Year 6

Subject area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	Why don't the same animals live all over the world?	Why does deforestation matter?	Did equality exist in Ancient Greece?	Was Ancient Greece the greatest ancient civilisation?	How can I do myself proud as I come to the end of my time at Kilmorie?	How can we recognise the role in British history played by global majority citizens?
STEM	**Maths**					
	Place Value Children will read and write numbers to 10,000,000 and revisit powers of 10. They will compare, order and round any integer and solve problems with negative numbers. **Addition, Subtraction, Multiplication and Division** Children will add and subtract large numbers. They will find common factors and multiples as well as primes, square and cube numbers. They will work on methods to multiply up to a 4-digit number by a 2-digit number. Division methods will include short division and division using factors, and long division without and with remainders. Problem solving will include multi-step problems with multiplication and division.	**Multiplication and Division (continued)** Completing the unit from last half term as necessary. **Fractions** Children will recap equivalent fractions and compare and order fractions. They will add and subtract fractions and mixed numbers and solve multi-step problems. They will then be introduced to multiplying and dividing fractions and problem solving including this. They will find fractions of amounts and find the whole when given a fraction. **Converting Units** Children will convert and calculate with metric measures, convert between miles and kilometres and look at imperial measures.	**Fractions, decimals and percentages** Children will find equivalent fractions, decimals and percentages, converting between these and ordering them. They will find fractions and percentages of amounts. **Decimals** Children will recap place value within 1, rounding, and calculating with decimals using all four operations. They will multiply and divide numbers by 10, 100 and 1000. **Shape** Children will recap measuring and calculating angles, using knowledge of shape. They will also draw shapes and look at nets of 3D shapes	**Area, perimeter and volume** Children will recap perimeter and find the areas of a wide range of shapes. They will find the volume of cuboids. **Ratio** The relationship between addition and multiplication will be explored when comparing numbers before using ratio language and the ratio symbol. They will explore the differences and similarities between ratios and fractions, and look at scale diagrams and factors. Problem solving will involve ratio and proportion. **Algebra** Children are introduced to algebra, first using function machines, then algebraic expressions using letters. They will look at formulae and forming equations as well as solving equations.	**Consolidation** This half term will involve recapping and consolidating KS2 maths learning in preparation for end of key stage statutory tests. Children will then begin work on the themed projects that will continue next half term.	**Themed projects, consolidation and problem solving** This half term will include a variety of consolidation projects which have been designed to explore maths in real life contexts, allowing children to see how important maths is in all aspects of life. The specifics of these will be decided on depending on any particular interests or areas of need.
	Science					
	Living Things and Their Habitats Children will look at the observable characteristics of living things to describe how they are classified into broad groups based on similarities and differences. This will include including micro-organisms, plants and animals.	**Evolution and inheritance** Children will look at fossils to gain information about living things that inhabited the Earth millions of years ago and recognise that living things have changed over time. They will recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents, identifying how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (Link to biomes in science.)	**Electricity** Building on learning in Year 4, children will 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. They will investigate how the brightness of a lamp or the volume of a buzzer is affected by the number and voltage of cells used in the circuit. They will also use recognised symbols when representing a simple circuit in a diagram.	**Light** Children will learn how light appears to travel in straight lines and use this idea to explain that objects are seen because they give out or reflect light (from light sources) into the eye. They will use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.		**Animals including humans** Children will identify the main parts of the human circulatory system and describe the function of the heart, blood vessels and blood. They will describe the ways in which nutrients and water are transported within animals including humans. Research and investigation will recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
	Computing					
	Variables in games Children will define a variable as something that is changeable and explain why they are used in programming. Thye will then apply this to improving games. Finally, they will design, create and evaluate a programme.	**Introduction to Spreadsheets** Children will create a data set in and build a spreadsheet; use formulas and use a spreadsheet to plan an event.	**Communication and collaboration** Children will explain the importance of internet addresses and recognise how data is transferred across the internet. They will learn how sharing information online can help people to work together. After recognising how we communicate using technology, they will evaluate different methods of online communication.	**Web page creation** Children will evaluate different methods of online communication and recognise the need to preview pages. They will view existing websites to consider their structure including a navigation path. They will also plan the features of a webpage and recognise the implications of linking other people's content.	**Sensing movement** Children will create a programme to run on a controllable device and explain that a selection can control the flow of a programme. They will update a variable with a user input; use conditional statements for comparison and design and develop a programme using inputs and outputs.	**3D Modelling** Children will recognise that you can work in three dimensions on a computer and modify them. They will recognise that objects can be combined in a 3D model and then plan and create their own.
