Chulmleigh Primary School - Rolling Programme C - Year 6 Academy

Year C	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Environment Explorers		Africa		Rulers and Leaders	
Science	Living Things and their Habitats	Evolution	Animals including Humans	Light	Electricity	Recap in form of a cross-science type project
Geography	Revise Navigation, map reading. Arctic and Antarctic	Counties and Cities of the UK	A study of an African Country African Rainforest			Revise navigation and European features of seas, rivers etc. within History topic
History		Islamic Civilisation		Norman Conquest		World War 2 - front line - recap on the home front

English	Newspaper Biographies Diaries All cross-curricular with Geography	Balanced argument Persuasive argument Recount Retelling from different perspective	Narrative Re-telling traditional tales from different perspective Non-chronological (link to Science)	Letter Instructions (link to Science) Revise balanced and persuasive writing	Revision Key features of the genres studied	Balanced argument Persuasive text Narrative writing, composition style linked to guided reading fiction text
Spellings	Personal spelling list -ough words meta language	-sion/-tion -cial/-tial -cian, sion/tion	-tious/-cious Homophones Silent letters		Revision	Hyphens Coaching
Grammar	**Ready to Write Block 1** Relative clauses, modal verbs, parenthesis, expanded noun phrases, commas, tenses, synonyms & antonyms. **Cohesion** Identify devices for cohesive writing	Use Autumn 1 content within writing in Autumn 2; focus on cohesion **Word classes** Identification of noun, verb, adjective, adverb, subject, object, determiners, conjunctions, prepositions in sentences Recognising and using subjunctive form	Use Autumn 2 content within Narrative writing **Punctuation 1** Commas, colons, semi-colons, bullet points in a list Writing in notes (link to Science) Active and passive	Formal and informal writing - use links to this term's and previous term's writing **Punctuation 2** Colons, dashes to mark boundaries, hyphens	**Cohesion** Recognising and using devices to build cohesion in fiction and non-fiction texts Consolidation and revision	Use all aspects of Year 6 programme of study correctly within

Guided Reading VIPERS	**Fiction** The Boy at the Back of the Class by Onjali Q. Rauf The Sea Bean Trilogy by Sarah Holding **Non-fiction** Shackleton's Journey by William Grill Link to writing genres - use reports on Scott and Shackleton and diary entries within their writings. Using a variety of texts including newspaper reports, recounts, non-chronological e.g. current reporting on evolution/environment; national geographic articles **Poetry** Use selection of texts from TES resources relating to cold climates, climate change, exploration throughout the term	**Fiction** Journey to Jo'burg Beverley Naidoo Dip into African Myths, Legends and Traditional Tales **Spring 2** Kensuke's Kingdom by Michael Morpurgo **Non fiction** Selection of National geographic excerpts on Africa **Poetry** Use a selection of texts from TES resources. Poetry written by and for Africa and African children	**Revision** Use a variety of text extracts to revise and consolidate Year 6 programme of study.	**World War 2 link** **Fiction** The Silver Sword by Ian Serrailler **Poetry** Blitz poetry (TES) **Non-fiction** Extracts from Churchill's speeches Newspaper reports
Maths	Place Value Four operations	Fractions, decimals and percentages	Ratio Measures Position and direction	Shape and Statistics	Revision	Post Sats project

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PSHE	Families and Friendships Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Physical health and mental wellbeing Keeping safe	Growing and changing
Art/DT	**Art** Textiles study William Morris	**DT** Textiles Islamic patterns	**DT** Food – African delights	**Art** Printing – African motifs	**DT** Electrical systems, complex circuits	**Art** Sculpture
RE	What do Christians believe Jesus did to 'save' people?	For Christians, what kind of king is Jesus?	Why is the Torah so important to Jewish people?	Why is the Torah so important to Jewish people?	What matters most to Humanists and Christians?	What matters most to Humanists and Christians?
MFL	**Catherine Cheater** Masculine and feminine nouns Verbs in the infinitive form Conjugated verbs in present tense Conjugated verbs in imperfect tense		**Catherine Cheater** Conjugated forms of perfect tense Conjugated forms of 'aller' as part of future tense Adverbs of place Adverbs of time Negative adverbs Asking questions		**Catherine Cheater** Telling the time Relative pronouns Times tables Numbers 61-100	

