



Thematic Plan  
Year Six  
Autumn

<u>Topic Name</u>	<u>Autumn Survival</u>
<b>Whole Class Text</b>	<ul style="list-style-type: none"> <li>• Skellig</li> <li>• Explorers</li> <li>• Ice Trap</li> </ul>
<b>Hook and Trips</b>	<ul style="list-style-type: none"> <li>• Conover Hall Week 2 – Team Building to start the year off</li> <li>• Bikeability</li> <li>• Whole school Christmas performance/video</li> <li>• Digital Worship video</li> </ul>
<b>Topic door/ classroom display</b>	<ul style="list-style-type: none"> <li>• Skellig- Bricks for garage, danger/no entry sign and a single feather</li> <li>• Skellig display Aut1</li> <li>• Survival/Extreme weather</li> </ul>
<b>Outdoor Learning</b>	<ul style="list-style-type: none"> <li>• Outdoor education activities</li> </ul>
<b>English Writing Units</b>	<ul style="list-style-type: none"> <li>• Narrative- Skellig</li> <li>• Skellig character Monologues</li> <li>• Informal letter</li> <li>• Descriptive narrative</li> <li>• Balanced argument- education in or out of school</li> <li>• Ice Trap- diary of Shackleton's journey, letter home</li> </ul>
<b>GPS</b>	<ul style="list-style-type: none"> <li>• Subject, Verb, Object</li> <li>• Y3-Y6 objectives</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>• Shackleton's expedition</li> <li>• H.10 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Ernest Shackleton -Climate zones, rivers, coasts and the water cycle. Natural/human interventions and tracking journey</li> </ul> <p>Gg.11 locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Gg.12 name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use pat-terns; and understand how some of these aspects have changed over time.</p> <p>Gg.17 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
<b>Art</b>	<ul style="list-style-type: none"> <li>• Line drawings linked to Skellig</li> <li>• Georgia O'Keefe</li> <li>• Endangered animals</li> <li>• Christmas cards- printed by a publisher</li> </ul> <p>A&amp;D.5 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>A&amp;D.7 about great artist, architects and designers in history.</p>
<b>D&amp;T</b>	<ul style="list-style-type: none"> <li>• Jigsaw puzzle Christmas decoration</li> </ul> <p>D&amp;T.1 design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>D&amp;T.2 generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>D&amp;T.3 select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>D&amp;T.4 select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>
<b>Music</b>	<ul style="list-style-type: none"> <li>• Rounds – singing and composing#</li> <li>• Listening – How musical composition is put together in layers. Know musical instruments.</li> </ul>

	<p>M.9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>M.5 play and perform in solo and ensemble contexts, using their voices</p> <p>M.10 develop an understanding of the history of music</p>
<b>RE</b>	<ul style="list-style-type: none"> <li>• Commitment</li> </ul> <p>Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment</p> <p>2.6b</p> <ul style="list-style-type: none"> <li>• Words of wisdom</li> </ul> <p>Explore on the meaning of stories drawn from religious sources and reflect upon the significance of key words, phrases or expressions</p> <p>2.3b</p>
<b>Computing</b>	<ul style="list-style-type: none"> <li>• E-Safety</li> <li>• Understanding Cyber Bullying</li> <li>• Power point and word</li> </ul> <p>C.10 understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>C.11 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>C.12 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>
<b>PE</b>	<ul style="list-style-type: none"> <li>• Team Games</li> <li>• Football</li> <li>• Netball</li> <li>• Gymnastics</li> <li>• Dance</li> </ul> <p>PE.4 use running, jumping, throwing and catching in isolation and in combination</p> <p>PE.5 play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>PE.6 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>PE.7 perform dances using a range of movement patterns</p>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>• Puberty and emotional changes which take place during this period.</li> <li>• Brainstorm changes that can happen to feelings.</li> <li>• Explain the meaning of emotional (feelings) and social (relationships).</li> <li>• Role-play activities about changing emotions and relationships.</li> <li>• Determine how they will manage the emotional problems which will occur as they enter puberty.</li> <li>• Reproduction – including sexual intercourse and the implications of relationships.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Evolution and Inheritance</li> </ul> <p>SC.6.6 recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>SC.6.7 recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>SC.6.8 identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <ul style="list-style-type: none"> <li>• Living Things and their Habitats</li> </ul> <p>SC.6.1 describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>SC.6.2 give reasons for classifying plants and animals based on specific characteristics.</p>
<b>Whole school themes</b>	<ul style="list-style-type: none"> <li>• Harvest</li> <li>• One world week</li> <li>• Christmas cards</li> <li>• Christmas writing</li> </ul>



