




Year 6 Programme of Study

English		Maths		Science																																																																							
Autumn	Spring	Summer	<table><tr><th>Textbook</th><th>Strand</th><th colspan="2">Unit</th><th>Number of lessons</th></tr><tr><td rowspan="6">Textbook A / Practice Workbook A</td><td>Number – number and place value</td><td>1</td><td>Place value within 10,000,000</td><td>8</td></tr><tr><td>Number – addition, subtraction, multiplication and division</td><td>2</td><td>Four operations (1)</td><td>8</td></tr><tr><td rowspan="4">(Term 1)</td><td>Number – addition, subtraction, multiplication and division</td><td>3</td><td>Four operations (2)</td><td>12</td></tr><tr><td>Number - fractions</td><td>4</td><td>Fractions (1)</td><td>9</td></tr><tr><td>Number - fractions</td><td>5</td><td>Fractions (2)</td><td>9</td></tr><tr><td>Measurement</td><td>6</td><td>Measure – imperial and metric measures</td><td>5</td></tr><tr><td rowspan="4">Textbook B / Practice Workbook B</td><td>Ratio and proportion</td><td>7</td><td>Ratio and proportion</td><td>9</td></tr><tr><td>Algebra</td><td>8</td><td>Algebra</td><td>11</td></tr><tr><td rowspan="2">(Term 2)</td><td>Number - fractions (including decimals and percentages)</td><td>9</td><td>Decimals</td><td>9</td></tr><tr><td>Number - fractions (including decimals and percentages)</td><td>10</td><td>Percentages</td><td>8</td></tr><tr><td>Measurement</td><td>11</td><td>Measure – perimeter, area and volume</td><td>11</td></tr><tr><td rowspan="4">Textbook C / Practice Workbook C</td><td>Statistics</td><td>12</td><td>Statistics</td><td>11</td></tr><tr><td>Geometry – properties of shapes</td><td>13</td><td>Geometry – properties of shapes</td><td>12</td></tr><tr><td>Geometry – position and direction</td><td>14</td><td>Geometry – position and direction</td><td>5</td></tr><tr><td>(Term 3)</td><td>Number – addition, subtraction, multiplication and division</td><td>15</td><td>Problem solving</td><td>14</td></tr></table>		Textbook	Strand	Unit		Number of lessons	Textbook A / Practice Workbook A	Number – number and place value	1	Place value within 10,000,000	8	Number – addition, subtraction, multiplication and division	2	Four operations (1)	8	(Term 1)	Number – addition, subtraction, multiplication and division	3	Four operations (2)	12	Number - fractions	4	Fractions (1)	9	Number - fractions	5	Fractions (2)	9	Measurement	6	Measure – imperial and metric measures	5	Textbook B / Practice Workbook B	Ratio and proportion	7	Ratio and proportion	9	Algebra	8	Algebra	11	(Term 2)	Number - fractions (including decimals and percentages)	9	Decimals	9	Number - fractions (including decimals and percentages)	10	Percentages	8	Measurement	11	Measure – perimeter, area and volume	11	Textbook C / Practice Workbook C	Statistics	12	Statistics	11	Geometry – properties of shapes	13	Geometry – properties of shapes	12	Geometry – position and direction	14	Geometry – position and direction	5	(Term 3)	Number – addition, subtraction, multiplication and division	15	Problem solving	14
