Year 6	Autumn 1	Autumn 2
Maths	**Place Value** Step 1 Numbers to 1,000,000 Step 2 Numbers to 10,000,000 Step 3 Read and write numbers to 10,000,000 Step 4 Powers of 10 Step 5 Number line to 10,000,000 Step 6 Compare and order any integers Step 7 Round any integer Step 8 Negative numbers Four Operations Step 1 Add and subtract integers Step 2 Common factors Step 3 Common multiples Step 4 Rules of divisibility Step 5 Primes to 100 Step 6 Square and cube numbers Step 7 Multiply up to a 4-digit number by a 2-digit number Step 8 Solve problems with multiplication Step 9 Short division Step 10 Division using factors Step 11 Introduction to long division Step 12 Long division with remainders Step 13 Solve problems with division Step 14 Solve multi-step problems Step 15 Order of operations Step 16 Mental calculations and estimation Step 17 Reason from known facts	Fractions Step 1 Equivalent fractions and simplifying Step 2 Equivalent fractions on a number line Step 3 Compare and order (denominator) Step 4 Compare and order (numerator) Step 5 Add and subtract simple fractions Step 6 Add and subtract any two fractions Step 7 Add mixed numbers Step 8 Subtract mixed numbers Step 1 Multiply fractions by integers Step 2 Multiply fractions by fractions Step 3 Divide a fraction by an integer Step 4 Divide any fraction by an integer Step 5 Mixed questions with fractions Step 6 Fraction of an amount Step 7 Fraction of an amount – find the whole Converting Units Step 1 Metric measures Step 2 Convert metric measures Step 3 Calculate with metric measures Step 4 Miles and kilometres Step 5 Imperial measures
English	Once, The Piano Sentence types: Embedded clause.	Letters from the Lighthouse Sentence types: Simile.

	BOYS sentence. Emotion sentences. Short sentence. Grammar: Modal verbs Brackets, dashes, commas Expanded nouns phrases Perfect form Commas to clarify meaning. Synonyms and antonyms. Hyphens Writing purpose: **Writing to entertain**, narrative (Once) diary Writing for a purpose: letter **Writing to entertain** - description (The Piano)	List sentence, bullet points, semi-colons. Semi-colons for and or but. Colons. Inside, outside sentence. Grammar Colon Semi-colon Bullet points Word Classes Subjunctive form Subject and object Question tags Formal and informal Writing purpose **Writing to entertain,** narrative diary extract short story **Writing to inform**, newspaper explanation text (evacuees) Persuasive letter balanced argument
Science	Living things and their habitats Key Learning – What pupils need to know, or do, and show understanding using scientific vocabulary correctly: Living things can be formally grouped according to characteristics. Plants and animals are two main groups but there are other living things that do not fit into these groups e.g. micro-organisms such as bacteria and yeast, and toadstools and mushrooms. Plants can make their own food whereas animals cannot. Revisit from Y4: Animals can be divided into two main groups: those that have backbones (vertebrates); and those that do not (invertebrates). Vertebrates can be divided into five small groups: fish; amphibians; reptiles; birds; and mammals. Each group has common characteristics. Invertebrates can be divided into a number of	Electricity Key Learning – What pupils need to know, or do, and show understanding using scientific vocabulary correctly: Adding more cells to a complete circuit will make a bulb brighter, a motor spin faster or a buzzer make a louder sound. If you use a battery with a higher voltage, the same thing happens. Adding more bulbs to a circuit will make each bulb less bright. Using more motors or buzzers, each motor will spin more slowly and each buzzer will be quieter. Turning a switch off (open) breaks a circuit so the circuit is not complete and electricity cannot flow. Any bulbs, motors or buzzers will then turn off as well. You can use recognised circuit symbols to draw simple circuit diagrams.

	groups, including insects, spiders, snails and worms. Some invertebrates have soft bodies; some have a hard casing called an exoskeleton. In the 18th century, Carl Linnaeus introduced a system to classify living things. This involved firstly grouping living things into 'kingdoms' (plant, animal, fungi, protists, prokaryotes). He then had a further six stages to his classification system. Plants can be divided broadly into two main groups: flowering plants; and non-flowering plants.	
History	World War 2 ● Events leading to WW2 ● The Blitz and air raids ● Evacuees ● The role of women ● Propaganda ● Rationing ● The Battle of Britain ● The holocaust and Anne Frank ● D-Day ● VE Day ● And much more!	
Geography		Rainforests - I can recognise areas of the world containing rainforests - I can name some countries where rainforests are located - I can tell you about one country where a rainforest is located - I can use maps and atlases to locate rainforests - I can label a map to show countries where rainforests are located - I can find the equator on a map - I can tell you that rainforests are located around the equator

		- I can find the tropics of cancer and Capricorn on a map - I can tell you the difference between weather and climate - I can describe the climate of rainforests - I can describe the layers of the rainforest - I can name the four layers of a rainforest - I can explain the climate of each layer of a rainforest - I can tell you about the plants in each layer of a rainforest - I can tell you about the plants in each layer of a rainforest - I can explain why certain animals live in different layers of a rainforest - I can tell you more about one animal that lives in the rainforest - I can compare the Amazonian rainforest and Sherwood Forest - I can explain the effects that humans have on rainforests - I can tell you what deforestation means - I can explain why deforestation occurs - I can give the positives of deforestation - I can give the negatives of deforestation - I can explain how to limit the impact of deforestation
Computing	Communication Searching the web Selecting search results How search results are ranked How are searches influenced How we communicate Communicating responsibility	3D Modelling What is 3D modelling Making changes Rotations and position Making holes Planning my own 3D model Making my own 3D model

RE	Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam Add Humanism if appropriate	Theme: Christmas Concept: Incarnation Key Question: How significant is it that Mary was Jesus' mother? Religion: Christianity Theme: Christmas Concept: Incarnation Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Religion: Christianity
Music	Developing melodic phrases How does music bring us together?	Understanding structure and form How does music connect us with our past?
Spanish	**Welcome to school** 1) I can ask and answer several questions about myself 2) I can recall numbers to 10 and classroom instructions 3) I can say and read some numbers between 0 and 20 4) I can remember days of the week and months of the year 5) I can say and write names of rooms in a school 6) I can say and write nouns for some classroom objects	**Where I live - Where is …?** 1) I can read and understand useful commands and instructions 2) I can say, understand and write some useful instructions 3) I can say and recognise places in a town 4) I can give simple directions and ask "Where is…?" in Spanish
Art	Frida Kahlo ● to create sketch books to record their observations and use	

	them to review and revisit ideas ● 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.	
DT		Textiles Prior learning • Experience of basic stitching, joining textiles and finishing techniques. • Experience of making and using simple pattern pieces. Designing • Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. • Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design. • Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. Making • Produce detailed lists of equipment and fabrics relevant to their tasks. • Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. Evaluating • Investigate and analyse textile products linked to their final product. • Compare the final product to the original design specification.

		• Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. Technical knowledge and understanding • A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. • Fabrics can be strengthened, stiffened and reinforced where appropriate.
RHSE	**Me and My Relationships** Me and my Relationships *Assertiveness* *Cooperation* *Safe/unsafe touches*	**Valuing Differences** *Recognising and reflecting on prejudice-based bullying* *Understanding Bystander behaviour*