

	Autumn	Spring	Summer
Big question	 <p><b>What was won and lost in World War 2?</b> A history based unit which looks at WW2. The children will consider some of the famous people involved &amp; the impact that the war had on Europe &amp; Frodsham when looking at :</p> <ul style="list-style-type: none"> <li>• what caused WW 2</li> <li>• how life was different during WW 2</li> <li>• the Battle of Britain</li> <li>• Dunkirk &amp; the Little Ships</li> <li>• who got evacuated and why.</li> <li>• the effect that the war had on Frodsham</li> <li>• how the war ended</li> <li>• all the countries involved in WW2</li> </ul>	 <p><b>Why were the Greeks so groovy?</b> A history theme in which children will investigate why Greece was so important and the influence of Greece on the western world. Children will study:</p> <ul style="list-style-type: none"> <li>• geographical features of Greece</li> <li>• the weather</li> <li>• the role of Greece in the Olympics</li> <li>• Greek mythology</li> </ul>	 <p><b>In modern Britain is there still a place for village life?</b> A geography based unit within which children take on the roles and responsibilities of a village community focusing on the Fundamental British Values of democracy, the rule of law, individual liberty and tolerance of different faiths beliefs. Within this unit the children will focus on map &amp; fieldwork skills by using:</p> <ul style="list-style-type: none"> <li>• the eight points of a compass, four-figure grid references</li> <li>• symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• Creating our own ordinate survey maps.</li> <li>• fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch</li> </ul>

			maps, plans and graphs, and digital technologies.
<b>Geography</b>		Understand geographical similarities and differences through the study of human & physical geography of a region or area in a European country.	Build their knowledge of the United Kingdom and the wider world by using ordnance survey maps and fieldwork skills to observe measure and record the human and physical features of an area.
<b>History</b>	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	A study of Greek life and achievements and their influence on the Western world. E.g. influence on English culture, art & literature.	Britain's settlements by Anglo-Saxons and Scots - Anglo-Saxon invasions; settlements; kingdoms; names and places; art and culture and Christian conversion A study of crime and punishment from the Anglo Saxons to the present day.
<b>Wow Starter</b>	Children will be ushered into a wartime type shelter with air raid siren playing & listen to Churchill's 'finest hour' speech. World War 2 Webquest.	Greek workshop – Tony North Groovy Greeks DVD	The children will take part in an orienteering activity around the school grounds.
<b>Art</b>	<b>Drawing</b> The children will look at pencil sketch artwork created in the trenches in WW1. They will look at British artist John Piper and how he represented war through his works. They will develop their sketching skills in creating their own detailed pictures.	Design and make own Ancient Greek trading game.	<b>Textiles</b> The children will sketch possible designs for village bunting. They will use different sewing skills to attach materials.
<b>Art skills and elements taught through the class theme highlighted</b>	Digital media Painting Printing Textiles 3D Collage	Digital media Painting Printing Textiles 3D Collage	Digital media Painting Printing Textiles 3D Collage
<b>DT</b>	<b>Food Technology</b> Cooking following rationing recipes.	<b>Mouldable materials</b> Night at the Museum challenge -	<b>Food Technology</b> The children will design, make and evaluate

