgan, When we were Warriors by Emma Carroll Genre–Poetry, Fiction: historical	Focus: Jungle Book by Rudyard Kipling Martha's Suitcase by The Literacy Company Genre–Fiction: classic Information Elizabeth I: The story of the last Tudor queen by Meg Harper	Focus: The Happy Prince and Other Tales by Oscar Wilde Genre –Fiction: classic	Focus: Great Adventurers by Alistair Humphreys Genre–Information Floodland by Marcus Sedgwick SATs revision	Focus: Revision up until SATs Focus: The Youngest Marcher: The Story of Audrey Faye Hendricks, a Young Civil Rights Activist by Cynthia Levinson	Focus: Holes by Louis Sachar 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. Key questions: How have living things changed over time?	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?	Animals including humans Key concept/Skill: Animals including humans Know how to: Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood		Light Key concept: Light travels in straight lines. Key questions: How does light travel? What colours is light made up from? How do we see?	Electricity Key concept: Electricity Key questions: What is electricity? How is static electricity created? What are the components needed for an electrical circuit?

	<p>Do living things produce offspring of the same kind? How are animals adapted to suit their environment? Does adaptation lead to evolution?</p> <p>Key vocabulary: evolution, natural selection, survival, reproduction, offspring, variation, environment.</p> <p>Cross curricular links: English - <u>Catch up unit: Magazine Article Dinosaur Lady</u> by Linda Skeers</p> <p>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</p>	<p>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?</p> <p>Key vocabulary: vertebrate, invertebrate, classification, monera, Protista, fungi.</p> <p>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</p>	<p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>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?</p> <p>Key Vocabulary: Artery, vein, circulatory, oxygenated, chambers, valve</p> <p>Cross Curricular Links: PSHCE Links.</p> <p>Links to Prior Learning: Animals including humans (year 1 to 4)</p>	<p>What is refraction? What is reflection?</p> <p>Key vocabulary: reflect, refract, source, disperse</p> <p>Cross curricular links: DT – building a lighthouse</p> <p>Links to Prior Learning: Y3 Light and Shadows</p>	<p>What are the similarities and differences between series and parallel circuits?</p> <p>Key vocabulary: circuit, component, cell, conductor, insulator, voltage.</p> <p>Cross curricular links: DT – building a lighthouse</p> <p>Links to Prior Learning: Y4 Electricity</p>
<p>History</p>	<p style="text-align: center;">The Tudors</p> <p>Key concept: Local / Democracy / VIPS of the Past</p> <p>Know how to: comment on the different types of cause and effect for historical events, secure chronological knowledge</p> <p>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?</p> <p>Key vocabulary: democracy, era, Monarch Cross curricular links: English, Reading.</p> <p>Links to Prior Learning: Y5 Spring history (Rule of Law)</p>	<p style="text-align: center;">HISTORY OF RIVERS</p>	<p style="text-align: center;">Predominantly after SATs</p> <p style="text-align: center;">Benin</p> <p>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.</p> <p>Key questions: Where was Benin situated? What was life like in Benin? What was the lasting legacy of the Benin civilization?</p> <p>Key vocabulary: Oba Ogisos, Empire, Guild, Animism, Voodoo, Cowrie shells, Civil war, Colonisation</p> <p>Cross curricular links: English, Reading</p> <p>Links to Prior Learning:</p> <ul style="list-style-type: none"> - Chronology and research into Ancient civilisations – Y4 – Ancient Greeks – Y3 – Ancient Egyptians - Y5 Mayans 		

<p>Geography</p>	<p>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: Autumn geography units</p>	<p>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)</p>	<p>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</p>
