

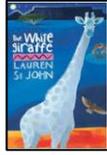


Autumn 1 in Year 6!



English

In English this half term, we are going to be using the text *The White Giraffe*. We will be writing a newspaper article about poaching and a diary entry as one of the characters.



Maths

In Maths this half term, we will be looking at Place Value and using all four operations (add, subtract, multiply and divide) to solve problems.



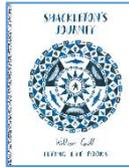
Science

In Science this half term, we will build upon prior knowledge from Year 3. We will learn that light travels from a source and can reflect and refract and that light allows us to be able to see and create the colour spectrum.



Guided Reading

In Guided Reading this half term, we are using the text *Shackleton's Journey*. All of our reading sessions will focus on a key reading skill: retrieval, inference, vocabulary, predicting or summarising.



History

This half term, we are will be learning about the Industrial Revolution. We will explore the Agricultural Revolution, the impact of improvements in transport, domestic and factory systems, working life working conditions and living conditions in sums.



Geography

This half term, we are learning about the North West of England. We will name and locate cities, geographical regions and their identifying human and physical characteristics.



Computing

By the end of this unit, we will be able to write code confidently using a variety of coding blocks to get particular outcomes with specific functions, variables and parameters.



RE

This half term, the children are learning about Worship. They will be learning about ways that the Christian and Islamic Faiths worship.



Music

The children will be learning about the origins of pop music. They will be singing, performing, using body percussion and instruments.



French

This half term the children will be writing letters to a French pen pal school. They will build on their prior learning by using conjunctions, adjectives and a range of verbs in a sentence, to write in detail about themselves.



Art

This half term, the children will be learning about famous artist, LS Lowry. We will be looking at pieces of work by Lowry and using line and tone to create perspective in sketches.



DT

In DT, the children will be designing, making and evaluating a tote bag.



PSHE

This half term's unit is *Being Me in my World*. The children will be looking at their year ahead, creating a class charter and exploring what it means to be a global citizen.

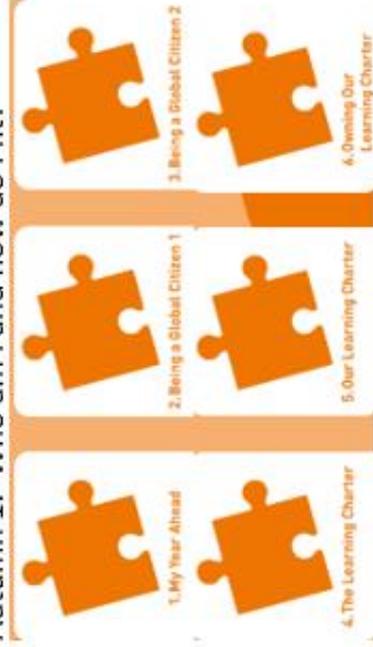




Ages 10-11

Puzzle One – Being Me in My World

Autumn 1: 'Who am I and how do I fit?'



Content Overview:

Identifying goals for the year
 Global citizenship
 Children's universal rights
 Feeling welcome and valued
 Choices, consequences and rewards
 Group dynamics
 Democracy, having a voice
 Anti-social behaviour
 Role-modelling

Vocabulary

Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.

Song: Together as One

Puzzle Outcome: Whole School Learning Charter

DfE Statutory Relationships & Health Education Guidance.

- (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
- (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends
- (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- R13) practical steps they can take in a range of different contexts to improve or support respectful relationships
- R14) the conventions of courtesy and manners
- R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate



Autumn 2 in Year 6!



English

In English this half term, we are going to be using the texts 'Where the Poppies Now Grow' and 'King Kong'. We will be writing our own remembrance poem and an alternative ending to King Kong.



Maths

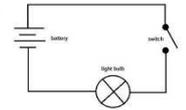
In Maths this half term, we will be looking at Multiplication and Fractions. We will be solving real life problems and working on our fluency.

FRACTIONS



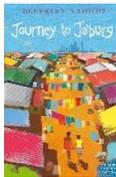
Science

In Science this half term, we will build upon prior knowledge from Year 4. We will learn about electrical components and circuits. We will investigate series and parallel circuits along with conductors and insulators.



Guided Reading

In Guided Reading this half term, we are using the text Journey to Jo'Burg. All of our reading sessions will focus on a key reading skill: retrieval, inference, vocabulary, predicting or summarising.



History

This half term, we are will be learning about the US Civil War. We will explore the causes, the Emancipation Proclamation, the day-to-day life of a Civil War soldier, the Gettysburg Address and the impact of war on families.



Geography

This half term, we are learning about spatial sense. We will explore lines of longitude and latitude and developing an understanding of maps for different purposes.



