

# Claremont Primary School

# Year 6

|  | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|--|---|---|--|---|---|--|
| <b>English</b>   | Across the year, children will read high quality texts as a stimulus to write: <ul style="list-style-type: none"> <li>• Narrative including writing about real life events</li> <li>• Non-fiction including; newspaper reports, diary entries, letters, non-chronological reports, instructions, persuasive writing</li> <li>• Poetry</li> </ul>  |   |  |   |   |  |
| <b>Maths</b>   | <b>Across the year, children will cover:</b> <ul style="list-style-type: none"> <li>• Number and Place Value;</li> <li>• Addition, subtraction, multiplication and division</li> <li>• Algebra</li> <li>• Measurement</li> <li>• Geometry of position, direction and shape</li> <li>• Fractions, decimals and percentages;</li> <li>• Ratio and Proportion</li> <li>• Statistics</li> </ul> |   |  |   |   |  |
| <b>Science</b>   | Living things and their habitats  | Electricity   | Animals including humans   | Light   | Curriculum misconceptions   | Curriculum misconceptions  |
| <b>Computing</b>   | Coding  | E-safety  | Online Safety<br>Spreadsheets  | Blogging<br>Text Adventures   | Networks  | Quizzing   |
| <b>Religious Education</b>   | Article:13<br>What do you religions say to us when life gets hard?<br>Mutual respect/tolerance  | Article:30<br>Is it better to express your religion in arts and architecture or in charity and generosity<br>Mutual respect/tolerance | Article: 14<br>Is it better to express your religion in arts and architecture or in charity and generosity<br>Mutual respect/tolerance | Article:24<br>What matters most to Christians and to Humanists?<br>Mutual respect/tolerance | Article:26<br>What matters most to Christians and to Humanists?<br>Mutual respect/tolerance | Article:12<br>What do you religions say to us when life gets hard?<br>Mutual respect/tolerance |
| <b>International Primary Curriculum Geog, History, Art, D&amp;T &amp; Music)</b> | Article: 38<br>Time Tunnel  | Article: 1/2/ 32<br>Time tunnel<br>The rule of law  | Article: 4<br>Building a village<br>The rule of law  | Article:27<br>Building a village<br>Democracy   | Article:12 & 17<br>Making the news<br>Individual liberty                                    | Article:12 & 17<br>Making the news<br>Individual liberty                                       |
| <b>Physical Education Dance, Gymnastics &amp; Games</b>                          | Gymnastics – sequencing 6 + actions   | Gymnastics sequencing partner work  | Dance Olympic / Paralympic dance – dynamic qualities   | Dance – A Winter’s Tale, Dynamic, pathways and relationships                                | Dance – A Winter’s Tale, Dynamic, pathways and relationships                                | Dance – A Winter’s Tale, Dynamic, pathways and relationships                                   |
|  | Invasion Games<br>Basketball  | Sports Leadership<br>OAA (residential experience)   | Invasion Games Tag<br>rugby  | Striking and Fielding<br>Games (rounders / cricket focus)                                   | Net/Wall Games<br>(volleyball focus)  | Athletics running over barriers / throwing<br>/ OAA - orienteering                             |
| <b>MFL Spanish</b>   | Revising Numbers and telling the time   | Parts of the body   | New foods and drink and ordering them  | Likes and dislikes  | Weather, journeys and transport   | Clothing and Shops   |
| <b>PSHE SEAL</b>   | New Beginnings  | Going for Goals   | esafety  | PRIDE 123   | Growing and Changing  | Changes/Transition   |

|                               |   |               |  |              |              |              |
|-------------------------------|---|---------------|--|--------------|--------------|--------------|
| <b>Visits/trips /speakers</b> | Grosvenor Estate<br>(Science)<br>Ghyll Head | Gurdwara (RE) |  | MAEI project | MAEI project | MAEI project |
|-------------------------------|---|---------------|--|--------------|--------------|--------------|