

Y6	Autumn 1	Spring	Summer			
Learning Challenge	Invaders and Settlers	Chocolate	Where do I live?			
Communication	Intrinsic across the curriculum + 2 Communication groups each week					
Books and stories	Fiction	Using information texts	Poetry	Advertisements	Plays	Interviews and questions
	Non fiction- linked to LC themes					
Reading	Daily sessions Individual and group sessions- include objects, pictures, symbols, book knowledge and phonics where appropriate  Group activities e.g. sensory stores or phonics Book corner with books related to topic, interest Teaching of objects, photos and symbols I everyday interactions					
Words and sounds	Word level- understanding objects, pictures, symbols and words. Whole word reading, phonics					
Recording	Fine motor skills, mark making, handwriting, talk for writing, IT recording, drama, role play, small world					
Thinking Skills/Maths	Number	Time	Addition	Subtraction	Sharing/half	Pattern
	Position and direction	Graphs and pictograms, block graphs, Venn Carroll diagrams	Money	Measurement capacity/volume/length/size/temperature/weight	Properties of shape	Sorting and matching
Science	Light	Micro-organisms disease and health		Electricity including electrical circuits		
	Rocks	Food chains, lifecycles, animal adaptation				
	Evolution and inheritance					
	Working scientifically: Making observations, using simple equipment					

Art	<ul style="list-style-type: none"> <li>- Printing and fabrics</li> <li>- Artform: Bayeux tapestry and coats of arms</li> </ul> <p>Observational drawing and sketching: Staffordshire hoard/Viking Jewellery</p>	<ul style="list-style-type: none"> <li>- Aztec and Mayan Art</li> </ul> <p>Artists: Henry Rousseau (rainforest landscapes)</p>	<ul style="list-style-type: none"> <li>- Pop art</li> <li>- Arts and Crafts movement in the West Midlands such as stained glass windows and repeating patterns</li> </ul> <p>Artists: William Morris, William Lethaby, Andy Warhol</p>
DT	<ul style="list-style-type: none"> <li>• Replica and working models – invasion and battle</li> <li>• Textile banners – link to Art</li> <li>• Food tech: Food from long ago</li> </ul>	<ul style="list-style-type: none"> <li>• Product design – packaging for chocolate, exploring current designs and materials, suitability for packaging</li> <li>• Scoring, cutting, measuring</li> <li>• Food tech: Chocolate</li> <li>• Fair trade products</li> </ul>	<ul style="list-style-type: none"> <li>• Pulleys and levers – making things move. Linked to industrial revolution and local history.</li> <li>• Upcycling- recycling materials</li> <li>• Food tech: Boiling, Steaming and freezing</li> </ul>
Music	Simple Structures	Painting with sound, exploring with sound colours	Exploring the meaning with songs
Humanities	<p>History Vikings, Romans, Anglo-Saxons Invasions – what evidence still exists to tell us that people invaded Britain? Staffordshire Hoard – a local discovery. Working as detectives to find out what clues still remain that there were different people in Britain in the past.</p> <p>Geography – local area, evidence of settlement, changes over</p>	<p>Geography Farming Rainforest study of South America – rainforest, plants, animals, human and physical features</p> <p>History Mayans and Aztecs – what did these people achieve? Artefacts over time – how have some of the earliest inventions changed. E.g. chocolate, the calendar. What can we still find today to show us about these ancient times?</p>	<p>History Local area changes – what has changed over time in the last 1000 years? Black country museum Canals Maps Industrial revolution.</p> <p>Geography Use of local map work, field work, digital technology – capturing changes in time to a locality.</p>

	time. Britain, UK, England, local area, West Midlands  Where did different invaders come from – use of maps and globes		
RE Unit	Religion in your local area	What does it mean to pray?	Baptisms and blessing
PSED / PSHE / RHE	<p><b>Me and My family</b></p> <p>Families and people who care for me</p> <p><b>Caring Friendships</b></p> <p>Respectful friendships</p> <p>Online relationships</p>	<p><b>Keeping healthy</b></p> <p>Mental Health and wellbeing</p> <p>Physical health and fitness</p> <p>Health lifestyles and mental health</p> <p>Drugs, Alcohol and Tobacco</p> <p>Basic first aid</p> <p>Health and prevention</p> <p>Healthy eating</p>	<p><b>Community and the wider world</b></p> <p>Living in the wider world Shared responsibilities</p> <p>Communities</p> <p>Media literacy/digital resilience</p> <p><b>Change</b></p> <p>Being Safe</p> <p>Changing adolescent body - Ourselves, growing and changing</p>
Reflection time	Time together to develop self-awareness and group awareness- reflecting on the day		
Careers	Recorded employment encounter		
Computing	Computer Science	Information Technology	Digital literacy
PE	Athletics	Racket sports	Ball games
	Yoga as part of curriculum offer Forest schools- and Swimming Outdoor pursuits and activities in the community		