

Year 6 subjects	Autumn 1+2		Spring 1+2		Summer 1+2	
English	Dreamsnatchers (Year group World Cup)	Kensuke's Kingdom	Holes	(Year Group World Cup)  Suffragette/ subjunctive mood	Pig Heart Boy	Cogheart
Reading	Range of genres Sun King	Whole book	Whole book	Range	Range	Whole book
Poetry	Ozymandias					
Maths	<ul style="list-style-type: none"> <li>Place value (inc decimals)</li> <li>Mental and Written Calculation</li> <li>Mental and Written X (time)</li> <li>2D/3D shape</li> <li>Mental/Written –</li> <li>Mental/Written ÷</li> </ul>	<ul style="list-style-type: none"> <li>Geometry (angles)</li> <li>Statistics (pie charts)</li> <li>Measurement – length inc perimeter and mass</li> <li>Measure – area/volume</li> </ul>	<ul style="list-style-type: none"> <li>Place value, sequences and co-ordinates</li> <li>2D shape co-ordinates, translation and reflection</li> <li>Measurement – temperature, mean</li> <li>Calculating with fractions</li> <li>Mental and written ÷</li> <li>Mental and Written x</li> <li>Fractions</li> <li>Fractions - %, ratio &amp; proportion</li> </ul>	<ul style="list-style-type: none"> <li>Mental and Written +/-</li> <li>Measurement, ratio and proportion</li> <li>2D/3D shapes</li> <li>Area, perimeter and volume of shapes</li> <li>Statistics – line graphs and pie-charts</li> </ul>	<ul style="list-style-type: none"> <li>Place value, decimals and fractions.</li> <li>Mental and written calculation</li> <li>Calculating fractions, ratio and proportion</li> <li>Coordinates, translation and reflection</li> <li>Algebra and sequences</li> <li>Measurement (length and time) and statistics – mean</li> </ul>	<ul style="list-style-type: none"> <li>Measurement – mass/volume and capacity</li> <li>Mental and written calculation</li> <li>Fractions</li> <li>Place value and decimals</li> <li>2D/3D shapes</li> </ul>
Science	The Human Body	Light & Electricity	Evolution and inheritance	Classification	Revision	
Geography		Japan	Rivers		Revision	
History	Ancient Egypt		Vikings and the Struggle of the kingdom of England	Changing role of women	Revision	

Computing	Blogging	Online Safety	Text adventures			Quizzing
Music	African drums - Luton Music Service					
RE (Luton & Beds Syllabus)	2.8 How is faith expressed in Islam	2.6 What do Christians believe Jesus did to 'save' the people? (RB)	U2.2 Creation and Science: Conflicting and complementary (JD)	2.10What will make our community a more respectful place?	2.3 What matters most to Humanists and Christians	2.11 Why do some people believe in God and some people do not?
Citizenship/P4C			Anti- bullying How to treat others with respect and what to do when being bullied. Realise the consequence of anti-social behaviours. Understanding feelings Conflicting emotions Safety at Stopsley increasing responsibility	40 acts	Real love rocks	Real love rocks and transition
PE	Gymnastics		Gymnastics		athletics	Rounders
	Hockey		Tag Rugby		athletics	Rounders
Art	Mask making Clay cartouche  Modroc mask making	Hokusai		Frida Kahlo		

DT	Shaduf	Sushi making Puppet	Clay Viking artefacts			
MFL (French)	<u>Topic : School</u> Learn School vocabulary Children will be able to express opinion concerning school be able to follow school instructions. Children to understand the difference between French and British school	<u>Topic: Ice Cream</u> Learn vocabulary Children being able to answer and ask question about ice cream (numbers / flavour) Children to be able to enter a shop and ask for ice cream	<u>Topic : in Town</u> Learn name of shops and land mark in town (cinema, bowling, stadium ...)Learn direction Children to know how to ask for direction and follow them Children to describe their own town	<u>Topic: On Holidays</u> Learn different countries in French Awareness of French being spoken in more than one country Learn activities during holidays	<u>Topic : My Community</u>	<u>Topic : My Community</u> Introducing yourself and your family Animals and description (body parts) Sports Like and dislike
British values Curriculum	<p><b>'actively promote ...'</b></p> <ul style="list-style-type: none"> <li>• Focus on, and show how, our work is effective in securing these values</li> <li>• Challenging pupils, staff or parents who express opinions contrary to British values</li> </ul> <p><b>Democracy – what do we do?</b></p> <ul style="list-style-type: none"> <li>• Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services</li> <li>• Teach pupils how they can influence decision-making through the democratic process</li> <li>• Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain</li> <li>• Encourage pupils to become involved in decision-making processes and ensure they are listened to in school</li> <li>• Organise visits to the local council and Parliament</li> <li>• Hold 'mock elections' so pupils learn how to argue and defend points of view</li> <li>• Help pupils to express their views</li> <li>• Teach pupils how public services operate and how they are held to account</li> <li>• Model how perceived injustice can be peacefully challenged</li> </ul> <p><b>Rule of law – what do we do?</b></p> <ul style="list-style-type: none"> <li>• Ensure our school rules and expectations are clear and fair</li> <li>• Help pupils to distinguish right from wrong</li> <li>• Help pupils to respect the law and the basis on which it is made</li> <li>• Help pupils to understand that living under the rule of law protects individuals</li> <li>• Include visits from the police in the curriculum</li> <li>• Teach pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws</li> <li>• Develop restorative justice approaches to resolve conflicts</li> </ul> <p><b>Individual liberty – what do we do?</b></p> <ul style="list-style-type: none"> <li>• Support pupils to develop their self-knowledge, self-esteem and self-confidence</li> </ul>					

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|  | <ul style="list-style-type: none"><li>•Encourage pupils to take responsibility for their behavior, as well as knowing their rights</li><li>•Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence</li><li>•Challenge stereotypes</li><li>•Implement a strong anti-bullying culture</li></ul> <p><b>Respect and tolerance – what do we do?</b></p> <ul style="list-style-type: none"><li>•Promote respect for individual differences</li><li>•Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life</li><li>•Challenge prejudicial or discriminatory behaviour</li><li>•Organise visits to places of worship</li><li>•Develop links with faith communities</li><li>•Develop critical personal thinking skills</li><li>•Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers</li></ul> |
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