

Year 6	Spring 1	Spring 2
Maths	<p>Ratio</p> <p>Step 1 Add or multiply? Step 2 Use ratio language Step 3 Introduction to the ratio symbol Step 4 Ratio and fractions Step 5 Scale drawing Step 6 Use scale factors Step 7 Similar shapes Step 8 Ratio problems Step 9 Proportion problems Step 10 Recipes</p> <p>Algebra</p> <p>Step 1 1-step function machines Step 2 2-step function machines Step 3 Form expressions Step 4 Substitution Step 5 Formulae Step 6 Form equations Step 7 Solve 1-step equations Step 8 Solve 2-step equations Step 9 Find pairs of values Step 10 Solve problems with two unknowns</p>	<p>Decimals</p> <p>Step 1 Place value within 1 Step 2 Place value – integers and decimals Step 3 Round decimals Step 4 Add and subtract decimals Step 5 Multiply by 10, 100 and 1,000 Step 6 Divide by 10, 100 and 1,000 Step 7 Multiply decimals by integers Step 8 Divide decimals by integers Step 9 Multiply and divide decimals in context</p> <p>Fractions, decimals and percentages</p> <p>Step 1 Decimal and fraction equivalents Step 2 Fractions as division Step 3 Understand percentages Step 4 Fractions to percentages Step 5 Equivalent fractions, decimals and percentages Step 6 Order fractions, decimals and percentages Step 7 Percentage of an amount – one step Step 8 Percentage of an amount – multi-step Step 9 Percentages – missing values</p> <p>Area, perimeter and volume</p> <p>Step 1 Shapes – same area Step 2 Area and perimeter Step 3 Area of a triangle – counting squares Step 4 Area of a right-angled triangle Step 5 Area of any triangle Step 6 Area of a parallelogram Step 7 Volume – counting cubes Step 8 Volume of a cuboid</p>

		<p>Statistics</p> <p>Step 1 Line graphs Step 2 Dual bar charts Step 3 Read and interpret pie charts Step 4 Pie charts with percentages Step 5 Draw pie charts Step 6 The mean</p>
English	<p>The Arrival by Shaun Tan</p> <p>Grammar and punctuation:</p> <p>metaphor complex sentence adjectives adverbs colons personification synonyms power of three pathetic fallacy dialogue passive voice oxymoron simile modal verbs</p> <p>Writing to entertain Write a narrative</p>	<p>No one is too small to make a difference by Greta Thunberg</p> <p>Grammar and punctuation :</p> <p>metaphor noun phrase relative clauses modal verb colon adverb antonym</p> <p>Writing to Persuade A persuasive speech</p>
Science	<p>Animals including humans</p> <p><u>The heart and lungs</u> The heart and lungs, which are protected by the rib cage, are essential organs of the human body. The heart beats, pumping blood around the body, and blood vessels carry the blood. Arteries carry blood away from the heart. Veins carry blood towards the heart. Capillaries are tiny blood</p>	<p>Evolution and inheritance</p> <p>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.</p>

vessels that connect arteries and veins. The heart is composed of four chambers: two **atria** and two **ventricles**. The **aorta** is the largest artery in the body and most major arteries branch off from it.

Blood travels around the body, transporting **nutrients** that have been absorbed into the **bloodstream** from digestion. Blood also absorbs **oxygen** from the lungs and carries it around the body. This oxygen is used to power the body by creating energy in a process called **respiration**.

When a person exercises, their heart beats more frequently so that the oxygen that is used around the body can be **replenished**. The heart returns to a **resting heart rate** afterwards. Fitter people tend to have lower resting heart rates.

Legal and illegal drugs

Drugs are **chemicals** that have an impact on the natural chemicals in a person's body. Drugs can be harmful or helpful, depending on what they are and how they are used. All drugs can be harmful if overused.