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Writing Text: Postcards from Prison Text: The Journey Text: Goldilocks Text: Hansel and Gretel Text: Firework Maker’s Daughter Reading Core fiction texts: <ul style="list-style-type: none">Holes by Louis SacharSkellig by David Almond Core non-fiction texts: <ul style="list-style-type: none">Journalistic writingExplanation text - Journey of red blood cells andA balanced Diet Poetry: <ul style="list-style-type: none">Tyger by William BlakeReading for Pleasure Poems shared regularly during story time (Free Verse) Additional texts: <i>Archaic language:</i> <ul style="list-style-type: none">The Hobbit – J.R.R. TolkienWhite Fang – Jack LondonJourney to the Centre of the Earth – Jules VerneOliver Twist – Charles DickensMacbeth – Abridged <i>Non-Linear Time Sequences:</i> <ul style="list-style-type: none">Holes – Louis SacharThe Boy in The Striped Pyjamas – John Boyne	Writing Text: Everest Text: A Monster Calls Text: The Graveyard Book Reading A range of extracts to teach the reading content domains so that the children can read widely and fluently across a range of genres. Poetry: <ul style="list-style-type: none">Fuss Fuss Fuss – The Goldilocks Rap by James Carter (Performance / Narrative Poem)Reading for Pleasure Poems shared regularly during story time (Free Verse) Additional texts: <i>Complexity of Narrator:</i> <ul style="list-style-type: none">Warhorse – Michael MorpurgoOnce – Morris GleitzmanA boy called Hope - Lara Williamson <i>Complexity of plot:</i> <ul style="list-style-type: none">In Flanders Fields (poem) – John McCraeThe House with Chicken Legs - Sophie AndersonHarry Potter and the Deathly Hallows – J.K. Rowling	Writing Text: Kensuke’s Kingdom Text: Greta Thunberg- No one is too small to make a difference Text: Letters from the Lighthouse Reading Core fiction texts: <ul style="list-style-type: none">Goodnight Mr Tom by Michelle MagorianThe Final Year by Matt GoodfellowA Midnight’s Summer Dream by William Shakespeare Core non-fiction texts: <ul style="list-style-type: none">Balanced argument/ Persuasion- Should the UK ban Short domestic Flights?Recount- Charles Darwin – Diary from the Beagle (Literacy Shed+)RecountAdvertisement – The Talent ShowLetter of Complaint – The Talent ShowPlayscript – The Talent Show Poetry: <ul style="list-style-type: none">Sonnet 18Reading for Pleasure Poems shared regularly during story time (Free Verse) Additional texts: <i>Resistant Texts</i> <ul style="list-style-type: none">A Monster Calls – Patrick NessThe Tyger (poem) – WilliamBlake Jabberwocky (poem) – Lewis Carroll <i>Diversity:</i> <ul style="list-style-type: none">High Rise Mystery – Sharna JacksonA Pocket Full of Stars – Aisha BushbyHenry’s Freedom Box – Ellen LevineHarriet Tubman – Sandra A. Agard																																																																									
National Curriculum <ul style="list-style-type: none">Animals including humansLiving things and their habitatsLightElectricityEvolution and inheritanceWorking scientifically																																																																											