	<p style="text-align: center;"><b>Textiles</b></p> <p>The children will investigate how to make felt and design their own bunting for VE day celebration.</p>	The children will research how the Greeks made clay pots and use techniques such as coiling to make their own and decorate them.	their own bakery entries for a village fete.
<b>D &amp; T skills taught through a designing and making project linked to class theme highlighted</b>	<p>Evaluating</p> <p>Sheet materials</p> <p>Construction</p> <p>Textiles</p> <p>Food</p> <p>Developing, planning and communicating ideas</p>	<p>Evaluating</p> <p>Sheet materials</p> <p>Construction</p> <p>Textiles</p> <p>Food</p> <p>Developing, planning and communicating ideas</p>	<p>Evaluating</p> <p>Sheet materials</p> <p>Construction</p> <p>Textiles</p> <p>Food</p> <p>Developing, planning and communicating ideas</p>
<b>Numeracy</b>	<p><b>Number and place value</b> – read, write, order &amp; compare numbers up to 10 000 000 &amp; determine the value of each digit. Use decimal notation for tenths, hundredths &amp; thousandths. Partition, round &amp; order decimals with up to three places &amp; position them on the number line. Use negative numbers in context &amp; calculate intervals across zero.</p> <p><b>Addition &amp; subtraction</b> – find the difference between positive &amp; negative numbers. Add &amp; subtract whole numbers and decimals mentally. Use brackets in calculations. Use efficient written methods to add &amp; subtract whole numbers &amp; decimal numbers. Round numbers to estimate answers to calculations.</p> <p>Use equivalent fractions to add &amp; subtract fractions with different denominators.</p> <p><b>Multiplication and division</b> – use knowledge of place value &amp; multiplication facts to <math>12 \times 12</math> to derive related multiplication &amp; division facts. Solve problems involving multiplication &amp; division by factorising. Multiply numbers up to four digits by a one- or two-digit number using an efficient written method. Divide numbers up to four digits by a one-digit number using an efficient written</p>	<p><b>Number and place value</b> – identify the value of each digit to three decimal places &amp; use this to help order decimals. Multiply &amp; divide numbers by 10, 100 and 1000 where the answers are up to three decimal places. Round any number to a required degree of accuracy.</p> <p><b>Addition &amp; subtraction</b> – perform mental calculations, including with mixed operations, negative numbers, decimals &amp; large numbers. Use knowledge of the order of operations to carry out calculations involving the four operations. Solve addition &amp; subtraction multi-step problems in contexts, deciding which operations and methods to use &amp; why. Use estimation to check answers to calculations &amp; determine, in the context of a problem, levels of accuracy. Add &amp; subtract fractions with different denominators &amp; mixed numbers.</p> <p><b>Multiplication and division</b> – use knowledge of the order of operations to carry out calculations involving the four operations. Multiply numbers up to four digits by a two-digit whole number using an efficient written</p>	<p><b>Multiplication and division</b> – use knowledge of place value &amp; multiplication facts to <math>12 \times 12</math> to derive related multiplication &amp; division facts involving decimals. Multiply one-digit numbers with up to two decimal places by whole numbers. Use written division methods for money &amp; measures where the answer has up to two decimal places. Multiply simple pairs of proper fractions, writing the answer in its simplest form. Divide proper fractions by whole numbers.</p> <p><b>Fractions, decimals &amp; percentages</b> – convert fractions to decimals. Find a fraction or percentage of an amount of money. Express a quantity as a percentage of another. Use ratio to compare quantities. Solve problems involving proportions of amounts.</p> <p><b>Measures</b> – Calculate the area of parallelograms. Calculate, estimate &amp; compare volume of cubes &amp; cuboids using standard units, including centimetre cubed (cm<sup>3</sup>) &amp; cubic metres (m<sup>3</sup>)</p> <p><b>Geometry</b> – recognise, describe &amp; build 3-D shapes, including making nets. Find unknown angles in any triangles, quadrilaterals &amp;</p>

