Y6	Why would anyone visit North Wales?	How did the Industrial Revolution affect the Manchester we know today?	Why do people remember the Titanic?	Could you be a World War One soldier?	Who am I?	
Trips/WOW	**Leaflets / pictures** **Lledr Residential**	**Worsley Walk**	**Maritime Museum** **Trip on the Mersey**	**Bury Fusilier Museum** **Walkden**	**Careers Day** **KS2 Summer Trip**	
Texts **Poetry** **Play scripts**	**Fiction:** **The Day the crayons quit/The day the crayons came home** – Drew Daywalt **Battle-bunny** – Barnett **Framed** –Cottrell Boyce **The Box of Demons**- Daniel Whelan **Short** – Crossley Holland **Short & Scary** **365 stories** – Pie Corbett **Non-fiction:** Brochures **Poem**: Winter Olympic poem Landscape poetry/poetry The River poem – Bloom	**Fiction:** **Oliver Twist** – Dickens **Hugo Cabret** –Selznick ***Guided reading*** – Victorian literature Extracts from Kipling/Burnett/ Wilde Wordsworth Reading SAT! Literacy Shed **Non-Fiction** **Victorians** - Deary **Oxford Connections: Year 5: Victorian Children** - Huggins-Cooper **How life changed in Victorian times** – Knapp **Avoid Working in a Victorian Mill** – Malam **Life in a Victorian Workhouse** - Higginbotham **The worst children's jobs in history'** – Robinson Poetry: Lucy Gray – Wordsworth This is the place – Walsh Oliver Twist – Play text	**Fiction:** **Extracts from Kasper Prince of Cats**– Morpurgo **Non-fiction:** Newspaper of the period Letters from the period National Archives: Titanic Unclassified Persuasive - Adverts Recount – Postcards Diary Radio interviews (survival tales) Newspaper **Poetry:** Black-out poetry	**Fiction:** **Private Peaceful** – Morpurgo **War Horse** – Morpurgo **Archie's War – Scrap book** – Williams **The Great War** – stories inspired by objects from the first World War **The legend of rock, paper and scissors** – Daywalt **Non-fiction:** **The Great War – Sacco** (an illustrated Panorama) **War game** – Foreman **Walter Tull** – Scrapbook - Morgan **Poetry:** War Poetry Christmas Truce - Duffy **Film:** Sainsburys Christmas	**Fiction:** **I'm afraid your teddy is in trouble today** – Dunn **Matchbox diaries** – Paul Fleischman Up **Wonder and The Julian Chapter – Palacio** **Pig-heart** – Blackman **The Lie Tree** – Francis Hardinge (extracts linked to evolution) **My sister's on the mantelpiece** – Pitcher (nature/nurture) Up (film) Summer play **Non-fiction:** **How to build another me** Biography/auto-biography Letter writing – formal / informal (Up) Persuasive **What makes me me** - Winston **Fantastically great Women who changed the world** (biographies) Poetry: When I am old… Young's mans death – McGough Bilston **Film:** Wonder Frankenstein Love (Literacy Shed short)	
Science	**Living things and their habitats** describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics.	**Light** recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	**Electricity** associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 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 use recognised symbols when representing a simple circuit in a diagram.	**Animals including humans** identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans	**Evolution and inheritance** recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	
	• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments.					
DT		Bridges investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately generate, develop, model and communicate their ideas through computer-aided design apply their understanding of computing to program, monitor and control their products -understand how key events and individuals in design and technology have helped shape the world	Morse code Motors select from and use a wider range of materials and components, according to their functional properties and aesthetic qualities	Healthy food understand and apply the principles of a healthy and varied diet		

History ***in addition to skills section***		Industrial Revolution Worsley – Canals -a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Titanic – social history Skills (sources etc.) -a local history study	-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		
Geography	Water cycle Hills, mountains, rivers, land use and changes over time- Mining Settlements. Grid references. Natural resources -name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world -use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Local Geographies; UK – counties Natural resources Transportation of food. -human geography, including types of settlement and land use, economic activity, including trade links, and the distribution of natural resources including energy, food, minerals and water CONSOLIDATION	Map work – tracking the Titanic. -identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) CONSOLIDATION	identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) CONSOLIDATION -use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world -use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		
Art and Design	Christmas cards Portraits (Published art)	Lowry / Graphite to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.	Disaster in paint. (Emotive art)		ARTS WEEK	Self-portraits
	to create sketch books to record their observations and use them to review and revisit ideas					
Music	I'll Be There	Christmas	Benjamin Britten – A New Year Carol develop an understanding of the history of music.	Happy Family Festival	You've Got A Friend	Summer Production
	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians					
R.E	Why do some people think God exists? • Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). • Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). • Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). • Present different views on why people believe in God or not, including their own ideas (C1).	Is it better to express you beliefs in arts and architecture or in charity and generosity? • Express ideas about how and why religion can help believers when times are hard,giving examples (B2). • Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). • Explain some similarities and differences between beliefs about life after death (B2). • Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).		What matters most to Christians and Humanists? • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). • Describe some Christian and Humanist values simply (B3). • Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3). • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).	What do religions say to us when life gets hard? • Describe and make connections between examples of religious creativity (buildings and art) (A1). • Show understanding of the value of sacred buildings and art (B3). • Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). • Apply ideas about values and from scriptures to the title question (C2).	

Computing	We are travel writers use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	We are computational thinkers use sequence, selection, and repetition in programs; work with variables and various forms of	We are publishers select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content	We are adventure gamers design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve	We are network technicians understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	We are advertisers use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and
	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					
PSHE	Living in the wider world	Living in the wider world	Health and Wellbeing	Health and Wellbeing	Relationships	Relationships
P.E	Invasion Games play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Netball/basketball play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Outdoor and adventurous activities take part in outdoor and adventurous activity challenges both individually and within a team	Yoga/Body awareness develop flexibility, strength, technique, control and balance	Gymnastics develop flexibility, strength, technique, control and balance	Dance perform dances using a range of movement patterns
	compare their performances with previous ones and demonstrate improvement to achieve their personal best.					
MFL	Greetings Numbers 1 to 12 Name Age Colours Classroom instructions Traditional celebrations - Christmas		Food Cafe	Weather Money	Alphabet Days of the week Months Birthdays	