

Subject	Autumn	Spring	Summer
English	<ul style="list-style-type: none"> <li>➤ <b>Narratives</b> (part and complete) based on a well-known text and on a range of visual literacy stimuli</li> <li>➤ <b>Playscripts</b> – including development of stage directions, character voice and scenes</li> <li>➤ Reading, writing and performing <b>song lyrics</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Adventure stories</b> – plot, suspense, resolution; developing editing skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Persuasive text</b> – <i>formal letter</i></li> </ul>
	Throughout Y6: <b>Recount</b> – <i>biography and autobiography, diaries, newspaper reports and journalistic writing</i> Revision of features of non-chronological reports and explanations, using content from other subject areas		
Maths	<i>In a spiral curriculum over the year:</i> Number (number, place value, addition, subtraction, multiplication, division, fractions including decimals and percentages), ratio and proportion, algebra, measurement, geometry (properties of shapes, position and direction), statistics		
Religious Education	<ul style="list-style-type: none"> <li>➤ What might the journey of life and death look like from a Christian perspective?</li> <li>➤ Should every Christian go on a pilgrimage?</li> <li>➤ Christmas: How would Christians advertise Christmas to show what Christmas means today?</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>World Faith:</b> Buddhism: What does it mean to be a Buddhist?</li> <li>➤ <b>World Faith:</b> Judaism: What does it mean to be a Jew?</li> </ul> <p><b>Visit to Jewish Museum (Camden)</b></p> <ul style="list-style-type: none"> <li>➤ Easter: How does the Christian festival of Easter offer hope?</li> </ul>	<ul style="list-style-type: none"> <li>➤ How has the Christian message survived for over 2000 years?</li> <li>➤ Who decides? (thematic unit)</li> </ul>
Science	Planned spaced retrieval activities to keep up knowledge of both science content and working scientifically skills and cross curricular links with other subjects		<ul style="list-style-type: none"> <li>➤ Living things and their habitats</li> <li>➤ Animals, including humans (diet, drugs, lifestyle)</li> <li>➤ Evolution and inheritances</li> <li>➤ Light</li> <li>➤ Electricity</li> </ul>
Art and Design <small>examples of practical knowledge with theoretical knowledge links in brackets</small>	<ul style="list-style-type: none"> <li>➤ <i>Select techniques and materials to make a 3D form (Ancient Greek vessel)</i></li> </ul> <p><i>Artist studies – throughout the year (e.g. Yellena James, Yinka Shonibare)</i></p>	<ul style="list-style-type: none"> <li>➤ <i>Make detailed analytical drawings: control of tools and techniques: pencil drawings of features; botanical drawings</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Enlarge and scale up drawings: (Roy Lichtenstein)</i></li> <li>➤ <i>Create a figure form using clay (African tribal masks)</i></li> </ul>
Computing Computer Science/ Coding Digital Literacy  <small>Information Technology (examples)</small>	➤ Rodocodo	➤ Crumble coding	➤ Scratchjunior <b>CLC visit</b>
	➤ Transfer skills safely from one program/application to another; safe searching and navigation with good understanding of how to find safe, reliable information; legal and ethical responsibilities online; terms and conditions; what happens to information shared online; digital footprint; how to report concern and ask for help		
	➤ <i>Publish writing (docs)</i>	➤ <i>Presentation (Science) (slides)</i>	➤ <i>Stop motion animation; Budgeting: google sheets</i>
Design and Technology <small>(examples)</small>	➤ Textiles: Combining different fabric shapes and finishing ( <i>Christmas decorations</i> )	➤ Electrical systems: monitoring and control ( <i>Crumble sensor controlled night lights</i> )	➤ Electrical systems (more complex switches and motors) ( <i>Moving vehicles</i> )
Geography	➤ How do places and people around the world link together? (Human geography: settlements, land use, economic activity, trade links, natural resources)	Planned spaced retrieval activities of key learning, skills and concepts and cross curricular links with other subjects	
History	➤ How did the Ancient Greeks shape the way we live our lives today? (Ancient Greece and its influence on the western world; the legacy of Greek culture on later period in British history, including today) <b>Visit to British Museum</b>		
PSHE and Citizenship	<p><u>Relationships and diversity</u></p> <ul style="list-style-type: none"> <li>➤ Positive and healthy relationships</li> <li>➤ What is marriage and civil partnership</li> <li>➤ Gender identities</li> </ul>	<p><u>Health and well-being</u></p> <ul style="list-style-type: none"> <li>➤ Changes: puberty (revisit from Y5) transition, loss, separation, bereavement</li> <li>➤ Pressure; where it comes from and how to resist; Habits</li> <li>➤ Alcohol, tobacco, energy drinks, drugs education</li> </ul>	<p><u>Living in the wider world</u></p> <ul style="list-style-type: none"> <li>➤ Images- media and in reality</li> <li>➤ Exploring how the media and social media presents information</li> <li>➤ Enterprise and development of enterprise skills</li> <li>➤ Early careers information</li> </ul>
Languages (French)	<ul style="list-style-type: none"> <li>➤ <i>Content examples: All about me, food and drink; home; animals; world around me</i></li> <li>➤ Devise and perform short role play with correct pronunciation; listen and understand verbs and person in spoken language; understand main points from written paragraph; write sentences with adjectives in short paragraph (using known spelling patterns to make plausible attempts at unfamiliar words)</li> </ul>		
Music	<ul style="list-style-type: none"> <li>➤ Music Appreciation: Focus mainly on active listening through appreciation of composers/artists such as: Abba, Chopin and Mozart.</li> <li>➤ Studio Session: Focus on all strands of music (e.g. Pulse, Composing, Singing, Performing): play pieces, as an ensemble, including: Happy by Pharrell Williams and Crazy by Gnarls Barkley.</li> </ul>		
Physical Education	<ul style="list-style-type: none"> <li>➤ Skills development leading to invasion games</li> <li>➤ Gymnastics</li> <li>➤ Outdoor and adventurous activities: school journey</li> </ul>	<ul style="list-style-type: none"> <li>➤ Health and Fitness/Gymnastics</li> <li>➤ Skills development/Dance</li> </ul>	<ul style="list-style-type: none"> <li>➤ Athletics including cross country</li> <li>➤ Skills development leading to striking and fielding and racket games</li> </ul>

### Example curriculum links in Year 6

<b>Ancient Greece</b> <ul style="list-style-type: none"><li>• History: Ancient Greece and wider impact</li><li>• PSHE: democracy</li><li>• Art: clay pots and Greek design</li><li>• Science – investigations and Archimedes</li></ul>	<b>Judaism</b> <ul style="list-style-type: none"><li>• RE: What does it mean to be a Jew?</li><li>• Breadmaking – challah bread</li><li>• Maths: nets for making a mezzuzah</li></ul>
<b>The heart</b> <ul style="list-style-type: none"><li>• Science: the human body – circulations and how the heart works</li><li>• Computing: create stop motion animation of circulation</li><li>• Maths: data collection and handling – heart rate over time</li><li>• PSHE: healthy lifestyles</li></ul>	<b>Fossils</b> <ul style="list-style-type: none"><li>• Science: evolution, how fossils are formed and what we can learn from them</li><li>• Art: botanical drawings</li><li>• Computing (information technology): formatting a newspaper report</li><li>• English: newspaper report about Mary Anning</li></ul>