Art and Design	PSHE	Computing	Design Technology	Foreign Languages	Geography	History	Physical Education	Religious Education
<p>Autumn</p> <ul style="list-style-type: none"> The Persistence of Memory- Salvador Dali. -Surrealism  <p>Spring</p> <ul style="list-style-type: none"> Textiles – Art Deco  <p>Summer</p> <ul style="list-style-type: none"> Van Gogh’s Shoes – Vincent Van Gogh – Impressionism  <ul style="list-style-type: none"> Sketching Textiles Painting Sculpture 	<p>Autumn – Relationships</p> <ul style="list-style-type: none"> Attraction to others. Romantic relationships, civil partnerships and marriage. Recognising and managing pressure. Consent in different situations. Expressing opinions and respecting others’ points of view including discussing topical issues. <p>Spring – Living in the Wider World</p> <ul style="list-style-type: none"> Valuing diversity. Challenging discrimination and stereotype Evaluating media sources. Sharing things online. Influences and attitudes to money. Money and financial risks. <p>Summer – Health and Wellbeing</p> <ul style="list-style-type: none"> What affects mental health and ways to take care of it. Managing change, loss and bereavement. Human reproduction and birth. Increasing 	<p>Scheme: Kapow</p> <p>Autumn</p> <p>Online safety</p> <p>Computing systems and networks – Bletchley Park</p> <p>Spring</p> <p>Programming – Intro to Python</p> <p>Data handling – Big Data 1</p> <p>Summer</p> <p>Creating media – History of computers</p> <p>Data handling – Big Data 2</p>	<p>Autumn</p> <ul style="list-style-type: none"> Aspect of DT: Food Focus: Celebrating culture and seasonality (including cooking and nutrition requirements for KS2) Bread <p>Spring</p> <ul style="list-style-type: none"> Aspect of DT: Textiles Focus: Using computer-aided design in textiles Designer Bags Aspect of DT: Mechanical systems <p>Summer</p> <ul style="list-style-type: none"> Focus: Cams, Pulleys and Gears Mechanisms with a message 	<p>Scheme: Language Angels – Spanish</p> <ul style="list-style-type: none"> Autumn At school Planets <p>Spring</p> <ul style="list-style-type: none"> At the weekend WWII/ Habitats/ Healthy Lifestyle <p>Summer</p> <ul style="list-style-type: none"> Vikings Me in the world <p>Music</p> <p>Instrument Instruction: Ocarina</p> <p>Scheme: Charanga</p> <ul style="list-style-type: none"> Autumn 1 – Happy Autumn 2 – Classroom Jazz 2 Spring 1 – A New Year Carol Spring 2 – You’ve Got a Friend Summer 1 – Music and Me Summer 2 – Reflect, rewind and replay 	<p>Autumn:</p> <ul style="list-style-type: none"> Map skills and fieldwork <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Spring:</p> <ul style="list-style-type: none"> Biomes and The Rainforest- South America and the Amazonian Rainforest. <p>Through this study, children will also complete map work and globe work, and learn about aspects of this region’s human and physical geography. NC KS2</p> <p>locate the world’s countries, using maps and globes for South America, concentrating on</p>	<p>Autumn</p> <ul style="list-style-type: none"> The Ancient Maya and The Anglo-Saxons <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. NC KS2</p> <p>Spring</p> <ul style="list-style-type: none"> Achievements and Legacies over time <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. NCKS2</p> <p>Summer</p> <ul style="list-style-type: none"> Local History Study – Bogg’s Farm <p>Annual whole school focus:</p> <ul style="list-style-type: none"> Remembrance - Armistice Day: Similarities and differences between cause and effect of the two world wars and lessons learned. Gunpowder Plot: What is parliament? What is monarchy? In what ways did the monarchy and parliament influence the plot? 	<p>Scheme: PE Hub</p> <p>Autumn - Outdoor:</p> <ul style="list-style-type: none"> Tag rugby Hockey <p>Autumn - Indoor</p> <ul style="list-style-type: none"> Gym unit 1 Dance unit 1 <p>Spring - Outdoor</p> <ul style="list-style-type: none"> Netball Tennis <p>Spring – Indoor</p> <ul style="list-style-type: none"> Gym unit 2 Dance unit 2 <p>Summer – Outdoor</p> <ul style="list-style-type: none"> Cricket Athletics Football OAA 	<p>Autumn</p> <ul style="list-style-type: none"> Christianity – the salvation story ‘atonement’ and ‘reconciliation’ Christianity- How do we know what is right and wrong? <p>Spring</p> <ul style="list-style-type: none"> Islam – peace forgiveness or violence. Which is more truly Islam? Humanism- Can Humanists know what is right on wrong? Summer Humanism- How does Humanism compare to wider religions?

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	<div>independence. Managing transition</div> <div><div>▪</div>Keeping personal information safe. Regulations and choices. Drug use and the law. Drug use and the media</div>				<div>their environmental regions, key physical and human characteristics, countries, and major cities, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. (Locational knowledge NC KS2)</div> <div><div>Summer:</div><div><div>▪</div>Economic Activity and Trade</div></div> <div>Human and physical geography NC KS2 describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</div> <div>Geographical skills and field work. NC KS2 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</div>			
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Skills Builder

LISTENING

PRESENTING

PROBLEM SOLVING

CREATIVITY

STAYING POSITIVE

AIMING HIGH

LEADERSHIP

TEAMWORK

Step 0: ages 4-7

Step 1 : ages 5-8

Step 2 : ages 6-9

Step 3: ages 7-10

Step 4 : ages 8-11

Step 5 : ages 9-12

Step 6 : ages 10-14

Mastery approach underpins the Framework – that means, no steps should be skipped and only when a step is mastered should learners move onto the next one. Mastery of a step is evident when a child or young person is regularly able to demonstrate that step in different contexts.

Try New Things: Build a bridge, act out a Shakespeare speech, walk 10 miles, learn algebra, make a web page and read music.