Thematic Plan  
Year Six  
Spring

<b>Topic Name</b>	<b>Spring Titanic</b>
<b>Whole Class Text</b>	<ul style="list-style-type: none"> <li>• Theatre theme</li> <li>• Titanic</li> </ul>
<b>Hook/ trips</b>	<ul style="list-style-type: none"> <li>• Drama Workshop- New Vic</li> <li>• Liverpool Museum visit- Titanic exhibition and workshop</li> <li>• Opening section to 'Titanic' - boarding and classes</li> </ul>
<b>Door/displays</b>	<ul style="list-style-type: none"> <li>• Titanic door</li> </ul>

	<ul style="list-style-type: none"> <li>• 3D Titanic centre of board, Draped material, portholes with biographies, shoebox cabins to create whole ship</li> </ul>
<b>Outdoor lesson</b>	<ul style="list-style-type: none"> <li>• Camp Out after SATS</li> </ul>
<b>GPS</b>	<ul style="list-style-type: none"> <li>• Word classes</li> </ul>
<b>English Units</b>	<ul style="list-style-type: none"> <li>• DK Titanic</li> <li>• Diary extracts</li> <li>• Newspaper reports</li> <li>• Non-fiction Texts</li> <li>• Titanic Court room scene- drama</li> <li>• Wind in the Willows- different perspectives</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>• Study of the Titanic- collecting/sources evidence and reliability , why significant</li> <li>• What was life was like on board for different classes</li> <li>• Key passengers on board</li> <li>• Gathering evidence to back up opinions</li> <li>• How sinking of Titanic influenced modern life</li> <li>• Study of Captain John Smith</li> </ul> <p>H.10 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• UK, Southern Ireland, France, The Atlantic, North America- plotting route of Titanic and grid references</li> <li>• Ice bergs- why/where formed</li> <li>• Atlantic- linked to icebergs</li> </ul> <p>Gg.11 locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Gg.13 identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Gg.15 physical geography, including: climate zones, biomes and vegetation belts rivers mountains, volcanoes and earthquakes and the water cycle</p> <p>Gg.18 use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>
<b>Art</b>	<ul style="list-style-type: none"> <li>• Sketches of Captain John Smith</li> <li>• Sketches of the Titanic</li> </ul> <p>A&amp;D.5 Use a sketch book to record their observations and use them to review and revisit ideas</p> <p>A&amp;D.6 to improve their mastery of art and design techniques, including drawing, painting</p>
<b>D&amp;T</b>	<ul style="list-style-type: none"> <li>• Shoebox cabins to create whole ship</li> <li>• Build ship frame from wood and cardboard (fixing)</li> </ul> <p>Design</p> <p>D&amp;T.1 design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>D&amp;T.2 generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <p>D&amp;T.3 select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>D&amp;T.4 select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate</p> <p>D&amp;T.5 explore and evaluate a range of existing products</p> <p>D&amp;T.6 evaluate their ideas and products against design criteria</p> <p>Technical knowledge</p> <p>D&amp;T.7 build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>D&amp;T.8 explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>
<b>Music</b>	<ul style="list-style-type: none"> <li>• Keyboards- reading treble cleff</li> </ul> <p>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>
<b>RE</b>	<ul style="list-style-type: none"> <li>• Taking part</li> </ul> <p>Find out about the activities of a local religious community and make links with key religious teachings</p> <p>2.4b</p> <ul style="list-style-type: none"> <li>• Belief in action</li> </ul> <p>Make links between beliefs and action and reflect how this might have local, national and international impact</p> <p>2.5d</p>
<b>Computing</b>	<ul style="list-style-type: none"> <li>• Spread sheets- passengers and spending of Titanic</li> <li>• Marketing for APP</li> <li>• Interfacing Design</li> </ul> <p>C.12 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>
<b>PE</b>	<ul style="list-style-type: none"> <li>• Gymnastics</li> <li>• Dance</li> <li>• Dodgeball</li> <li>• Football</li> <li>• Netball &amp; Handball</li> </ul> <p>PE.4 use running, jumping, throwing and catching in isolation and in combination</p> <p>PE.5 play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>PE.6 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>PE.7 perform dances using a range of movement patterns</p>
<b>PHSE</b>	<ul style="list-style-type: none"> <li>• Moving to high school</li> <li>• feelings of anxiety.</li> </ul>

