

Subject	Summer 1	Summer 2
RE	Easter to Pentecost	The Kingdom of Heaven
Maths	<ul style="list-style-type: none"> <li>Algebra and Sequences <ul style="list-style-type: none"> <li>Volume</li> <li>Measures</li> </ul> </li> <li>Ratio and Proportion</li> </ul>	<ul style="list-style-type: none"> <li>Constructing Pie Charts</li> <li>Statistical Representations <ul style="list-style-type: none"> <li>Further Algebra</li> </ul> </li> <li>Financial Maths and Enterprise</li> </ul>
English	<ul style="list-style-type: none"> <li>Narrative based on <i>Alma</i></li> <li>Recount based on <i>Hermelin</i></li> <li>SPaG: sentence constructions, precise vocabulary, cohesive devices</li> </ul>	<ul style="list-style-type: none"> <li>Discussion based on Refugee Crisis</li> <li>(SPaG: precise vocabulary, relative clauses, modal verbs, cohesive devices)</li> </ul>
Science	<b>Electricity</b> <ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit;</li> <li>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.</li> </ul>	<b>Living Things and their Habitats</b> <ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to characteristics and based on similarities and differences, including micro-organisms, plants and animals;</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul>
Computing	<b>Spreadsheets</b> <ul style="list-style-type: none"> <li>Use appropriate software and other tools effectively to write a film script;</li> <li>Locate and check appropriate digital content, and provide accurate crediting of sources;</li> <li>Use digital recording devices to film and import into video editing software.</li> </ul>	<ul style="list-style-type: none"> <li>Plan, conduct and import video interviews as part of a short film; <ul style="list-style-type: none"> <li>Use video editing software to create a short film;</li> </ul> </li> <li>Use video editing software to turn a film project into a finished movie and present it.</li> </ul>
History	<b>Maya Civilisation</b> <ul style="list-style-type: none"> <li>Discover facts about the Maya civilisation and explain who the Maya people were and when and where in the world they lived;</li> <li>Explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people; <ul style="list-style-type: none"> <li>Understand how the Maya number system works.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identify and use a range of evidence sources to help me understand more about the Maya civilisation;</li> <li>Explain what the Mayan writing system consists of, how words are constructed and what codices are;</li> <li>Describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant.</li> </ul>
Geography	—	
Art	<b>Shadow Puppets</b> <ul style="list-style-type: none"> <li>explore both traditional and contemporary artists and craftspeople using intricate cut outs to create artwork which is meaningful to the culture in which it is created. <ul style="list-style-type: none"> <li>Create puppets working in collaboration</li> </ul> </li> </ul>	—
D&T	—	<b>Freestanding Structures</b> <ul style="list-style-type: none"> <li>Investigate freestanding structures;</li> <li>Develop a range of practical skills to create bends;</li> <li>Select from and use materials and components to make a marble run.</li> </ul>

<b>Music</b>	<b>Growth</b> 'The street' is the setting for this unit of buskers and flash mobs. The children explore Ravel's <i>Bolero</i> through rhythmical mine, learn songs with instrumental accompaniments, and create a dance to build into a thrilling street performance.	<b>Year 6 Musical Production</b> <ul style="list-style-type: none"> <li>• Singing</li> <li>• Listening</li> <li>• Performing</li> </ul>
<b>French</b>	<b>All in a Day</b> <ul style="list-style-type: none"> <li>• Say and write a sentence to tell the time;</li> <li>• Tell the time using French phrases to describe a.m. and p.m. times.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow a pattern to conjugate verbs;</li> <li>• Read and interpret information charts written in French;</li> <li>• Read and interpret a school's weekly timetable.</li> </ul>
<b>P.E.</b>	<b>Athletics</b> <ul style="list-style-type: none"> <li>• Sustain pace over long distances;</li> <li>• Throw with accuracy and power;</li> <li>• Perform the correct techniques for triple jump, high jump and standing vertical jump;</li> <li>• Combine sprinting with hurdling;</li> <li>• Transfer a relay baton efficiently as part of a team</li> </ul>	<b>Striking and Fielding</b> <ul style="list-style-type: none"> <li>• Bowl accurately at a consistent height;</li> <li>• Catch and throw quickly from backstop;</li> <li>• Communicate with fellow batsmen when between bases;</li> <li>• Throw with real accuracy under pressure;</li> <li>• Take on different roles within a team in a game of rounders.</li> </ul>
<b>Residential Trip to PGL</b>	<ul style="list-style-type: none"> <li>• Overcome new challenges to develop character, resilience, self-confidence and independence;</li> <li>• Develop leadership, teamwork, communication and problem-solving skills;</li> <li>• Appreciate the benefits of health physical fitness.</li> </ul>	
<b>R.H.E.</b>	<b>Created to Love Others</b> <ul style="list-style-type: none"> <li>• Sharing isn't always caring                             <ul style="list-style-type: none"> <li>• Cyberbullying</li> <li>• Types of Abuse</li> <li>• Impacted Lifestyles</li> </ul> </li> <li>• Making Good Choices</li> <li>• Giving Assistance.</li> </ul>	<b>Created to Live in Community</b> <ul style="list-style-type: none"> <li>• The Trinity</li> <li>• Catholic Social Teaching</li> <li>• Reaching Out</li> </ul>
<b>Transition</b>	<b>Positive Minds Wellbeing and Transition Programme</b> <ul style="list-style-type: none"> <li>• Understand what mental health is;</li> <li>• Identify what a support network is and who is in our support network;</li> <li>• Understand what resilience is and the importance of being resilient;</li> </ul>	
		<ul style="list-style-type: none"> <li>• Identify our own stresses and how we manage them;</li> <li>• Understand the importance of asking for help when it is needed and identify warning signs of mental health;</li> <li>• Promote a growth mindset to provide better future opportunities.</li> </ul>