Year 6	Summer 1	Summer 2
Maths	Shape **Step 1** Measure and classify angles **Step 2** Calculate angles **Step 3** Vertically opposite angles **Step 4** Angles in a triangle **Step 5** Angles in a triangle – special cases **Step 6** Angles in a triangle – missing angles **Step 7** Angles in quadrilaterals **Step 8** Angles in polygons **Step 9** Circles **Step 10** Draw shapes accurately **Step 11** Nets of 3-D shapes Position and Direction **Step 1** The first quadrant **Step 2** Read and plot points in four quadrants **Step 3** Solve problems with coordinates	Themed projects, consolidation and problem solving

	Step 4 Translations **Step 5** Reflections	
English	**Paperman: A short film** Grammar and punctuation: question tags repetition for effect short sentences adjectives complex sentences clause semi-colon alliteration **Writing to entertain** Write a narrative	Evolution. Based on the book 'Moth' by Isabel Thomas Grammar and punctuation : precise verbs exclamations determiners conjunctions simile noun phrase personification time adverbials **Writing to entertain** Poetry
Science	**Evolution and inheritance** All living things have offspring of the same kind, as features in the offspring are inherited from the parents. Due to sexual reproduction, the offspring are not identical to their parents and vary from each other. Plants and animals have characteristics that make them suited (adapted) to their environment. If the environment changes rapidly, some variations of a species may not suit the new environment and will die. If the environment changes slowly, animals and plants with variations that are best suited survive in greater numbers to reproduce and pass their characteristics on to their young. Over time, these inherited characteristics become more dominant within the population.	**Light** Light appears to travel in straight lines, and we see objects when light from them goes into our eyes. The light may come directly from light sources, but for other objects some light must be reflected from the object into our eyes for the object to be seen. Objects that block light (are not fully transparent) will cause shadows. Because light travels in straight lines the shape of the shadow will be the same as the outline shape of the object.

	Over a very long period of time, these characteristics may be so different to how they were originally that a new species is created. This is evolution. Fossils give us evidence of what lived on the Earth millions of years ago and provide evidence to support the theory of evolution. More recently, scientists such as Darwin and Wallace observed how living things adapt to different environments to become distinct varieties with their own characteristics.	
Spanish	Out of this world I can understand words used on an ID card. I can ask and answer questions about someone's identity. I can name planets in Spanish and use adjectives to describe them. I can read and understand simple information about planets. I can recall and use familiar vocabulary to understand simple information about planets. I can create an imaginary planet and make a poster with information about it.	At the seaside I can understand the nouns for items I take to the beach. I can recall some sentence starters and use them to talk about the seaside. I can understand and say persuasive sentences about visiting the seaside. I can create extended sentences about visiting the seaside. I can read and understand facts about the seaside. I can apply my language detective skills to learn another language.
Music		
RE	Theme: Beliefs and Meaning Key Question: Does belief in Akhirah (life after death) help Muslims lead better lives? Religion: Islam	

Computing	**Programming – Variables in games** This unit explores the concept of variables in programming through games in Scratch. First, pupils will learn what variables are, and relate them to real-world examples of values that can be set and changed. Pupils will then use variables to create a simulation of a scoreboard. Pupils will experiment with variables in an existing project, then modify them, then they will create their own project. Pupils will focus on design. Finally, pupils will apply their knowledge of variables and design to improve their game in Scratch.	**Programming – Sensing** Unit introduction This unit offers learners the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit. The unit begins with a simple program for learners to build in and test in the programming environment, before transferring it to their micro:bit. Learners then take on three new projects in Lessons 2, 3, and 4, with each lesson adding more depth. Design features prominently in this unit. A design template is introduced in Lesson 3, initially scaffolded to give learners the opportunity to create code from a given design. In Lesson 4 that scaffolding is gradually reduced, then in Lesson 5, learners create their own design, using the same template. In the final lesson, learners will apply their knowledge of the programming constructs and use their design to create their own micro:bit-based step counter.
History	**The Suffragettes** Over different time periods women have often faced inequalities when men are dominant in society. A suffragette was a member of an activist women's organisation in the early 20th century who, under the banner "Votes for Women", fought for the right to vote in public elections. The suffragettes heckled politicians, tried to storm parliament, were attacked and assaulted during battles with the police, chained themselves to railings, smashed windows, set fire to postboxes and empty buildings, set bombs in order to	

	damage churches and property, and faced anger and ridicule in the media. When imprisoned they went on hunger strike, to which the government responded by force-feeding them. The first suffragette to be force fed was Evaline Hilda Burkitt. The death of one suffragette, Emily Davison, when she ran in front of the king's horse at the 1913 Epsom Derby, made headlines around the world. Ten years later, women gained electoral equality with men when the Representation of the People (Equal Franchise) Act 1928 gave all women the vote at age 21. The National Union of Women's Suffrage, known as the Suffragist Movement, was founded by Millicent Fawcett. It used only peaceful means of protest. The Women's Social and Political Union or Suffragette Movement was founded by Emmeline Pankhurst. Its tactics were more violent and were viewed by many as unfeminine. It was not until 1928 that women gained the vote on the same terms as men.	
Geography		**Deserts** *A desert is a large area of land where there is very little precipitation (e.g. rain/snow). Desert is a biome.* *This unit will explore the following deserts (plot on world map, locate on globe, view satellite images):* - *Arid* - Sahara - *Cold desert* - arctic and antarctic (Arctic tundra desert studied in Y4) - *Coastal* - Atacama - *Semi arid* - Great Basin *For each desert, pupils will:* - *Plot on a world map with time zones* - *Use climate graphs to compare and contrast* - *Locate using 4-digit grid references and 8 compass points*

Art	Printing, show awareness of composition Artist: Katsushika Hokusai	
DT		Mechanisms: gears and pulleys
RSHE	Being my best This will be your life! Our recommendations What's the risk? Basic first aid 5 ways of well-being	Growing and changing I look great Media manipulation Pressure online Managing change Puberty Making babies What is HIV?