

Castle View Primary School

'Exceeding expectations, raising aspirations'

| Year 6 | Survival | Man in the Mirror **Core judge connecte \$50, the cop to lande \$0. a land \$0, the cop. \$0. a could those **Latting juges. **Black is last to \$\frac{1}{2} \text{ Queensed.} **Black is last to \$\frac{1} \text | Meet the REAL Flintstones | A Plastic Ocean | Greek Legacy | Magic, Mystery and Mayhem |
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| English | Adventure Stories – Inspired by Kensuke's Kingdom (Michael Morpurgo) Cohesion across a text using conjunctions, fronted adverbials, noun phrases Information/Explanation How to survive on a Desert Island Model verb, adverbs, features of NF organisational features and technical vocab Diaries – Diary of Charles Darwin | Persuasive leaflets – heart health Relative clauses to extend info to the reader, scientific, vocab, causal conjunctions Autobiography – Hidden Figures (present tense, first person, co- ordinating, contrasting and comparing conjunctions) Poetry – figurative language based on powerful images, similes, personification, alliteration and metaphors – passive voice | Non-chronological report – Neo- lithic Hunter Gathers (subordinate clauses to extend information to the reader) Stories in historical settings – Wolf Brother (Michelle Power) Blending dialogue and description (embedding clause types) | Newspaper reports – Plastic in the Ocean (extending information with the use of colon or semi-colon Persuasion – charity posters/letters. /Campaigns Using a range of clause types and emotive language Persuasion, emotive and Plastic (additional may be a shorter/longer term in the future) | Mythical Story/narrative Theseus and the Minotaur (using a range of clause types for effect) Haiku poems – based on a Greek Myth – figurative language, syllables and structure of Haiku poems, punctuation | Narrative – the viewer (embedding a range of clause types and figurative language (building a writer's toolkit of techniques and the effects of these structures and vocab on the reader Playscripts – end of year performance. 'Castle View's Got Talent' (features and layout – adverbs for stage direction and how this affects stage presence. Effects such as audience participation and humour/entertainment |



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| Maths | | | | | | | | | | | | | | | | | |
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| | | _ | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | | Week 11 | Week 12 | | | |
| | | | Number | | Number | | | | Number | | | Number | Steps | Meas Conv | | | |
| | | | Place Va | lue | | ldition, Subtraction, Multiplication ad Division | | | | Fractions | А | | ractions B | | | | |
| | | | | | Steps: 17 | | | Steps: 9 | | Steps: 7 | | ons B renting Units | | | | | |
| | | Autumn | | | 0.000 | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| | | | Number | | Number | | Number | umber | | | Measurem | ent | | | | | |
| | | | Ratio | | Algebra | | Decimals | | Fractions, | | Area, Perimete | | ter Statistics | | | | |
| | | Spring | Steps: | | Steps: | | Steps: | | decimals and percentages | | and Volume | me | Steps: | | | | |
| | | Ping | | | | | | | perceniages | | Steps: | | | | | | |
| | | | | | | | | | | Steps: | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| | | | Geometry | | | Geometry | | | | | | | | | | | |
| | | 5 | Shape | | | Position of Direction | | | | | | | | | | | |
| | | ům r | Steps: | | | Steps: | | Themed I | | | ion and p | | | | | | |
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| Science | Evolution and inheritance | Animals includ | Animals including humans | | N/A | | | Living things and their habitats – include study of Rachel | | | N/A | | | nt/electricity : enquiry – forces, | | | |
| | | | | | | | | Carson (pesticides) Scientific enquiry – forces, friction, levers | | | CI | | | | | ction, levers | |
| | | | | | | | | | | | es, | | | | | , | |
| | | | | | | | | | | | | | | | | | |
| Geography | Map skills, digital maps, | ligital maps, N/A | | | N/A | | | United Kingdom – (fieldwork | | | ork | N/A | | | | N/A | |
| Coog.upy | physical geography – | | , | | 1,7,7 | | | opportunity) | | J. I. | .,, | | | , | | | |
| | Mountains | | | | | | | l | | | | | | | | | |
| History | N/A | Changes in an aspec | rt of social | l history | Change | es in Brita | in from th | e Stone | | N/A | Δ | | Ancient | Greece – | a study of | | N/A |
| y | | | d punishment from s to the present or tainment in the 20 th | | Changes in Britain from the Stone Age to the Iron Age. | | | N/A | | 0 | Ancient Greece – a study of Greek life and achievements and | | | 14/17 | | | |
| | | | | | | | | | | their influence on the western | | | | | | | |
| | | | | | | | | | | world.' | | | | | | | |
| | | Cent | ntury | | | | | | | | | | | | | | |
| Art and Design | Take a Seat – Working with 3 | Exploring Identity – | g Identity – how to use layers | | 2-D to 3-D drawing | | | <u> </u> | Activism | | | N/A | | Shac | dow Puppets | | |
| _ | Dimensions | e artwork | | Drawing and Sketchbooks | | | Print, Colour, Collage | | | , | | | Community and Collaboration | | | | |
| | | Paint, Surface, Text | ure link to | Banksy | | | | | | | | | | | | | |



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| Design and Technology | Mechanisms – pulleys and gears | Painting (graffiti/stencil work, light effects, complimentary/contrasting colours, perspective and composition, relief, overlays), N/A | N/A | Textiles – pin, tack, join, stitches, Textiles - cross stitch (stitches, | N/A | Electrical systems – design a stage. More complex switches and circuits (including |
|-------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| | | | | textures, colours) | | programming, monitoring and control) |
| Computing | Systems and Networks - communication Web browsers unplugged Online safety | Creating Media – 3D modelling Online Safety | Data and information - Spreadsheets | Programming – sensing Controllable device – using Micro Bits | Programming -variable in games Controlling devices | Creating Media – webpage creation Online Safety |
| Physical Education (P.E.) | Football Communication and Tactics | Orienteering Health related exercise | Matching and Mirroring – gymnastics Tag Rugby | Hockey Dodgeball | The Greeks – Dance (Y5 unit of work) Leadership | Cricket Athletics |
| Religious Education (R.E.) | Why do some people believe God exists? | What do religions say to us when life gets hard? | Is it better to express your religion in arts and architecture or in charity and generosity? | What matters most to Christians and humanists? | N/A | N/A |
| PSHE and RSE | VIPs | Safety first | One world | Digital wellbeing | Money matters | Think positive |
| Music | Developing Melodic Phrases Unit 1: Developing Melodic Phrases How Does Music Bring Us Together? | Understanding Structure and Form Unit 2: Understanding Structure and Form How Does Music Connect Us with Our Past? | Gaining Confidence Through Performance Unit 3: How Does Music Make the World a Better Place? | Exploring Notation Further Unit 4: How Does Music Teach Us About Our Community? | Using Chords and Structure Unit 5: How Does Music Shape Our Way of Life? | Respecting Each other through Composition Unit 6: How Does Music Connect Us with The Environment? |
| Modern Foreign Languages | Nationalities, in town, shops, wild animals. | Farm animals/recycling/my daily routine | Transport, subjects, in my pencil case | The time, hobbies | Indoor sports, outdoor sports | Fruit, veg, breakfast |