Some drugs are **legal** for adults to buy or to acquire using a **prescription** from a doctor. Paracetamol and aspirin are examples of drugs that are legal for adults to buy and are sometimes recommended by doctors in special circumstances because they are useful as painkillers. Some drugs are **legal** for adults to buy even though they are never recommended by doctors. Alcohol and tobacco (which is found in cigarettes) are examples of drugs that are legal for adults to buy. Even though they are legal drugs, they can have serious negative effects. Smoking cigarettes, for

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. 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.

	<p>example, can lead to many illnesses, including lung disease, and drinking alcohol can also lead to many illnesses, including liver disease.</p> <p>Some drugs are illegal for anyone to buy. Cannabis and cocaine are examples of illegal drugs that can have serious negative effects.</p>	
Spanish	<p>Healthy eating - going to market</p> <p>This half term the children will start by revisiting fruits and vegetables they first came across in the Hungry Giant topic in Stage 1 Summer 1. This time the children will explore going to the market to buy fruits and vegetables, take part in a role play at the market, and become reading detectives to find out some interesting fruit and vegetable facts.</p> <p>The children will then follow a familiar story (Jack and the Beanstalk) and follow instructions in a fruit and vegetable recipe.</p> <p>Through songs, games, native speaker clips, and independent tasks, they will explore the following content, topics and language:</p> <p>1c) Going to the market</p> <ul style="list-style-type: none"> -Revisit fruits and vegetables -Take part in market role play -Look at prices of fruits and vegetables at an authentic Spanish market -Read and understand interesting facts about fruits and vegetables (Reading detectives) -Follow the familiar story of Jack and the beanstalk 	<p>Clothes, colours, fashion shows</p> <p>Children will be learning nouns for clothes and they will look at the verb to wear. The children will see how to use adjectives of colour and size to describe clothes. They will then look at and unpick a detailed description of an outfit and finish the unit with a sports kit design and description. Through songs, games and independent tasks, they will explore the following content, topics and language:</p> <p>Clothes</p> <ul style="list-style-type: none"> -Learn nouns for items of clothing -Look at the verb to wear -Describe clothes nouns using different adjectives -Read and understand outfit descriptions <p>Design and describe an outfit</p>

	<p>-Use story to create a performance using different verbs</p> <p>-Read and write key phrases from the story</p> <p>-</p> <p>1d) Healthy recipe</p> <p>-Read and follow instructions for a fruit salad recipe</p>	
Music	<p>La Bamba</p> <p>Gaining confidence through performance</p> <p>How does music change our world?</p>	<p>Exploring notation further</p> <p>How does music help us to learn about our community?</p>
RE	<p>Theme: Beliefs and Meaning</p> <p>Concept: Salvation</p> <p>Key Question: Is anything ever eternal?</p> <p>Religion: Christianity</p>	<p>Theme: Easter</p> <p>Concept: Gospel</p> <p>Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p>Religion: Christianity</p>
Computing	<p>Web page creation</p> <p>This unit introduces learners to the creation of websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.</p>	<p>Introduction to spreadsheets</p> <p>This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. Learners will use spreadsheets to plan an event and answer questions. Finally, learners will create</p>

		graphs and charts, and evaluate their results in comparison to questions asked.
History	<p>Crime and Punishment</p> <p><u>Romans 43AD - 410AD (Empire 31BC - 1453AD):</u></p> <ul style="list-style-type: none"> • The Romans introduced laws that were called the twelve tables. They were written around 450 BC. This formed the basis of our legal system today. • The Romans conducted trials to decide whether someone was guilty or not guilty. • There was no police force, there was a group called Vigiles, who dealt with criminals, like thieves and Roman slaves. They also acted as the fire brigade. • There was a Roman God of Justice called Justitia. • They had many of the same crimes that we have today, such as murder and theft. • The Roman era had lots of slaves, these were usually people captured when they took over lands. • Slaves and free men and women were treated differently when accused of a crime. • The most common punishments were whipping and fines. • A slave could be forced to carry a piece of wood around their neck that stated their crime. • For very serious crimes, you could be killed by crucifixion, thrown from a cliff or buried alive. • Crucifixion would be saved for serious crimes such as revolts against the empire. • Over time, Roman punishments became more violent. <p><u>Tudors 1485 - 1603:</u></p> <ul style="list-style-type: none"> • There was no police force but some villages employed a constable. • Laws were strict and crimes were punished severely. This was to put others off. 	