<p>Art</p>	<p><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, 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</p>	<p><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: 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</p>	<p><u>Painting (Major)</u> Key concept/Skill: Painting - Use techniques, colours, tones and effects in an appropriate way to represent things seen. (e.g. 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) 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</p>

<p>DT</p>	<p>Key concept/Skill: Textiles: Combining different fabric shapes</p> <p>Know how to: Specific Objective: To create a Tudor money pouch by sewing materials.</p> <p>Key questions: What features are required to fit the design brief of creating a Tudor money pouch? What design features are required? What additional details and skills can be used to finish my product?</p> <p>Key vocabulary: Running stitch, Blanket stitch, Back stitch, Annotate, Sketch, Garment, Prototype, Cross-sectional and exploded diagram, Sturdy, Washable, Overlap</p> <p>Cross curricular links: History – Tudor</p> <p>Links to Prior Learning: Year 3 textiles</p>		<p>(To be taught as a second unit in the summer term) Key concept/Skill: Food and Nutrition: Celebrating culture and seasonality</p> <p>Know how to: Specific Objective: To create a traditional British dish.</p> <p>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?</p> <p>Key vocabulary: Ingredients, Utensils, Grow, Reared, Caught, Processed, Combination, Complement, Seasonality, Recipe</p> <p>Links to Prior Learning: Science – Reversible and Irreversible changes. Y5 Food technology</p>		<p>Key concept/Skill: Electrical Systems: More complex switches</p> <p>Know how to: Specific Objective: To create a programme to simulate a lighthouse.</p> <p>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?</p> <p>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</p> <p>Cross curricular links: Computing – designing, writing, and debugging programmes. Lighthouses on Washington coast.</p> <p>Links to Prior Learning: Science – Electricity.</p>	
<p>Computing</p>	<p>Key concept/Skill: <u>Computing systems and networks – Communication</u></p> <p>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</p> <p>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?</p>	<p>Key concept/Skill: <u>Creating media – 3D Modelling</u></p> <p>Know how to: 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</p> <p>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?</p> <p>Key vocabulary: 3D modelling, group, ungroup, rotate, perspective, resize, duplicate</p>	<p>Key concept/Skill: <u>Creating media – Web page creation</u></p> <p>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</p> <p>Key questions: How do I create a website? What is HTML? What are copyright free-images?</p> <p>Key vocabulary: HTML, copyright, Navigation path, hyperlinks</p>	<p>Key concept/Skill: <u>Data and information – Spreadsheets</u></p> <p>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</p> <p>Key questions: What is a spreadsheet? How can a spreadsheet be used to calculate? Why do different cells require different formats?</p> <p>Key vocabulary: Excel, spreadsheet, formula, cell, data, information, formatting, columns, rows</p>	<p>Key concept/Skill: <u>Programming A – Variables in games</u></p> <p>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</p> <p>Key questions: What is a variable? How can variables improve a game? How do I test a code that I have written?</p> <p>Key vocabulary: variables, design, create, debug, sequence, repetition, input, output, algorithms, Scratch.</p> <p>Links to Prior Learning: Y3 Sequence, Y4 Repetition, Y5 Selection, Y5 Coding: using Scratch.</p>	<p>Key concept/Skill: <u>Programming B – Sensing</u></p> <p>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</p> <p>Key questions: How do I create a code which achieves the desired output? What are conditional statements? How are conditional statements used to direct the flow of a program?</p> <p>Key vocabulary: micro-bit, sequence, selection, repetition,</p>

