

| Year: 6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------------|---|---|--|---|--|--|
| Context for learning: | Where in the World is Beeston? | Let's Celebrate | Can you travel in time? | Let's be curious | Freestyle | Moving on up |
| English | Reading Street Child by Berlie Doherty Victorian Non-Fiction Runaway Girls <u>Writing</u> Historical Narrative based on Street Child | Reading The Boy in the Striped Pyjamas by John Boyne My Secret War Diary by Marcia Williams Anne Frank – Diary of a Young Girl Bombs & Blackberries by Julia Donaldson <u>Writing</u> To write an atmospheric narrative. Biased newspaper reports Diary entries | Reading The Firework-Maker's Daughter by Philip Pullman Everest by Alexandra Stewart When the Mountains Roared by Jess Butterworth <u>Writing</u> Biographies Non-Chronological Report (science link) Free verse (science link) poetry (Volcanoes and Earthquakes) Balanced argument (evolution) | Reading Cloud Busting by Malorie Blackman Skygazing by Anna Claybourne. Extracts from Oliver Twist by Charles Darwin. Newspaper articles from First News <u>Writing</u> To write a non- chronological report (science link) Narrative about fictional animal | ReadingA Good Day forClimbing Trees byJaco JacobsFantastically GreatWomen who Changedthe World by KatePankhurstRise Up by Amanda LiMalala's Magic Pencilby Malala YousafzaiWritingTo write a piece offree verse poetrybased onpoetry (links withreading & history)To write a letter ofcomplaint on theirown chosen topic.To write a balancedargument 'Shouldsocial media bebanned for childrenaged under 13?(PSHE) | Reading The Boy at the Back of the Class by Onjali Q Rauf Extracts from Britannica All New Children's Encyclopedia Black and British by David Olusoga Fun with Plays by Brilliant Publications <u>Writing</u> To create a chapter of a graphic novel: 'Memoir of Greenmount' (Based on Wonder). To write a narrative continuation of a book read during story time. |



| Maths | Place Value, Four operations, | Fractions, measurement | Fractions | Ratio, Alegerbra, decimals, fractions, decimals and percentages | Area, perimeter, volume, statistics | geometry |
|-------------------|---|--|--|--|---|---|
| Science | Electricity | Light | Evolution and Inheritance | Living Things and their Habitats | Working scientifically | Animals including humans |
| Computing | | Coding | | Blogging | Quizzing | |
| Geography | Link to History – how maps and demography have changed over time | (Time zones link with history.) | How have the physical features of Earth evolved over time? | Does Leeds City Council do enough to support the environment? | | |
| History | What was life like for a child living in Victorian Leeds? | How do the experiences of children compare during WWII? | | | How has leisure and entertainment evolved in the 20th Century? | |
| Art | How can we update statues in Leeds for the modern era? (sculpture) | How can we remember World War 2? (paints) | | | How can art installations get people thinking about the environment? | |
| Design Technology | | How can we use gears and pulleys to show information? | | Can we make a mobile phone case? | | What is a healthy alternative meal? |
| PSHE | Mental health and emotional wellbeing: Healthy Minds | Human rights | Human rights | Drugs, alcohol and tobacco: weighing up risk | Relationship education | Keeping Safe Out and About. |
| RE | How do Sikhs show commitment? | | What do Christians believe about Jesus' life and resurrection? | | | How do Jews remember the Kings and Prophets in worship and life? |



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| PE | Health Related | Problem solving | Dance: Carnival | Gymnastics: Matching | Tennis | Rounders | | |
| | Exercise | Tag Rugby | Titanic | and Mirroring. | Netball | Cricket | | |
| | Athletics | | | | | Leadership. | | |
| | | | | | | | | |
| French | The teaching of Frenc | The teaching of French builds on prior learning, children progress through the language when they are ready to move on and topics are selecte | | | | | | |
| | depending on childrer | depending on children's ability and need in each year group in KS2. See "Language Angels" curriculum guidance for further information. | | | | | | |
| Music | Music for Special | World Music: | Blues | Exploring local music | Recorders – pop song. | Ukuleles. | | |
| | Events / WWII | Bamboo tamboo | | with different | | | | |
| | | | | instruments | | | | |