	D.T.					

		Textiles: combining different fabric shapes Children will investigate, analyse and evaluate a range of existing products which have been produced by combining fabric shapes, drawing comparisons between functional and decorative components. They will analyse how fabric pieces have been joined and types of fabric selected. After deciding on their intended user, they will design a sock monkey toy and make a high-quality product.		**Electrical systems: More complex switches and circuits** **Crumble** After investigating a range of sensor and switches, children will design a reaction timer game (Redfern Project) Children will write computer control programs for Crumble hardware that include inputs, outputs and decision making.		**Food: Celebrating culture and seasonality** Making links to their humanities-based topic, children will be finding out about the produce and culinary traditions of the Caribbean, culminating in making their own savoury scones inspired by the flavours of the Caribbean. They will follow a basic recipe, then developing their own, considering texture, taste, appearance and smell.
Humanities	**History**					
			Ancient Greece The children will explore Ancient Greece, honing their historical inquiry skills through various sources and activities, including critically examining the myth of Theseus for historical truths. They will distinguish the characteristic features of Ancient Greek society, unravel the diverse beliefs, attitudes and experiences of men, women, and children in this rich historical context, understanding that not everyone in the past lived alike, from the affluent to the less privileged.	**Ancient Greece** Children will continue their study of Ancient Greece by learning about the remarkable achievements of the Greeks in various disciplines such as philosophy, arts, science, and politics and how their ideas, beliefs and attitudes shaped these achievements. These will be contrasted with how other ancient civilisations developed; with the similarities and differences being explored. Through historical enquiry, children will investigate primary and secondary sources, developing skills in analysis and interpretation and gaining an understanding of the influence of Ancient Greece on the modern world.	**The Windrush Legacy** Children will be learning about the Windrush generation's journey from the Caribbean to the UK, considering the complexities of the British Empire; focusing on migration and the issues that were faced on arrival in Britain. Throughout this exploration, students will identify the reasons behind how events unfolded and gain a deeper understanding of the Windrush generation's significant contribution to British society and the challenges they faced.	**The Windrush Legacy** Children will be exploring the Battle of Lewisham using a range of sources to aid in their enquiries. They will identify and describe the reasons leading up to this significant piece of local history and the changes it brought about. In the process they will gain an understanding of the socio-political climate of the time, the rise of far-right movements and the community's response. Children will examine the impact of these events on society and our laws, fostering a deeper understanding of the past and its influence on the present.
	Geography					
	Biomes and climate zones Children will learn about the earth's different climate zones, the reasons for their formation and how they compare (temperature, precipitation and vegetation). This will then lead to the study of biomes as areas of our planet with similar climates, landscapes, animals and plants. Include: climate as average weather and some examples of extreme weather within these. Link to science: identify ways certain animals are adapted to their biome.	**Brazil** Children will focus on the country of Brazil, starting by locating it within the continent of South America and then moving on to compare the physical features with those of the UK. They will use latitude and longitude to describe where countries and cities are located, and identify different time zones. They will compare daily life in Rio and London and learn about deforestation and the effect it is having on the Amazon Rainforest.			**The Caribbean: comparison to the UK** The children will examine the varied physical geography of the Caribbean and the UK, enhancing their understanding of climate, landscapes, and biomes. They'll apply their knowledge of geographical features to understand their influence on human activities such as settlement patterns and land use.	
	RE					
	Hinduism 3: God and beliefs Children will learn that Hindus believe there are many forms of God and about some of these forms. They will learn about Hindus' beliefs about the universe and the endless cycle of creation, preservation and destruction. They will be introduced to some of the sacred books in Hinduism.	**Hinduism 4: Pilgrimage** The Wider World Learning about Hinduism will continue as children find out about how it originated in India, but that Hindus live across the world. They will learn about places of pilgrimage and their significance and hear stories associated with places of pilgrimage.	**Judaism 3: Abraham** Children will learn about the importance of Abraham in the Jewish belief in One God and obedience to God. They will learn about the Torah as the Jewish Sacred Text and where stories about the Jews' relationship with God are found. Learning about the Torah will include the form it takes and how it is treated.	**Judaism 4: Prayer and worship of God** Learning about Judaism continues with the Shema, an important Jewish prayer that is said twice daily. They will also find out about Jewish synagogues, including the role of the Rabbi and family celebrations.	**The Journey of Life and Death** During this unit children investigate beliefs about life and life after death. The unit encourages them to reflect on and express their hopes for their future. They will examine their attitudes, values and commitments in the light of this learning.	**Faith and belief in Lewisham** Children will ask questions about the faiths and beliefs in their class and school, in the local community and the Lewisham borough. They will find out about how and why faith and belief communities in Lewisham have changed over the past 50 years and how life in Lewisham has been enriched by the diversity of the faiths and beliefs that make up the borough.
	Art					

The Arts	**Exploring Identity** Children are introduced to artists who explore their identity within their art. They will explore how artists use various aspects of their identity, creating imagery which explores many different aspects within one image by using layers and juxtaposition. Children listen to how the artists construct their work, before working physically in drawing and collage to make their own layered and constructed portrait.	`	**2D Drawing to 3D Making** In this unit, children will learn about the close relationship between drawing and making. They will explore the idea that drawing as a 2 dimensional activity can be used to transform surfaces which can then be manipulated into a 3 dimensional object. Along the way, they will explore how mark making, line, tonal value, colour, shape, and composition can be used to inform their final piece.		**Shadow Puppets** Children will investigate how a variety of artists and craftspeople use their interest in cutouts to generate imagery. They will use their curiosity to think about how they might adapt techniques and processes in their work. They will use their sketchbook to record, generate ideas, test ideas and reflect. They will make a shadow puppet, thinking about how the qualities of the materials they use affect the final outcome. They will manipulate the materials using tools so that the puppets have character and expression. They will make their puppets move in simple ways by articulating them.	
	Music					
	Rhythmic Notation & Body Percussion Students will be learning about rhythmic notation and how to recognise and perform rhythmic values and patterns. They will apply their knowledge to perform body percussion.	**Rhythmic Notation / Christmas production** Students will learn how to perform rhythms using their knowledge of the rhythmic values. Children will also learn how to project their voices and learn songs for their Christmas performance.	**Notation and Keyboards** Children will revise their knowledge of how to read notes on the stave. They will learn how to play simple tunes on the keyboards using their knowledge of the notation they have learned.	**Notation and Keyboards** Children will revise their knowledge of how to read notes on the stave. They will learn how to play simple tunes on the keyboards using their knowledge of the notation they have learned.	**Exploring Samba** Children will explore and name some of the instruments of Samba before learning to play a rhythmic pattern on a samba instrument. They will practice keeping a steady beat whilst performing in a group and join in with call and response. They will work to sing in tempo and tune with increasing accuracy and play a rhythmic pattern with increasing confidence, then perform a samba rhythmic pattern within a group.	**12 Bar Blues** Children will learn about the structure form and the progression of notes and chords in music. They will use glockenspiels and keyboards to play the chords progression as well as to compose their own 12 bar blues.
	PSHE					
Wellbeing	**Keeping/Staying Safe: Water Safety** Water Safety explores the topic of trespassing and the dangers of swimming in open or unknown waters. **Keeping/Staying Healthy: Alcohol** Alcohol explores the dangers of alcohol and how people can be affected by alcohol in different ways**.** *Zones of Regulation Recap, Kilmorie Rules and Kilmorie Qualities*	**Computer Safety: Making Friends Online** Making Friends Online looks at the dangers of meeting people we have only spoken to online.	**Being Responsible: Stealing** Stealing explores the topic of taking something from a family member without asking. **First Aid - (Part 1)** Children will look at how we can support a casualty with a head injury, severe bleeding, and minor burns.	**Feelings and Emotions: Worry** Worry looks at transition and the feelings a child can have when starting a new school. **First Aid - (Part 2)** In the second half of this topic, we take a closer look at fractures, heart attacks, and seizures.	**The Working World: In-App Purchases** In-App Purchases provides a subtle introduction to debt and looks at paying for items through apps or games. **A World Without Judgement: British Values** British Values looks at how we can be inclusive and ensure everyone's beliefs and needs are respected.	**Growing and Changing: Conception** Conception looks at how a baby is conceived and the various stages of pregnancy. **RSHE** - Puberty & Reproduction - Communication in Relationships - Families, Conception & Pregnancy - Online Relationships
	P.E. (Outdoor/Indoor) **NB: In Year 5 and 6, indoor PE is done on a rotational basis as each class gets a term of dance**					
	Leadership Building on work in Year 5, children will develop their knowledge of what a good Play Leader is. They will develop ways to communicate to range of ages. They will develop skills to create games using equipment and organise participants into teams, knowing when to make a game easier or harder to improve the engagement of the participants. They will learn different ways to organise children into teams fairly.	**Basketball** The children will learn ball awareness by copying a partner and keeping control while moving the ball; they will be taught to dribble the ball in various directions with speed and perform a variety of passes within a game with precision and control. They will recap the BEEF technique in a competitive game situation and apply basic principles for attacking and defending techniques. Finally, they will then put all techniques learned and apply them in a game situation.	**Tag rugby** Children will tag a player using either hand when moving at full speed in a game situation and develop their agility by dodging a defender at speed with a ball in their hands. They will go on to practise different types of passes; work together as a team to score a try in a tag rugby game by moving without the ball and use techniques learned and apply in a game situation. Children will apply basic principles for attacking and defending and develop them by collaborating and communicating.	**Cricket** Children will learn positioning in a modified game to field a ball (both throwing and stopping it). They will develop the ability to make the correct decisions with which type of throw to use. They will develop techniques on how to move their body into a position to catch the ball and recap how to bowl (over/underarm) at a wicket accurately without and against a batter. Also, they will begin to tactically hit/place a ball into a space using techniques learned and apply basic principles for attacking and defending. Finally, they will play collaboratively in a team, discuss tactics of attacking and defending and put all skills learnt in practice in mini and whole class games.	**Athletics** Children will learn a variety of different athletic activities based around sports day and will recap the acronym FAST. They will learn to accelerate quickly with speed and control in movement, while pacing themselves when needed. The children will recap their knowledge on throwing a javelin/ vortex using a good stance, good height and distance. They will perform jumps with balance, control and distance.	**Tennis** Children consolidate and build on moving with balance and control to catch a ball. They will continue to hit a ball into a target from a variety of distances/angles with no bounce.They will now hit/bounce a tennis ball on racket when moving including hitting the ball in forehand/ backhand position with drop feed. Children will be encouraged to think of tactics and skills learnt whilst playing in game situations. Children will play singles and doubles matches on bigger size courts and be able to use the correct pointing system.

	Fitness Working with different fitness stations, children will work to try the harder challenges, showing determination to beat their personal best. They will improve their technique and support others to do the same, exercising for the whole timed period at each station, with increasing repetitions.	**Gymnastics** Children will perform complex shapes when performing sequences and skills with flexibility. They will perform more complex jumps (tuck, pike) and travelling on and off apparatus with leaps (scissor kick and cat leap). They will practice a variety of rolls and balances counterbalances using counter tension. They will practice a 'squat on and squat off the 'apparatus with a run up (with or without a springboard). Perform a hurdle step on the floor/springboard and onto apparatus.	**Dodgeball** Children will develop their skills throwing the ball in a game with precision, control and speed. They will develop co-ordination by aiming at the opposition, below the shoulder, using a variety of throwing techniques. They will develop their agility by dodging in a game, reacting quickly and communicating tactics to teammates to dodge. To apply defensive techniques, like blocking and marking in a competitive game situation.	**Yoga** Children will perform complex Yoga poses with good core strength, flexibility and balance for longer periods of time on each pose. They will perform all poses and remembering to use breathing technique when performing them in relaxation time. They will create their own extensions using knowledge of poses already practised. Children will collaborate in a group to create a Yoga routine by creating a sequence of moves.	**Street Dance** Children will be taught street dance by a specialist dance teacher. They will co-operate, communicate and collaborate with a group to make up a warmup with good rhythm and timing. They will translate ideas from a stimulus into movement showing expression, precision, control and fluency. They will dance in unison in a group showing good timing, energy and strength and use levels, travelling and space with timing and musicality. Children will dance in canon in a group showing good timing, energy and strength. These skills will be put together for a class performance.	**Street Dance** (Each class will have one term with a specialist dance teacher)
	Links to Articles from the UN Convention on the Rights of the Child					
	All classes will begin the year by using the UNCRC Articles to create their own Class Charter. **ARTICLE 9** (separation from parents) Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm. **English** **Article 9:** This article will be discussed during work on The Arrival in English.	**ARTICLE 15** (freedom of association) Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights. **Computing** **Article 15:** Discuss how the right to meet others (including online) cannot be at the risk of their own safety. **ARTICLE 30** (children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live. **Geography** **Article 30:** Discuss how the rights of the indigenous people in Brazil are not being met.	**ARTICLE 14** (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up. **RE** **Article 14:** Children understand their right to choose their own religion, even if it is not the religion of the majority.	**ARTICLE 28** (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this. **History** **Article 28:** Discuss this article in connection to education in Ancient Greece.	**ARTICLE 31** (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. **General** **Articles 28 & 31:** During SATs revision and tests, refer to the rights to education but also having time to rest and relax.	**ARTICLE 33** (drug abuse) Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs. **PSHE** **Article 33:** Children will learn about the risks and dangers of taking drugs.
Languages	**MFL**					
	Les habitats In this unit pupils will learn how to: □ Tell somebody in French the key elements that animals and plants need to survive in their habitat. □ Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats. □ Tell somebody in French which animals live in these different habitats. □ Tell somebody in French which plants live in these different habitats.	**Les jeux olympiques** In this unit pupils will learn how to: □ Listen attentively to longer passages in French about the ancient and modern Olympic Games. □ Look for cognates and highlight key words when learning how to decode longer texts in gist listening and reading in French. □ Recall the nouns in French for 10 key sports in the current Olympic games with their articles/determiners. □ Form positive and negative sentences using the verb faire (to do) in French. □ Recognise the concept of gendered nouns in French in regard to the male and female Olympians.	**En ville** In this unit pupils will learn how to: • Recall 10 key places in a town in French with their respective definite articles/determiners. • Follow 5 different directional instructions in French. • Ask where a place is in French and respond with a description of relative distance (nearby/far away) in French. • Use prepositions to give the precise location of a key place around town in relation to another in French. • Use transactional language to facilitate a dialogue with a partner about where places are in a town in French.	**Les planetes** In this unit pupils will learn how to: name and label a map of the Solar System in French. □ Apply the rules of adjectival agreement to describe the Solar System in French. □ Use conjunctions and intensifiers to extend descriptions of the Solar System. □ Ask key questions in French in order to conduct an interview with an astronaut. □ Answer the questions in French in order to present themselves as an astronaut. Deepen their understanding of adjectival agreement to describe themselves in terms of character	**Manger et bouger** In this unit the children will learn how to: □ □ □ □ □ Name and recognise 10 foods and drinks that are considered good for your health. Name and recognise 10 foods and drinks that are considered bad for your health. Say what activities they do to keep in shape during the week. Say in general what they do to keep a healthy lifestyle. Learn to make a healthy recipe in French.	**Moi dans le monde** In this unit pupils will learn: □ About the many countries in the Francophone world. □ About different festivals (religious and non-religious) around the world. □ That we are different and yet all the same. □ That we can all help to protect our planet. □ How to use "à" (when talking about living in a city) and "en/au/aux" (when talking about living in a country).
	English					
	See separate document					