

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Maths</b>	Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division Statistics	Number: Multiplication and Division Geometry: Position and direction Statistics	Number: Fractions Number: Decimals Number: Percentages Statistics	Measurement: Area, perimeter, volume Number: Ratio and proportion Number: Algebra	Number: Algebra Geometry: Properties of Shape	Investigations and prepare for Y7
<b>English</b> (For the main text see the Reading Comprehension information)	- BFG Narrative Appreciation - Whole School Unit - Poems with Imagery	- Recounts (Diary Entries) - Discussion	- Stories by Significant Authors	- Persuasion	- Classical Fiction - Poetry Appreciation / Performance - Benjamin Zephaniah	- Information Booklet (Leavers Project) - Narrative Poetry
<b>Reading comprehension</b> (See the Core Text document for the other allocated non-fiction texts for each half term)	Holes - Louis Sachar		Iggie's House - Judy Blume		The Wizard of Oz - Lyman Frank Baum	
<b>Science</b>	<u>Animals including humans</u>	<u>Electricity</u>	<u>Living things and their habitats</u>	<u>SATS Prep</u>	<u>Evolution and inheritance</u>	<u>Light</u>
<b>Topic Super start/finish</b>	Victorian day about the Industrial Revolution.		A day trip to Europe (Try foods/experience culture)		Rio Carnival day	
<b>History</b>	<u>Brilliant Bradford</u> Looking at the significance of the Industrial Revolution			<u>Our Iqra Story - British History Heroes.</u> Focussing on significant people through the history of Britain until present day.		
<b>Geography</b>	<u>United Kingdom an in depth study.</u> Children study the human and physical features of all four countries of the UK and looking at land use.		<u>Independent study of a region in Europe.</u> Children choose a country in Europe to study in depth, looking at human and physical features, food, land use and economic activity.		<u>Stunning South America</u> Children study the South American continent looking at the countries, people that live there, economic activities and the human and physical features.	
<b>Computing</b>	<u>Computer Science</u>	<u>Information Literacy</u>	<u>Computer Science</u>	<u>Data handling (maths link)</u>	<u>Media</u>	<u>Media</u>
<b>Online Safety</b>	At the start of every unit children will reminded of SMART rules. Children will explain the importance of a positive digital footprint.					

	They will explore if games, websites and social media are age appropriate and explain their reasoning.					
Music	<u>Happy</u>	<u>Jazz 2</u>	<u>A new year carol</u>	<u>You have a friend in me.</u>	New Unit TBC	<u>reflect, rewind and replay.</u>
PE	Rounders	Tag rugby	Handball	Gymnastics Unit 1	Netball	OAA
	Football	Badminton	Hockey	Dance unit 1	Tennis	Athletics
Art and Design	<u>Designer study: William Morris</u>  <u>Printmaking</u>  <u>Drawing</u>		<u>Artist study: David Hockney</u>  <u>Painting</u>  <u>Drawing</u>		<u>Sculpture</u>  <u>Collage</u>  <u>Drawing</u>	
Design and Technology	<u>Design, make and evaluate a swing bridge.</u>	<u>Sewing:</u>	<u>A region of Europe Food technology</u>	<u>A region of Europe Food technology</u>	<u>After Sats: Iqra Race car project.</u> <u>Key inventor/invention</u> <i>Revisit: Benjamin Franklin: The invention of electricity (y5) and Karl Benz- Inventor of the first practical automobile (y2).</i>	
RE	<u>Deep Question: Why are there different beliefs about God?</u>  <u>Focus religions</u> Judaism, Christianity and Islam		<u>Deep Question: Why are certain people, places and times sacred?</u>  <u>Focus religions</u> Hinduism, Sikhism, Buddhism		<u>Deep Question: Why do people need to express their beliefs?</u>  <u>Focus religions</u> References to be made to all 6 world religions and non-religious views	
PHSE/SMSC	<u>Risk</u>	<u>Economic</u>	<u>Relationship</u>	<u>Health</u>	<u>Citizenship</u>	<u>Identity</u>
Spanish	<ul style="list-style-type: none"> <li>Revision of previous year topics.</li> <li>Larger numbers up to 100.</li> </ul>	<ul style="list-style-type: none"> <li>Retelling stories,</li> <li>Using he/she correctly</li> <li>Adjectives of colour &amp; size).</li> </ul>	<ul style="list-style-type: none"> <li>Healthy living &amp; sports.</li> </ul>	<ul style="list-style-type: none"> <li>Using numbers to tell the time</li> <li>Give others telephone numbers</li> <li>Talk about the temperature.</li> </ul>	<ul style="list-style-type: none"> <li>Saying where we live.</li> <li><u>Concepts:</u> communication fluency pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>Clothing and saying what we are wearing</li> <li><u>Concepts:</u> communication fluency pronunciation</li> </ul>
British Values	Throughout the year, children will be taught about the British Values which are defined as:					

	<ul style="list-style-type: none"><li>• Democracy</li><li>• Rule of law</li><li>• Individual liberty</li><li>• Mutual respect</li><li>• Tolerance of those of different faiths and beliefs</li></ul> <p>These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), Religious Education (RE) and through circle time. The school also takes opportunities to actively promote British Values through our assemblies and they are reinforced in a variety of ways throughout the school day.</p>
<b>Extra-curricular activities</b>	<p>In year 6 some of the extra-curricular activities which are available to them are:</p> <ul style="list-style-type: none"><li>Fun maths boosters</li><li>Chess</li><li>Developing art skills.</li></ul>