	<p>Key vocabulary: Domain, server, IP address, data packets, networks, communication, collaboration.</p> <p>Cross curricular links: PSHE Feelings (Aut1), using the internet safely across other curriculum lessons.</p> <p>Links to Prior Learning: Y5 E-Safety and Understanding search engines and ranking</p>		<p>Links to Prior Learning: Selecting, using and combining a variety of software in Aut2 unit.</p>	<p>Cross curricular links: Maths: Data handling.</p> <p>Links to Prior Learning: Y5 Maths: Data handling, using graphs and charts.</p>		<p>variables, input, output, algorithms, conditional statement</p> <p>Links to Prior Learning: Y3 Sequence, Y4 Repetition, Y5 Selection, Y5 Coding: using Scratch, Y6 Sum1 Variables.</p>
Music	<p>Title: Happy</p> <p>Key concept: Genres – Pop/Motown.</p> <p>Know how to: Listen to and appraise songs. Improvise music with and without notation.</p> <p>Key questions: Can I appraise songs? Can I create my own music based around a given genre? Can I perform pieces of music?</p> <p>Key vocabulary: genre, compose, notation, improvise, beat.</p> <p>Cross curricular links: PSHE – What makes us happy?</p> <p>Links to Prior Learning: Dancing In The Street KS2/ages 7-11 (Scheme Year 5)</p>	<p>Title: Classroom Jazz</p> <p>Key concept: Genres – Jazz, Latin, Blues.</p> <p>Know how to: Listen and appraise a range of jazz songs. Play and improvise with a range of instruments.</p> <p>Key questions: Can I appraise a range of songs from a given genre? Can I use a range of instruments to improvise and create my own music?</p> <p>Key vocabulary: jazz, improvisation.</p> <p>Links to Prior Learning: Classroom Jazz 1 (Scheme Year 5) Supports improvisation generally in other units.</p>	<p>Title: Benjamin Britten – A New Year Carol.</p> <p>Key concept: Research a given composer/artist and evaluate their music.</p> <p>Know how to: Listen to and appraise music from a given artist/composer. Identify cover versions of songs and evaluate these.</p> <p>Key questions: What genre of music best fits the composer? How has the composer created their music?</p> <p>Key vocabulary: composer, perform, cover version.</p> <p>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)</p>	<p>Title: You've got a Friend.</p> <p>Key concept: The Music of Carole King.</p> <p>Know how to: Listen to and appraise songs from an artist.</p> <p>Key questions: Can I listen to and appraise music from Carole King? Can I warm my vocal cords up correctly? Can I improvise and compose alongside a song?</p> <p>Key vocabulary: compose, appraise, vocals, singing, notation.</p> <p>Links to Prior Learning: Make You Feel My Love - Adele - KS2/ages 7-11 (Scheme Year 5)</p>	<p>Title: Music and Me</p> <p>Key concept: Contemporary music and identity.</p> <p>Know how to: Create our own music inspired by identity and women in the music industry.</p> <p>Key questions: How does music effect my identity? How does music inspire me?</p> <p>Key vocabulary: inspiration, identity, composition.</p>	<p>Title: Reflect, Rewind, Replay.</p> <p>Key concept: Revision of key concepts from the previous units.</p> <p>Know how to: Use a range of musical notes, create and improvise music.</p> <p>Key questions: Can I identify a range of notes? Can I create music for a range of purposes? Can I use key skills effectively?</p> <p>Key vocabulary: improvisation, notation, vocals, beat.</p> <p>Links to Prior Learning: All Year 6 units</p>

<p>RE</p>	<p>Key Concept: Christianity-What can we learn from Christian religious buildings and music?</p> <p>Know how to: I can talk about my local church, music, the building, special artefacts and its role in the community.</p> <p>Key questions: 1. What would I expect to find in a Christian place of worship? 2. What would my local Church want me to know about them? 3. How and why are artefacts are used in Church? 4. How are music and songs used in Church for worship? 5. How do Christian communities demonstrate their beliefs through songs and silence?</p> <p>Key vocabulary: church, worship, community, art, symbolism, music, hymns, praise, belief, Taize Community, Iona Community</p> <p>Cross curricular links: Tudor topic</p> <p>Links to Prior Learning: Previous Christianity units of work</p>	<p>Key Concept: Christianity- How and why do Christians’ worship? What are the benefits for believers? (Compare to worship in other religions.)</p> <p>Know how to: I can talk about the benefits of belonging to a community and can explain which communities that I belong to.