Music (Charanga)	Unit	Unit	Unit	Unit	Unit	Unit
	Happy	Classroom Jazz 2	Benjamin Britten - A New Year Carol	A new unit - more details to follow	You've Got a Friend	Reflect, Rewind and Replay
	Style	**Style**	**Style**	**Topic and cross-curricular links**	**Style**	**Style**
	Pop/Motown	Jazz, Latin, Blues	Benjamin Britten (Western classical music), Gospel, Bhangra	Celebrating the role of woman in the music industry	The music of Carole King	Western classical music and your choice from Year 6
	Topic and cross-curricular links	**Topic and cross-curricular links**	**Topic and cross-curricular links**		**Topic and cross-curricular links**	**Topic and cross-curricular links**
	What makes us happy?	History of music - Jazz in its historical context	Literacy and history		Her importance as a female composer in the world of popular music	Think about the history of music in context, listen to some Western classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music
	Video/project with musical examples		www.fridayafternoonsmusic.co.uk			
			The historical context of Gospel music and Bhangra			

ICT	Core skills	E-Safety	Communications	Applications	Computer Science	E-safety
	Confidence with mouse and keyboard skills

How to use your own login to access the school computers

How to open programs such as Word and Chrome
How to access folders on the server such as TempWork

How to save work in own folders and on TempWork

How to find and open work saved in folders

How to use search engines to find information

How to use your own logins for websites such as Mathletics, Purple Mash and TTR | To consistently demonstrate safe and respectful use of technologies in and out of school

To able to recognise the value of privacy for their own and other's safety

To discuss different types of social media and related dangers e.g. cyberbullying, online chat on apps and games | To be able to explain why a webpage is credible and how we know if we can trust the information

To check a range of websites when searching to ensure that the information is correct

To explain the use of different networks (school network, internet etc.) and understand the dangers

To use 2Email to open, add attachments and respond to emails (from their teacher and their peers).

To relate this to our e-safety work | To choose the most suitable program for a specific purpose or audience

To add text, images and sounds to a presentation or document from a variety of sources (those they have created and those from the internet)

To create an animation to tell a story, and add still images and sound to a video

To input own data into Excel and create a graph to represent data including a title, axis labels and use this graph in a presentation

To create a database using own data | To show confidence when structuring algorithms, organising code consistently and naming all variables

When creating an algorithm, children can identify the important aspects of a task and decompose them in order to make the task manageable

Debug programs by using a systematic approach to find the cause of the bugs

Demonstrate thinking of how to accomplish a task in own designs and utilising structures | To be able to talk about different ways that companies might use the internet to sell products

Talk about copyright, plagiarism and why you don't use other people's images without permission |

					Coding displays an improved understanding of all aspects of coding Design their own game and produce code for a specific outcome (e.g. Getting a certain amount of coins to win)	
PE	**Tag rugby** Working on understanding the rules of the game Special awareness Communication Agility and invasion	**Netball** Working on hand eye coordination Understanding the rules of the game Working on team work and communication	**Benchball/dodgeball** Understanding the rules of the game Accuracy of throwing and reaction times Teamwork and how to captain a team	**Volley-sport** Understanding the rules of the game Understanding the dig, set, spike How to play and referee a volley-sport match	**Tennis** Working on forehands, backhands, volleys and serves Understanding the rules of the game, how to play a tiebreak and service games	**Athletics** Understanding how to score in athletics events and working on techniques Working on javelin, triple jump, long jump, long distance, sprinting and relay

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