	<p>method of short division. Interpret remainders in division as whole number remainders, fractions, or by rounding, as appropriate for the context. Multiply proper fractions &amp; mixed numbers by whole numbers. Use approximations, inverse operations and tests of divisibility to estimate.</p> <p><b>Fractions, decimals and percentages</b> – find fractions &amp; percentages of numbers &amp; quantities. Use equivalent fractions to compare &amp; order fractions. Recall &amp; use equivalences between fractions, decimals &amp; percentages. Recognise mixed numbers &amp; improper fractions converting from one form to the other. Solve simple problems involving direct proportion by scaling quantities up or down.</p> <p><b>Measures</b> – measure &amp; convert between units, using decimals to two places. Read &amp; interpret scales on a range of measuring instruments. Measure &amp; calculate the perimeter &amp; area of composite rectilinear shapes. Recognise &amp; calculate volume using 1cm<sup>3</sup> blocks to build cubes &amp; cuboids &amp; capacity using water. Solve problems using timetables &amp; 24-hour clock notation.</p> <p><b>Geometry</b> - Identify, visualise &amp; describe properties of regular and irregular polygons. Draw 2-D shapes accurately using given dimensions &amp; angles. Calculate angles of triangles &amp; at a point on a straight line. Use coordinates in the first quadrant to draw, locate &amp; complete shapes that meet given properties. Draw &amp; translate shapes on a grid.</p> <p><b>Patterns &amp; numbers</b> - Identify common factors &amp; common multiples of numbers. Recognise that prime numbers have only two factors &amp; identify prime numbers less than 100. Express missing number problems algebraically. Use simple</p>	<p>method. Divide numbers up to four digits by a two-digit whole number using an efficient written method. Calculate &amp; interpret the mean as an average.</p> <p><b>Fractions, decimals &amp; percentages</b> – use common factors to simplify fractions &amp; common multiples to show equivalent fractions. Compare &amp; order fractions, including fractions greater than 1, by converting them to fractions with a common denominator. Calculate fractions and percentages of whole-numbers, money or measures. Use ratio to compare quantities, size and scale drawings.</p> <p><b>Measures</b> – select &amp; use standard metric units of measure &amp; convert between units using decimals to three places. Measure and calculate using imperial units still in everyday use; know their approximate metric values. Recognise that shapes with the same areas can have different perimeters and vice versa. Measure &amp; calculate the area of triangles. Calculate the volume of cubes and cuboids using centimetre cubed (cm<sup>3</sup>)</p> <p><b>Geometry</b> - compare &amp; classify geometric shapes based on their properties and sizes. Describe, identify &amp; visualise parallel &amp; perpendicular edges or faces; use these properties to classify 2-D shapes and 3-D solids. Estimate angles &amp; use a protractor to measure &amp; draw them, on their own and in shapes. Calculate angles in a quadrilateral or around a point. Use coordinates in two quadrants to draw, locate &amp; complete shapes that meet given properties. Draw, translate &amp; reflect shapes on a grid.</p>	<p>regular polygons. Find unknown angles where they meet at a point, are on a straight line, &amp; are vertically opposite. Recognise parts of circles, including radius, diameter &amp; circumference. Use coordinates in all four quadrants to draw, locate &amp; complete shapes that meet given properties. Visualise &amp; draw on grids where a shape will be after reflection, after translation, or after rotation through 90° or 180° about its centre or one of its vertices.</p>
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	<p>formulae expressed in words. Generate &amp; describe linear number sequences &amp; generalise to find a 'rule.' Find pairs of numbers that satisfy number sentences involving two unknowns. Read years written in Roman numerals.</p>		
<b>Literacy</b>	<p><b>Fiction genre – Mystery, Sci-fi &amp; Historical novels.</b>  <u>Reading outcome:</u> summarise, predict, deduce &amp; infer recommending books that they have read to their peers, giving reasons for their choices.  <u>Written Outcome:</u> develop the skills of building up atmosphere in writing.  <u>Grammar outcome:</u> focus on punctuation for effect – brackets, dashes, commas, short sentences.</p> <p><b>Journalistic Writing</b>  <u>Reading outcome:</u> Discuss features used in newspaper reports. Read newspaper articles and identify features. Compare formal and informal report writing.  <u>Written Outcome:</u> write a formal newspaper article. Use reported speech and direct speech (as a quote) in newspaper report. Write in paragraphs. Evaluate the writing of a response partner.  <u>Grammar outcome:</u> use passive verbs, semi-colons and dashes correctly in their writing.</p> <p><b>Short stories with Flashbacks</b>  <u>Reading outcome:</u> to discuss themes &amp; issues enabling children to make connections with their own lives. Discuss &amp; evaluate how authors use language, including figurative language, considering the impact on the author.  <u>Written Outcome:</u> to write a narrative with a flashback in narrative, describing settings, characters &amp; atmosphere &amp; integrating dialogue to</p>	<p><b>Authors and texts</b>  <u>Reading outcome:</u> to extend children's experience of the work of a key author. To explore &amp; interpret how they write &amp; to understand &amp; respond to the themes that are dealt with in the book. Summarise, predict, deduce &amp; infer. Raise &amp; refine personal responses.  <u>Written Outcome:</u> Debate/discussion texts. Writing in style of the author. A range of genres/outcomes.  <u>Grammar outcome:</u> linking ideas across paragraphs using a wider range of cohesive devices.</p> <p><b>Biography &amp; Autobiography</b>  <u>Reading outcome:</u> Identify the features of a biography. Analyse some biographical &amp; autobiographical texts  <u>Written Outcome:</u> Write a short autobiographical story. Draft, edit, précis and redraft text. Retell an autobiographical text as a short biography.  <u>Grammar outcome:</u> Identify expanded noun phrases. Identify other ways of elaborating the text, e.g. use of similes, metaphors or personification. Create some expanded noun phrases.</p> <p><b>Explanation</b>  <u>Reading outcome:</u> continuing to read &amp;</p>	<p><b>Persuasion</b>  <u>Reading outcome:</u> Read a range of persuasive texts. Read extracts of famous speeches. Answer questions which require information retrieval and analysis of persuasive devices. Discuss features of texts, analysing impact of devices. Create a shared list of criteria for persuasive texts.  <u>Written Outcome:</u> Explore and plan for cohesion devices. Write first draft of persuasive text. Explore impact of vocabulary choice. Assess effectiveness of own &amp; others' writing. Revise independently and in pairs.  <u>Grammar outcome:</u> Identify modal verbs in text. Experiment with changing modal verbs to change the impact of the text.</p> <p><b>Letter/email</b></p>