	<ul style="list-style-type: none"> <li>Racial attitudes and British values – how they have change since this period in history</li> </ul>
<b>SCIENCE Topic</b>	<ul style="list-style-type: none"> <li>Light</li> </ul> <p>SC.6.9 recognise that light appears to travel in straight lines</p> <p>SC.6.10 use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>SC.6.11 explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>SC.6.12 use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <ul style="list-style-type: none"> <li>Animals including humans</li> </ul> <p>SC.6.3 identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>SC.6.4 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>
<b>Whole School Themes</b>	<ul style="list-style-type: none"> <li>Theatre theme</li> <li>World book week</li> <li>Lower Key stage 2 production</li> </ul>



Thematic Plan  
Year  
Summer

<u>Topic Name</u>	<u>Summer</u> <u>All the World's a Stage</u>
<b>Whole Class Text</b>	<ul style="list-style-type: none"> <li>The Nowhere Emporium</li> <li>Midsummer Night's dream</li> </ul>
<b>Trip/Hook</b>	<ul style="list-style-type: none"> <li>Shakespeare Drama Workshops- in class/online</li> </ul>
<b>Door/ Classroom display</b>	<ul style="list-style-type: none"> <li>A Midsummer Night's Dream</li> </ul>
<b>Outdoor lesson</b>	<ul style="list-style-type: none"> <li>Drama workshops outside</li> </ul>
<b>GPS</b>	<ul style="list-style-type: none"> <li>Revision</li> </ul>
<b>English Units</b>	<ul style="list-style-type: none"> <li>NCTS Revision and preparation</li> <li>Design and describe own room- Nowhere Emporium</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>Identify the life of Philip Astley and his impact on modern day amusements .</li> <li>Explore life I Victorian times-focusing on The Great exhibition and leisure</li> </ul> <p>H.10 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066-leisure and entertainment throughout The Victorian Era</p>
<b>Geography</b>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>Street art</li> </ul>
<b>D&amp;T</b>	<ul style="list-style-type: none"> <li>Design and make own fairground ride model</li> <li>D&amp;T-Dream catchers and mobiles -Forest school</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>Keyboards</li> <li>Learning and performing Songs for KS2 production</li> <li>M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>The importance of hope</li> </ul> <p>Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings 2.5a</p> <ul style="list-style-type: none"> <li>Justice: rich and poor</li> </ul> <p>Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life 2.5c</p>
<b>Computing</b>	<ul style="list-style-type: none"> <li>Coding</li> </ul> <p>C.7 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>C.8 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>C.9 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>
<b>PE</b>	<ul style="list-style-type: none"> <li>Tennis</li> <li>Cricket</li> <li>Rounders</li> <li>Athletics</li> <li>Cross Country</li> </ul> <p>PE.4 use running, jumping, throwing and catching in isolation and in combination</p> <p>PE.5 play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>PE.8 take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>PE.9 compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>

<b>PHSE</b>	<ul style="list-style-type: none"> <li>• Transitions</li> </ul>
<b>SCIENCE Topic</b>	<ul style="list-style-type: none"> <li>• Electricity</li> </ul> <p>SC.6.13 associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>SC.6.14 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</p> <p>SC.6.15 use recognised symbols when representing a simple circuit in a diagram.</p> <ul style="list-style-type: none"> <li>• Inheritance- what it is to be human</li> </ul> <p>SC.6.7 recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>SC.6.8 identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>
<b>Whole School Themes/ concerts etc</b>	<ul style="list-style-type: none"> <li>• Upper Key stage 2 Production</li> <li>• Sports Day</li> <li>• Transition</li> </ul>