



Term:	Autumn		Spring		Summer	
Theme:	World War Two		The Suffragettes		Ancient Civilisations	
Trips & Visits:	Junior Citizenship	Bristol – Cathedral, Museum, Aquarium, Boat trip and Art Gallery Anti-bullying Week Christmas Market	Children’s Mental Health Week Maths Week	Safer Internet Day World Book Day	Sports Day Healthy Eating Week Careers’ Fair	Shepperton High Street Police Visit Park Visit Year 6 Production Leavers’ Picnic Leavers’ Disco
English	PoR Text: Goodnight Mister Tom	PoR Text: Rose Blanche	PoR Text: Suffragette: The Battle for Equality	PoR Text: Macbeth	PoR Text: Pig Heart Boy	PoR Text: There’s a Boy in the Girls’ Bathroom – End of the day text
Maths	Number: Place Value Place Value, Negative Numbers and Rounding Addition & Subtraction Multiplication & Division – introducing Long Division Prime numbers, Square numbers, Cube Numbers, Factors and Multiples Mixed Four Operations Multi-step problems	Number: Fractions Equivalent Fractions, Comparing and Ordering Addition and Subtraction of Fractions Multiplication and Division of Fractions Finding Fractions of Amounts Geometry: Position and Direction Co-ordinates, Reflections and Translations.	Number: Decimals, Percentages and Algebra Equivalent Decimals, Fractions and Percentages Multiplying by 10, 100 and 1,000 Dividing by 10, 100 and 1,000 Simplifying Mixed Numbers and Improper Fractions Percentages of amounts Finding unknown values Writing formulas and interpreting sequences	Measures: Converting units Metric and Imperial Perimeter, Area and Volume Ratio & Proportion Algebra	Geometry: Property of 2D and 3D shapes Nets Angles Problem Solving Statistics Pie charts, Bar charts and Tables. Calculating the mean SATs	Maths consolidation and investigations
Science	Electricity: How does the number of bulbs in a circuit affect the brightness of each bulb? Comparative and fair testing	Light: How can I use shadows to identify WW2 planes? Classifying and grouping	Living things and their habitats Including microorganisms	Evolution and inheritance	Animals including Humans – The circulatory system	N/A SATS
Art		Discussions of preferred art styles and artists: WWII focus. L.S. Lowry – Perspective		Sewing, Weaving and Embroidery Creating Suffragette banners		Digital Art Photography & Graphics
Computing	E-safety – Identifying how a website is secure Stereotypes	Information Technology – Multimedia Text and Images: (+1 lesson of e-safety) Research & PowerPoints Transitions	Information and Technology – Multimedia Sound and Motion: (+1 lesson of e-safety) Slow Motion Animation Making a TV Advert	Digital Literacy - Handling Data: (+1 lesson of e-safety) Excel & Data Representation	Digital Literacy – Technology in our Lives: (+1 lesson of e-safety) How is Technology used in the wider world? What will the Technology of the future look like?	Computer Science – Coding and Programming: (+1 lesson of e-safety) Designing a Game Computer Networks Algorithms & Debugging

DT	<p>Sculpture: Anderson Shelters Glue gun and saws to determine which materials are best to support a structure.</p> <p>Food & Nutrition: Rationing</p>		<p>Construction: Pop-up Books Strengthening, Stability and Reinforcement</p>		<p>Computer Aided Design Re-design of Shepperton High Street</p> <p>Food & Nutrition: Healthy Me Week</p>	
French	Sports	Leisure activities	Clothes	Describing someone	Weather	Numbers to 100
Geography		<p>Physical Geography: World War Two Axis and Allies Countries Localities – Differing Landscapes</p>		<p>Physical Geography: Mountain Ranges How are Mountains Formed? Climate</p> <p>Human Geography: How this shapes settlement patterns, transportation routes and resource reliability.</p>		<p>Human Geography: Fieldwork & Town Planning Features of Shepperton High Street</p>
History	<p>World War Two: Why did WWII begin? Rationing, Evacuations, Battle of Dunkirk & Pearl Harbour</p>		Suffragettes:		Magna Carta:	
Music	<p>Sing Up Hey, Mr Miller Focus: Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation) progression snapshot 1.</p>	<p>Sing Up Shadows (3 lessons) Focus: Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul)</p> <p>Composing for protest! (3 lessons) Focus: To create music inspired by Ethel Smyth and a picture of the suffragettes, composing using a non-musical stimulus, lyrics, melody, steady beat, tempo, ostinato, coda.</p>	Ukulele Instrumental Unit	Ukulele Instrumental Unit	<p>Sing Up Race! (3 lessons) Focus: To create music to accompany a short film about a race, composing an extended melody and accompaniment.</p> <p>Exploring identity through song. Focus: Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems.</p>	Production
PE	<p>Hockey: Dribbling, Passing & Control. Being a team player and applying to a game situation</p>	<p>Hockey: Dribbling, Passing & Control. Application to game play and tournaments.</p>	<p>Football: Dribbling, Passing & Control. Being a team player and applying to a game situation</p>	<p>Football: Dribbling, Passing & Control. Application to game play and tournaments.</p>	<p>Athletics: Jumping, Throwing and Running</p>	<p>Tennis: Rallies, serving and game play</p>
PSHE	<p>Being Me in My World: Global Citizen The Learning Charter & Consequences</p>	<p>Celebrating Differences: Understanding Disability, Bullying & What makes us special?</p>	<p>Dreams and Goals: Steps to Success, Helping to make a difference & Recognising Achievements</p>	<p>Healthy Me: Food, Drugs, Alcohol & emergency Aid Emotional & Mental Health Managing Stress</p>	<p>Relationships: Love & Loss, Power & Control and Being Safe with Technology</p>	<p>Changing Me: Self & Body Image, Attraction Puberty Conception to Birth Transition to Secondary School</p>
RS	<p>Christianity The Trinity: How is God three – and yet One?</p>	<p>Christianity What do Christians believe about the Messiah – and why is it good news?</p>	<p>Christianity For Christians, what difference does it make to belong to God's Kingdom?</p>	<p>Islam What helps Muslims to live a good Life? Thinking theologically about God</p>	<p>Hindu (Sanatan) Dharma Why should Sanatanis (Hindus) live a good life? Thinking sociologically about community</p>	<p>Y6: Who am I and where do I belong? Thinking philosophically about identity</p>