	<p>convey character &amp; advance the action.  <u>Grammar outcome:</u> cohesion devices including ellipsis – punctuation for effect.  <b>Power of imaginary</b>  <u>Reading outcome:</u> responding personally to poems. Discussing themes &amp; conventions.  <u>Written Outcome:</u> read, write &amp; perform free verse using ambitious vocabulary.  <u>Grammar outcome:</u> punctuation – commas – brackets, dashes</p>	<p>discuss an increasingly wide range of books that are structured in different ways, reading for a range of purposes. Summarise &amp; deduce answers from the text.  <u>Written Outcome:</u> reporting &amp; presenting findings from enquiries including conclusions, causal relationships &amp; explanations of degree of trust in results.  <u>Grammar outcome:</u> revision of causal connectives  <b>Recount</b>  <u>Reading outcome:</u> to ask &amp; answer questions – to read a variety of texts set out in different ways.  <u>Written Outcome:</u> write in role adapting distinctive voice of historical character through preparing a CV, composing a biographical account or describing a person from different perspectives.  <u>Grammar outcome:</u> relative clauses, beginning with who, which, where, why, whose that omit a relative pronoun. Devices to build cohesion within a paragraph. Linking ideas across paragraphs using adverbials of time &amp; tense choice.</p>	
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**Terminology children MUST know by the end of Year 6**

Semi colon, subject, object, active, passive, synonym. Antonym, ellipses, hyphen, colon, bullet points.

<b>Science</b>	<p><b>Does light always travel in a straight line?</b>  The focus of this unit is light.  The areas covered include:</p>	<p><b>Could you be the next Nintendo apprentice?</b>  The focus of this unit is electricity. The children will identify and name the basic parts of a simple electric series circuit? They will</p>	<p><b>What happens to our body when we take part in sports activities?</b>  In this unit the children will look at some of the main systems in their body</p>	<p><b>Have we always looked like this?</b>  The focus of this unit is evolution. The areas covered include:</p> <ul style="list-style-type: none"> <li>• Fossils</li> <li>• Changes to</li> </ul>	<p align="center"><b>SRE</b></p> <p>We will follow the Christopher Winter scheme of work and cover:</p> <ul style="list-style-type: none"> <li>• puberty &amp; reproduction</li> </ul>	<p><b>Could Spiderman really exist?</b>  In this unit the children will be investigating how living things are classified into broad groups according to</p>
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	<ul style="list-style-type: none"> <li>• Shadows</li> <li>• Eye</li> <li>• How light travels</li> </ul>	compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches?	including: <ul style="list-style-type: none"> <li>• Circulatory system</li> <li>• Respiratory system</li> <li>• Digestive system</li> </ul> They will also consider how diet, exercise, drugs, lifestyle & health affects the body.	the human skeleton <ul style="list-style-type: none"> <li>• offspring</li> </ul>	<ul style="list-style-type: none"> <li>• relationships &amp; reproduction</li> <li>• conception &amp; pregnancy</li> </ul>	common observable characteristics and based on similarities and differences, including micro-organisms, plants & animals. <ul style="list-style-type: none"> <li>• give reasons for classifying plants and animals based on specific characteristics.</li> </ul> The seven characteristics of living things & what they need to survive will be investigated.
<b>Computing</b>	E safety research	Combining text and graphics	Programming a game		Using spreadsheets in context.	
<b>Music</b>	Use rhythms in sequence, incorporating dynamics and combining textures to tell the story of the changing weather. The perfect storm will be created using Benjamin Britten's 'Storm' as an inspiration.					
<b>PE</b>	<b>Tag Rugby</b>  Use running, jumping, throwing and catching in isolation and in combination.  -Play competitive games and apply basic principles suitable for attacking and defending.	<b>Sports Hall Athletics</b>  -Develop flexibility, strength, technique, control and balance. -Use running, jumping, throwing and catching in isolation and in combination. -Compare their	<b>Basketball/Netball</b>  -Use running, jumping, throwing and catching in isolation and in combination. -Play competitive games and apply basic principles suitable for attacking	<b>Cricket</b>  -Play competitive games and apply basic principles suitable for attacking and defending	<b>Rounders</b>  -Play competitive games and apply basic principles suitable for attacking and defending.	<b>Tennis</b>  -Play competitive games and apply basic principles suitable for attacking and defending.