- Whipping was common - this was a punishment for thieves and people who refused to attend church.
- Other punishments included - Branding - burned with a hot iron, locked in stocks in the centre of the village for humiliation.
- A scold's bridle was used to punish people accused of being a gossip.
- More serious crimes were punished by - beheading, hung, drawn and quartered, burned at the stake and these punishments were for people who were accused of treason (against the monarch) and heresy (against religion).
- Historians have estimated that between 57,000 and 72,000 people were executed during Henry VIII's reign.
- People would turn out in huge crowds to watch public executions and punishments. People would bring their children and it was viewed as a fun day out.
- The Tudor period sometimes saw trials, however, there were no lawyers to represent the accused (if they couldn't pay for it).
- Prisons - if you were wealthy you could pay for a private room with good meals, pets and visitors.
- If you were poor, you were in rooms laden with disease, fleas and rats.

Victorians 1837 - 1901:

- The population increased and many people moved from the countryside to the towns and cities to work in the factories (see prior knowledge on industrial revolution)
- 1829 - the first English police force was introduced in London, over the next 10 years many other areas of the county formed their own police force.
- The police carried truncheons and rattles to raise the alarm.
- Many people did not trust the police to start - over time they proved they could reduce crime and

	<p>became more popular.</p> <ul style="list-style-type: none"> • If a child committed a crime they would receive the same punishment as an adult. • This was the first time in history that prisons became the most common form of punishment. • Transportation - many criminals were sent to Australia for hard labour. • Prison Hulks - ships that were moored in the harbour housing criminals who were going to be transported to Australia or taken to court. • Hard labour was a common punishment because Victorians believed working hard would prevent the criminal from reoffending. • Punishments included the crank and the treadmill, where prisoners had to do pointless tasks for hours a day. • Other forms of punishments did exist, these were fines, hanging and being sent to join the army. <p><u>Capital Punishment:</u></p> <ul style="list-style-type: none"> • The last executions in the UK were in 1964 by hanging. • Capital punishment was abolished for murder in 1969. • Although unused, the death penalty remained a legally defined punishment for certain offences such as treason, until it was abolished in 1998. 	
Geography		Deserts
Art	<p>Collage: Kate Windsor</p> <ul style="list-style-type: none"> • artworks inspired by the heritage and landscapes of the Potteries. Bright and Unique, a vision of history with added pizzazz and perspective 	

	<ul style="list-style-type: none"> • Adds design/colour/ pattern in contrasting colours to separate pieces before creating desired shape and putting together • Uses paper, card and fabric together <p>Collage</p> <ul style="list-style-type: none"> • Collage from the French: collar, "to glue" or "to stick together" • Kurt Schwitters 20 June 1887 – 8 January 1948 known as the King of Collage • Created Merz pictures, collecting rubbish and bits of paper to combine together to create pictures <p>You will consider:</p> <ul style="list-style-type: none"> • Awareness of the potential of the uses of material. • Use different techniques, colours and textures etc when designing and making pieces of work. • To be expressive and analytical to adapt, extend and justify their work. <p>Evaluation:</p> <ul style="list-style-type: none"> • Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work. • Use sketch book to adapt and critically evaluate their work as their ideas develop. • Annotations reflect their critical evaluations and development of ideas. <p>Reflect on the ways in which their imaginative work has developed from a range of starting points.</p>	
DT		Food: Celebrating Culture and Seasonality

RSHE	Keeping safe <ul style="list-style-type: none"> • Internet safety • drugs • alcohol 	Rights and Respect <ul style="list-style-type: none"> • two sides to every story • Fakebook friends • jobs and taxes • caring for the environment • democracy <p>!</p>
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