Computing

In this unit, we will be learning how all our concepts of coding come together to create a functioning application with a practical purpose. We will use Scratch to write our own code and create interactive games using a variety of tools.



RE

This half term, the children are learning about Rituals with a focus on Eid.



Music

The children will be learning about rhythms. They will be singing, performing, using body percussion and instruments to show a range of different rhythms



French

This half term, the children will continue to build on our connection with our partner schools in France, by learning how to describe the town we live in and creating a booklet in French about Southampton that we can send as a gift. We also hope to send a French Christmas card to our French friends.



Art

This half term, the children will be learning about Victorian Artists. The children will use lines and pointillism to create well known pieces of art and the local area.



DT

In DT, the children will be designing, making and evaluating a tote bag.



PSHE

This half term's unit is celebrating differences. The children will look at ways of controlling conflict, explore different ways to work together and discuss respect when thinking about Anti bullying.

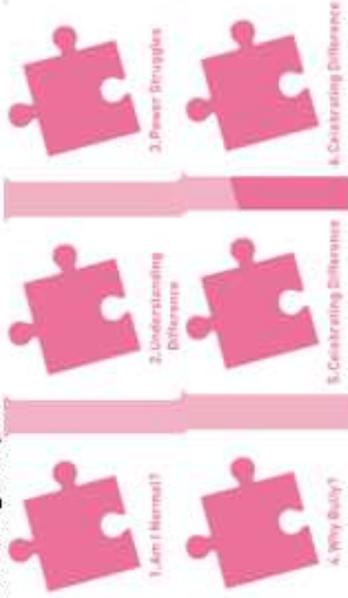




Ages 10-11

Puzzle Two – Celebrating differences

Autumn 2: 'Respect for similarity and difference. Anti-bullying and being unique'



Content Overview:

Perceptions of normality
 Understanding disability
 Power struggles
 Understanding bullying
 Inclusion/exclusion
 Differences as conflict,
 difference as celebration
 Empathy

Vocabulary

Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Male, Female, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Bullying, Bullying behaviour, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration, Conflict.

Song: There's a Place

Puzzle Outcome: Kite Templates

DfE Statutory Relationships & Health Education Guidance.

(R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care

(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive (R19) the importance of permissionseeking and giving in relationships with friends, peers (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources. (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough) (H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private (H17) where and how to report concerns and get support with issues online



Spring 1 in Year 6!



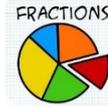
English

In English this half term, we are going to be creating a Holiday Brochure for either Cape Town, Paris or Florida. We will also be writing about the life of a plastic bag with a look at climate change.



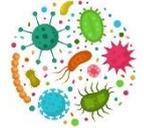
Maths

In Maths this half term, we will be continue looking at fractions before moving onto decimals and percentages. We will be focusing on solving problems using these concepts.



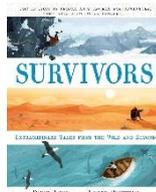
Science

In Science this half term, we will be classifying living things. We will learn about microorganisms and plants as well as how to classify them.



Guided Reading

In Guided Reading this half term, we are using the text Survivors. All of our reading sessions will focus on a key reading skill: retrieval, inference, vocabulary, predicting or summarising.



History

This half term, we are will be learning about the Maya. We will explore a range of sources to make deductions about the past, the values of the Maya Civilisation, hierarchy, comparison to England at the same time and the factors that led to the demise of Ancient Maya.



Geography

This half term, we are learning about North America. We will explore key human and physical characteristics of North America including the factors that affect population distribution.



Computing

In this unit, we will be learning how to use an online document and its formatting and editing functions to create our own script.



RE

This half term, the children are learning about the concept of peace with Christianity and Islam.



Music

The children will be learning about Protest Songs. The children will look at the lyrics of some protest songs before composing and performing their own.



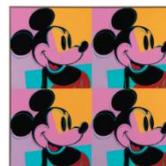
French

This half term, the children will revise the French we have learnt previously and consider how we can use this to write about ourselves in a letter to a French pen pal.



Art

This half term, the children will be learning about American Artists. The children will use bold lines and colours of Pop Art looking a artists Keith Haring, Andy Warhol, Alma Thomas and Roy Lichtenstein.



PSHE

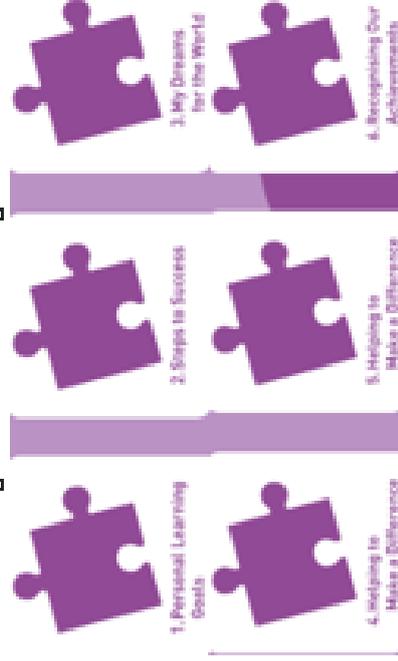
This half term's unit is Dreams and Goals. Children will look at goals they want to achieve and the steps needed them. We will also look at ways that we can work together to make the world a better place.