		performances with previous ones and demonstrate improvement to achieve their personal best.	and defending.			
<b>RE</b>	<p><b>Bible Explorer - The New Testament Good News</b></p> <p>Why is Jesus, 'Light of the World' good news for Christians?</p> <p><b>God</b></p> <p>How do different Christians describe God?</p> <p><b>Islam – Qur'an</b></p> <p>How is this book treated by Muslims?</p> <p>How was it revealed?</p> <p>How do its teachings affect daily life?</p>	<p><b>Christian Community</b></p> <p>How does the teaching of the Church influence the everyday life of believers?</p> <p>What impact do the lives of the church community make in today's world?</p> <p><b>Incarnation</b></p> <p>How do different artists show what is important about the Incarnation?</p> <p>How do different global communities show what is important about incarnation?</p>	<p><b>Kingdom of God</b></p> <p>How does a belief in the Kingdom of God inspire and influence Christians across the world?</p> <p><b>Judaism</b></p> <p><b>Freedom</b></p> <p>Why is freedom so important to Jews?</p>	<p><b>Forgiveness</b></p> <p>What is the difference between forgiveness and justice?</p> <p><b>Salvation</b></p> <p>Where in a church building are there signs of salvation?</p> <p><b>Resurrection</b></p> <p>How are the resurrection and ascension of Jesus good news for Christians?</p> <p>What hope does the resurrection give Christians?</p>	<p><b>Discipleship</b></p> <p>How does the sermon on the mount help people to follow Jesus?</p> <p><b>Holy Spirit</b></p> <p>How do Christians believe the Holy Spirit is at work in their lives today?</p> <p><b>Creation</b></p> <p>Does Science disprove Genesis?</p>	<p><b>Hinduism</b></p> <p><b>Ahimsa, atman, Reincarnation</b></p> <p>How does belief in God affect a Hindu's life?</p> <p><b>Cross religious theme</b></p> <p>How can religious communities live together in the community in peace?</p> <p>How could their differences hinder this process?</p>
<b>PSHE</b>	The Apprentice - How can we work together as a team to achieve something amazing?	Staying safe  SRE	Discrimination	Rights and differences	Journeys	Independence
<b>French</b>	<u>Free-time/Hobbies</u> – vocabulary, opinions and reasons, present tense of some regular/high frequency irregular verbs, subject pronouns focus on numbers to 31 general conversation		<u>Where I live</u> – vocabulary, descriptions, opinions, directions focus on numbers to 60 telling the time – digital near future tense (aller + infinitive)		<u>At the Café</u> – vocabulary, likes/dislikes, hungry/thirsty, role plays telling the time – analogue clock introduction to past tense – present tense of avoir + past participle	

	days, months, date, birthdays weather phrases telling the time – on the hour		focus on numbers to 100
<b>Educational visits/celebration</b>	Victory Day party Stockport Air raid shelter trip	Take part in whole class role-play, dressing up and feasting.	A walk with the journey man along the sandstone trail with jungle picnic to celebrate the end of SATS. Residential