</p> <p>Know how to: I can discuss the nature of religion and compare the main disciplines we have studied.</p> <p>Key questions: 1. What is worship, and do I believe in ‘Something Greater’? 2. What is the purpose of prayer? 3. How do different Christian denominations worship in different/ similar ways? 4. How do believers feel when they worship, and what is a spiritual encounter? 5. How is joining a denomination celebrated by the community, and what are the responsibilities of being part of a community? 6. How do Humanists celebrate, and why are celebrations important to communities?</p> <p>Key vocabulary: worship, prayer, denominations, confirmation, membership celebration, spiritual, Humanism/ Humanist</p> <p>Cross curricular links: Tudor topic – Catholicism vs Protestantism</p>	<p>Key concept: Sikhism- How do Sikhs worship?</p> <p>Know how to: I can tell you about a Gurdwara and how Sikhs worship and share food at the Langar.</p> <p>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?</p> <p>Key vocabulary: gurdwara, Gurus, khanda, Guru Granth Sahib, langar, equality, Shri Harmandir Sahib, sacred places</p> <p>Cross curricular links: English for writing up researched information, Geography for map skills</p> <p>Links to Prior Learning: Worship in Christianity (Aut Y6) and Why is equality important to Sikhism? (Y5 RE)</p>	<p>Key concept: Free Choice Unit- What does it mean to belong in a religiously diverse world?</p> <p>Know how to: To understand how religion helps people to find their place in a world with many different beliefs.</p> <p>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? 6. Is there diversity within the religions in my local community?</p>	<p>Key concept: Christianity- What are the similarities and differences within Christianity locally and globally?</p> <p>Know how to: I can compare churches and key Christian beliefs locally to those around the world.</p> <p>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? 6. How is our patron Saint, St George, celebrated around the world?</p> <p>Key vocabulary: Community, Church, denomination, Eucharist, worship, fellowship, Koinonia, Taize, Liturgy, prayer, Easter, resurrection, salvation, Patron Saint, St. George, icons.</p> <p>Cross curricular links: English for writing and research, Geography,</p> <p>Links to Prior Learning: Links with A1 and A2 Y6 Christianity units of work.</p>	<p>Key concept: Christianity- What is the Kingdom of God and what do Christians believe about the afterlife?</p> <p>Know how to: Describe the Kingdom of God and the afterlife from a Christian perspective.</p> <p>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? 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?</p>
------------------	---	---	--	---	--	---

		<p>Links to Prior Learning: Y6 Christianity- What can we learn from religious buildings and music?</p> <p>Previous units of work on worship in the other faiths.</p> <p>Y4- Humanism</p>		<p>Key vocabulary:</p> <p>Religiously diverse world, six major faiths, respect, tolerance, acceptance, British Culture, prejudice, discrimination, perceptions, Golden Rule.</p> <p>Cross curricular links:</p> <p>Termly theme- Respect</p> <p>PHSE/ Topic- Link to British values</p> <p>English- The idea of free speech and freedom</p> <p>Y5 English Autumn 1 & 2 texts on racism, PSHE differences.</p> <p>Links to Prior Learning:</p> <p>Year 4- Humanism-</p> <p>What is Humanism?</p>		<p>Key vocabulary:</p> <p>Kingdom of God, afterlife, Christians, Heaven, Hell, forgiveness, soul, faith, values, charity, compassion, loss, memories, eternity.</p> <p>Cross curricular links:</p> <p>Termly theme- Respect</p> <p>PHSE/ Topic- Link to British values</p> <p>Links to Prior Learning:</p> <p>Y2-Christianity- Who was Jesus and why is he important to Christians?</p> <p>Y4 - Christianity-Why do Christians talk about incarnation at Christmas?</p> <p>Y4-Christianity- How did Jesus teach about God and values through the parables?</p> <p>Y4-Christianity- How can I understand different Easter concepts?</p>
PE	<u>Multi-Skills</u>	<p><u>Games – Tag Rugby</u></p> <p>Key concept: To play competitive games, modified where, and</p>	<p><u>Games - Basketball</u></p> <p>Key concept: To play competitive games, modified where, and</p>	<p><u>Games – Football</u></p> <p>Key concept: To play competitive games, modified where, and apply</p>	<p><u>Outdoor Activities – Orienteering (through Outdoor Learning)</u></p>	<p><u>Games – Bat and Ball</u></p> <p>Key concept: To play competitive games, modified where, and</p>

<p>Key concept: To use running, jumping, throwing and catching in isolation and in combination.</p> <p>Key location: MUGA</p> <p>Know how to: perform multiple skills to incorporate into games.</p> <p>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?</p> <p>Key vocabulary: hand-eye coordination, foot-eye coordination, agility, balance, speed, dribbling, shooting, movement.</p> <p>Links to Prior Learning: Multi-skills throughout KS2 PE.</p> <p><u>Dance - Tudor</u></p> <p>Key concept: To perform dances using a range of movement patterns.</p> <p>Key location: Large hall</p> <p>Know how to: create a sequenced dance and perform to an audience.</p> <p>Key questions: Can I compare my performances with previous ones and demonstrate improvement to achieve my personal best? Can I create a</p>	<p>apply basic principles suitable for attacking and defending.</p> <p>Key location: MUGA</p> <p>Know how to: play tag rugby using basic skills of attacking and defending.</p> <p>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?</p> <p>Key vocabulary: rugby balls, tag belts, multi-directional movements, attack, defend, tag, catch, pass.</p> <p>Links to Prior Learning: Y5 Rugby.</p> <p><u>Gymnastics</u></p> <p>Key concept: To develop flexibility, strength, technique, control and balance.</p> <p>Key location: Large hall</p> <p>Know how to: develop flexibility using stretches and balances.</p> <p>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?</p>	<p>apply basic principles suitable for attacking and defending.</p> <p>Key location: MUGA</p> <p>Know how to: play basketball using basic skills of attacking and defending.</p> <p>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?</p> <p>Key vocabulary: dribbling, turn, travelling, bounce pass, chest pass, shoulder pass, accuracy, shooting, scoring.</p> <p>Links to Prior Learning: Y5 Basketball.</p> <p><u>Running</u></p> <p>Key concept: To use running, jumping, throwing and catching in isolation and in combination.</p> <p>Key location: Large hall</p> <p>Know how to: use different running skills in challenges.</p> <p>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?</p> <p>Key vocabulary: techniques, directions, movement, pace,</p>	<p>basic principles suitable for attacking and defending.</p> <p>Key location: MUGA</p> <p>Know how to: play football using basic skills of attacking and defending.</p> <p>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?</p> <p>Key vocabulary: kicking, passing, attacking, defending, tactics, scoring.</p> <p>Links to Prior Learning: Y4 Football.</p> <p><u>Swimming (Spr2/Sum1)</u></p> <p>Key concept: To swim competently, confidently and proficiently over a distance of at least 25m.</p> <p>Key location: Winsford Lifestyle Centre</p> <p>Know how to: Use a range of strokes effectively and perform safe self-rescue in different water-based situations.</p> <p>Key questions: Can I swim confidently over a distance of 25m? Can I use a range of strokes? Can I perform safe self-rescue?</p>	<p>basic principles suitable for attacking and defending.</p> <p>Key location: MUGA</p> <p>Know how to: work in a team to complete challenges.</p> <p>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?</p> <p>Key vocabulary: agility, maps, symbols, team, start, finish, cooperation.</p> <p>Cross curricular links: PSHE Physical health and mental wellbeing.</p> <p>Links to Prior Learning: Following maps on local visits (Nantwich in Aut1).</p> <p><u>Swimming (see Spr2)</u></p> <p><u>Health & Fitness – Gym</u></p> <p>Key concept: To develop flexibility, strength, technique, control and balance.</p> <p>Key location: Large hall</p> <p>Know how to: develop flexibility and cardio performance.</p> <p>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?</p>	<p>apply basic principles suitable for attacking and defending.</p> <p>Key location: MUGA</p> <p>Know how to: play rounders using good fine motor skills.</p> <p>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?</p> <p>Key vocabulary: batting, fielding, catching, bowler, base, boundary, rounder, backstop, score.</p> <p>Cross curricular links: PSHE Physical health and mental wellbeing.</p> <p>Links to Prior Learning: Aut1 Multi-skills.</p> <p><u>Athletics</u></p> <p>Key concept: To develop flexibility, strength, technique, control and balance.</p> <p>Key location: Large hall</p> <p>Know how to: develop flexibility and cardio performance.</p> <p>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?</p>
---	---	--	--	---	--

<p>sequenced dance? Can I perform to an audience?</p> <p>Key vocabulary: warm up, phrase, motif, galliard, morris dancing, leaping, galloping, skipping, perform, stretch.</p> <p>Cross curricular links: Aut Tudor topic.</p> <p>Links to Prior Learning: Y5 Dance.</p>	<p>Key vocabulary: rolling, symmetry, sequence, counterbalances, group balances, unison, rehearse, posture.</p> <p>Links to Prior Learning: Y5 Gymnastics.</p>	<p>defenders, attackers, cool down, stretch.</p> <p>Links to Prior Learning: Y5 Dodgeball, Y6 Aut1 Multi-skills.</p>	<p>Key vocabulary: front crawl, backstroke, breaststroke, dolphin, diving, self-rescue.</p> <p>Cross curricular links: Y6 Spr Geog: Staying safe near water.</p> <p>Links to Prior Learning: KS2 swimming.</p>	<p>Key vocabulary: warm up, cardio, interval training, exercise, heart rate, pulse, cool down, stretch.</p> <p>Cross curricular links: PSHE Physical health and mental wellbeing.</p> <p>Links to Prior Learning: Y5 Circuits.</p>	<p>Key vocabulary: running, sprint start, pace, relay, long jump, distance, arm drives, bent knees, triple jump, take-off, bodyweight, javelin, discus, quoit, swing.</p> <p>Cross curricular links: PSHE Physical health and mental wellbeing.</p> <p>Links to Prior Learning: Y5 Athletics, Y6 Aut1 Multi-skills.</p>
---	--	---	---	---	--

<p>PSHCE</p>	<p align="center"><u>Living in the wider world – Pride</u></p> <p align="center">Key concept/Skill:</p> <p align="center">Belonging to a community; Media literacy; Digital resilience;</p> <p align="center">Money & work</p> <p align="center">Key discussions:</p> <p align="center">-Valuing diversity; challenging discrimination and stereotypes</p> <p align="center">-Evaluating media sources; sharing things online</p> <p align="center">- Influencing and attitudes to money; money and financial risks</p> <p align="center">Key vocabulary:</p> <p align="center">Racism, diversity, community, stereotypes, influence, prejudice, discriminate/ discrimination freedom of speech, comply, restrictions, data sharing, distribution of images, value for money, risks, gambling, emotions</p>	<p align="center"><u>Relationships - Respect</u></p> <p align="center">Key concept/Skill: Families and friendships; Safe relationships; Respecting ourselves and others.</p> <p align="center">Key discussions:</p> <p align="center">- Attraction to others; romantic relationships; civil partnership and marriage; -Recognising and managing pressure; consent in different situations; -Expressing opinions and respecting other points of view, including discussing topical issues</p> <p align="center">Key vocabulary:</p> <p align="center">Relationship, attraction, gender identity, sexual orientation, marriage, civil partnership, legal declaration, blended family, stability, security, consent, pressure, respectful, points of view</p> <p align="center">Cross curricular links:</p> <p align="center">Tudors- History</p> <p align="center">Links to Prior Learning:</p> <p align="center">Y5 Spring Term PSHE</p>	<p align="center"><u>Empowerment – Health and Wellbeing</u></p> <p align="center">Key concept/Skill: Physical health and mental wellbeing; Growing and changing; Keeping safe</p> <p align="center">Key discussions:</p> <p align="center">- What affects mental health and ways to take care of it; managing change, loss and bereavement, managing time online; - Human reproduction and birth; managing transition; -Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p> <p align="center">Key vocabulary:</p> <p align="center">non-judgemental, mental health, intense, conflicting, proportionately, trusted adult, bereavement, reproduction, independence, age restrictions, legal drugs, habit, laws,</p> <p align="center">Cross curricular links:</p> <p align="center">Science- Humans & other animals; Keeping Healthy</p> <p align="center">Links to Prior Learning:</p> <p align="center">Y5 Summer term PSHE</p>
---------------------	---	---	---

	<p align="center">Cross curricular links:</p> <p align="center">Y6 English Catch up Unit 'Of Thee I Sing'</p> <p align="center">No Outsiders- Can I think about responses to immigration?</p> <p align="center">Links to Prior Learning:</p> <p align="center">Y5 Autumn Term PSHE</p>					
French	<p>Introduction/General unit</p> <p>Key concept/Skill: Explore the patterns and sounds of language</p> <p>Know how to: Listen attentively to spoken language and develop accurate pronunciations for numbers 0-100.</p> <p>Key questions: How do I say all numbers from 0-100? Where is France on a world map?</p> <p>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</p> <p>Cross curricular links: Geography-knowledge of countries. International Tudors-French court.</p> <p>Links to Prior Learning: Revising French greetings from Year 5.</p>	<p>All about me</p> <p>Key concept/Skill: Explore the patterns and sounds of language</p> <p>Know how to: Develop accurate pronunciations of food and illnesses.</p> <p>Key questions: How do I identify different illnesses in French? How do I use role play to show I'm going to the pharmacy and supermarket?</p> <p>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)</p> <p>Cross curricular links: PE-parts of the body. Science (parts of the body)</p> <p>Links to Prior Learning: Reviewing parts of the body</p>	<p>At work and school</p> <p>Key concept/Skill: Appreciating stories, songs, poems, and rhymes in French. Broaden vocabulary</p> <p>Know how to: Describe jobs in writing and orally. Develop accurate pronunciations.</p> <p>Key questions: What are the different jobs I could do? Where would I like to work? Where are the different places of work?</p> <p>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)</p> <p>Cross curricular links: Raising aspirations-careers for the future (limnologists).</p> <p>Links to Prior Learning: Review of jobs Likes and dislikes</p>	<p>Hobbies</p> <p>Key concept/Skill: Speaking in sentences. Understand basic grammar.</p> <p>Know how to: Engage in conversations about hobbies and write phrases from memory. Describe in writing and orally.</p> <p>Key questions: What hobbies do I play? When do I play?</p> <p>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</p> <p>Cross curricular links: PE-sports</p> <p>Links to Prior Learning: Reviewing names of different hobbies from Year 4.</p>	<p>Food and Drink</p> <p>Key concept/Skill: Speaking in sentences. Broaden vocabulary</p> <p>Know how to: Present ideas orally and write phrases from memory. Develop accurate pronunciations</p> <p>Key questions: How do I make a reservation? Can I order in my food and drink?</p> <p>Key vocabulary: S'il vous plait, puis-je faire une reservatio 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</p> <p>Cross curricular links: DT-Food tech</p> <p>Links to Prior Learning: Revising different French Food and drink, basic greetings.</p>	<p>Out and about</p> <p>Key concept/Skill: Speaking in sentences. Broaden vocabulary</p> <p>Know how to: Present ideas about holidays orally. Develop accurate pronunciations</p> <p>Key questions: Where can I go on holiday? Can I use my understanding of French to explain the facilities I would like? Who is coming on holiday with me?</p> <p>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.)</p> <p>Cross curricular links: French places in previous years.</p> <p>Links to Prior Learning: Revising asking questions, basic greetings.</p>

	Geography-knowledge of countries.					
Raising aspirations	Being a Paleontologist	Being an Engineer in the Royal Navy	Being a limnologist	Health and Safety	Being a conservationist	Project Management (Ductu)
WOW Outcome	Construction of a Tudor Pouch Nantwich Visit		Create a traditional English dish River Visit		Ductu: Bags of Kindness America Trip	