Puzzle Three – Dreams and Goals

Spring 1: Aspirations, how to achieve goals and understanding the emotions that go with this'



Content Overview:

Personal learning goals, in and out of school
 Success criteria
 Emotions in success
 Making a difference in the world
 Motivation
 Recognising achievements
 Compliments

Vocabulary

Dream, Hope, Goal, Learning, strengths, Stretch, Achievement, Personal, Realistic, Unrealistic, Feeling, Success, Criteria, Learning steps, Money, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition

Song: 'For Me'

Puzzle Outcome: Our Garden of Dreams & Goals

DFE Statutory Relationships & Health Education Guidance.

(R1.2) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
 (R1.3) practical steps they can take in a range of different contexts to improve or support respectful relationships
 (R1.5) the importance of self-respect and how this links to their own happiness
 (R1.6) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority
 (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
 (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support

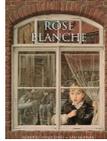


Summer 1 in Year 6!



English

In English this half term, we are going to be linking our English to our History unit and writing a diary as Rose Blanche. We will also be learning about Winston Churchill and writing his biography.



Maths

In Maths this half term, we will be continue to revise previous learning, building up our bank of known facts and solving problems using a range of different mathematics.



Science

In Science this half term, we will be learning about the Human Body and Circulation.



Guided Reading

In Guided Reading this half term, we will be looking at a range of short texts – fiction, non-fiction and poetry. We will working on our fluency and comprehension skills.



History

This half term, we are will be learning about the British Empire. We will explore some of the key aspects of the British Empire, reasons for the British colonisation of Australia, the causes of the Indian Mutiny and reasons behind the scramble for Africa.



Geography

This half term, we will be building on our Guided Reading from Autumn term and learning about Shackleton and his Antarctic Adventure.



Computing

In this unit, we will be developing our coding understanding and may even look at coding in python!



RE

This half term, the children are learning about the concept of Mission. The children will look at the work of the church and the good work that they carry out.



Music

In music, we will begin to learn how to play the keyboard. We will learn about the positioning of the notes and how to use different fingers to play simple melodies. We will build on our understanding of reading music and try to play pieces with a simple second hand part.

French

We will continue to build on our correspondence with our French pen pals, and use our connections to find out more about life in France. We will also consider the lives and cultures of people in other Francophone countries and discuss the concept of stereotypes.



Art

This half term, the children will be learning about photography and block painting. We will be creating forced perspective photographs and



PSHE

This half term's unit is Relationships. We will look at building positive and healthy relationships with friends family including how to manage our emotions.





Puzzle Five – Relationships
 Summer 1: 'Building positive, healthy relationships'



Content Overview:

Mental health
 Identifying mental health worries and sources of support
 Love and loss
 Managing feelings
 Power and control
 Assertiveness
 Technology safety
 Take responsibility with technology use

Vocabulary

Mental health, Ashamed, stigma, Stress, Anxiety, Support, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Coping strategies, Power, Control, Authority, Bullying, Risks, Pressure, Influences, Self-control, Real / Fake, Truth, Assertiveness, Judgement, Communication, Technology, bullying, Abuse, Safety.
Song: 'R-E-L-A-T-I-O-N-S-H-I-P'
Puzzle Outcome: Our relationships fiesta

DfE Statutory Relationships & Health Education Guidance:

(R8) the characteristics of friendships, including mutual respect, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties; friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10) that most friendships have ups and downs, and that these can often be worked through so that repaired or even strengthened, and that resorting to violence is never right. (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed. (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships; the importance of self-respect and how this links to their own happiness(R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reported adult) and how to get help (R19) the importance of permission-seeking and giving in relationships with friends, peers and adults. (R20) that people sometimes behave differently online, including by pretending are not (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (R22) the rules for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (R23) how to critically consider their online friendships and sources of information including awareness of it with people they have never met (R24) how information and data is shared and used online (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context); information and data is shared and used online (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (R28) how appropriately to adults they may encounter (in all contexts, including online) whom they do not know (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and that mental wellbeing is a normal part of daily life, in the same way as physical health (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportional(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and social humans experience in relation to different experiences and situations(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and mental wellbeing and happiness(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (H7) isolation and loneliness and that it is very important for children to discuss their feelings with an adult and seek (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (H9) where an support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their (including issues arising online (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if access that for most people the internet is an integral part of life and has many benefits(H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact