



	Autumn Term		Spring Term		Summer Term	
	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (7 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
<b>Topic Title/Theme</b>	Friend or Foe (Significant turning point in Britain)		Rhythm, Rhyme and Royalty (A study of an aspect of history dating from a period beyond 1066)		Global Explorers (Disasters, Volcanoes and Earthquakes)	
<b>Enquiry question</b>	Was it right to go to war?	How did Britain change after the war?	Was Henry VIII a good leader?		Is nature always kind?	
<b>Topic Launch</b>	LAUNCH- Evacuation and suitcase		LAUNCH- Horrible histories/teacher dressed as Tudor queen		LAUNCH- Erupting volcano	
<b>Educational Visits, Visitors &amp; Themed Assemblies/ Weeks</b>	Home Front bus Croydon Clock Tower	Generation Windrush visitor		Hampton Court Tudor day	Visiting the local mosque	Transition day Chichester
<b>CURRICULUM</b>						
<b>English key text/s</b>	Flotsam (whole school 1 wk) Goodnight Mr Tom	Goodnight Mr Tom	Treason	Romeo and Juliette	I know What You did Last Wednesday	Oranges in No-man's land
<b>Additional reading texts (Guided/Echo/Pleasure)</b>	Voices from the Second World War	The story of the Windrush Coming to England	Diver's Daughter	Shakespeare texts		
<b>Significant people</b>	Winston Churchill	Floella Benjamin	Henry VIII Elizabeth I	Shakespeare	Gerardus Mercator (cartographer) Ellen MacArthur – fastest solo sailor to circumnavigate the globe	Giuseppe Mercalli (volcanologist)
<b>History</b>	WW2	Post WW2: Rebuilding Britain	Tudors	Tudors		
<b>Geography</b>	Map work			Location and place knowledge	Human and physical Map work	Local geography
<b>Art &amp; DT</b>	The Impressionists The fauve artists	Henry Moore: Sculptures DT: Shelters	Hans Holbein: Portraits	Making slippers	Aboriginal art	Bread making
<b>Maths</b>	<b>Y6 Math Mastery/White Rose</b>					
<b>Science</b>	<p><b>WORKING SCIENTIFICALLY</b></p> <p>During Year 6 children will be taught to use the following practical science methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>Asking simple questions and recognising that they can be answered in different ways</li> <li>Observing closely using simple equipment</li> <li>Performing simple tests</li> <li>Identifying and classifying</li> <li>Using their observations and ideas to suggest answers to questions</li> <li>Gathering and recording data to help in answering questions</li> </ul>					
	Light	Electricity	Animals inc humans: circulatory system	Living things and their habitats	Living Things in Their habitats	Evolution and inheritance
<b>RE</b>	Prayer and Worship	Remembrance/Christmas	What does it mean to be a Buddhist? Wisdom	How does the Christian festival of Easter offer Hope?	Muslim's faith- the commitment to Allah	Bridging unit – Rules and Responsibilities
<b>RSHE</b>	Resolving conflict in relationships	Stereotyping, prejudice and discrimination	On-line relationships and peer pressure	Getting help and support. First aid	Understanding periods. Reproduction and pregnancy.	Y6/7 transition (Daniel Spargo-Mabbs), Taking risks, Road safety.
<b>Computing</b>	E-Safety	Digital skills and Media	E-Safety	Digital skills and Media	E-Safety	Coding
<b>Music</b>	Simple & Compound Time Differentiating between the two.	Pitch Doh & Re with hand signs.	Vocal Melody l-s-m in staff notation. Simple Time Two Part Rhythm.	Pitch Doh pentatonic l-s-m-r-d Compound Time 3 notes to one pulse.	7. Compound Time: Crotchet & quaver to one pulse.	Summer Performance.



St John's Curriculum Overview: **Year 6**



<b>PE</b>	Gym/Dance/Games/Athletics					
<b>French</b>	Everyday life	Where I live, you live	Playing and enjoying sport	This is me, hobbies and fun	Café culture and restaurants	Performance time