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|  | | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme** | | **Pack Up Your Troubles** | | **Pole to Pole – Race Through South America** | | **A Message To You Rudy** | |
| **Author of Term** | | **Michael Morpurgo – War Horse** | **Lisa Thompson – The Light Jar** | **Arthur Ransome – Swallows and Amazons** | **Patrick Ness – A Monster Calls** | **Benjamin Zephaniah – Windrush** | **End-of-year playscript** |
| **Values** | | **Generosity** | **Friendship** | **Wisdom** | **Freedom** | **Respect** | **Family** |
| **Predictable**  **Interest** | | **France Trip**  **Harvest** | **Halloween**  **Bonfire night**  **Remembrance**  **Christmas** | **Valentine’s Day**  **Chinese New Year**  **Pancake Day** | **World Book Day**  **Mother’s Day**  **Easter** | **Sports Day**  **Earth Day**  **Eid**  **Music Celebration** | **Father’s Day**  **Choral Speaking**  **Summer Fair** |
| **Topic Subjects and Coverage** | **History** | Lancaster in WW1: Children will explore the impacts of the great war on our city, including the role of the King’s Own, the White Lund disaster, people’s lives and the soldiers who fought. They will also find out about animals in war, focusing on the use of horses. | | Lancaster & The Slave Trade: Children will also study Lancaster’s involvement in the slave trade from the 17th-19th centuries, its impacts and lasting effects | | Children will continue their learning from Y4, studying the changes in Britain after the war, learning about the Windrush generation and the establishment of the NHS. | |
| **Geography** | Children will explore the human and physical geography of the Opal Coast in northern France, making comparisons with our own region here in northern England. | | Children will develop their knowledge of biomes, climate and vegetation types as they continue their learning in Y5, journeying through South America, exploring latitude, longitude, the tropics, and the Antarctic Circle. | | Children will learn to describe and understand key aspects of the distribution of natural resources in Britain after WW2, including energy, food, minerals and water. | |
| **Art** | 3D design  To study the work of Diane Komater and Kendra Haste to be able to design and produce a 3D wire sculpture of a horse in relation to our class novel and topic. | Life drawing of seasonal images to create a all year calender.  Use a sculpting clay to design and make a Christmas decoration.  Using old, traditional Christmas cards to recreate through collage a new christams card. | Collage  Children to use collage to create a portrait picture. Using colour, black and white and looking for expression and detail. | Printing  Children will use tie dye to create a design on the front of a t-shirt | Printing  Children use a lino square to create a stamp. They will use the stamp to create a wallpaper sample | 3D Design  Children will create a treasure box to take home that has their favourite memories of school; create and make some props using 3D skills. |
| **DT** |  | *Food Technology*  Children will research WW2 rationing recipes to help produce their own for the Tea Dance |  | Science and Engineering Fortnight  Children to research, design and evaluate for a project linked to the brief using CAM mechanisms. |  | Computer Aided Design & Control collaboration with local high school |
| **Outcomes** | Harvest Assembly  France Feedback to parents | WW1 Class Assembly & Tea Dance  Christingle Concert | Design and create a sustainable textiles product. | STEM Fortnight product |  | End-of-year production |
| **Enrichment** | Various excursions on the France Trip: Le Touquet, Etaples market and cemetery, La Coupole, Menin Gate, boulangerie | Tea Dance rehearsals / Tea Dance  Carol Singing  Pantomime trip | Safer Internet Day  Chinese New Year Workshops  Young Voices Concert  Lancaster Slave Trade Trail | Mother’s Day cards  Poetry Day  World Book Day  Science and Engineering Fortnight | RSE Day  Sports Day | Father’s Day cards  Summer Fair  Transition Days  End-of-year production  Waddecar Trip |
| **Science** | | Animals including humans  Children will study functions of the heart, and the impact of diet and exercise on the body | Light  Children will study how light travels in a straight line, how the eye perceives light, and investigate shadows | Living things & their habitats  Children will study classification by characteristics, observing characteristics including micro-organisms, plants and animals | STEM Fornight | Evolution and Inheritance  Children will study changes over time using fossils for evidence, and  how animals and plants adapt to suit their environment, sometimes leading to evolution | Electricity  Children will make associations between voltage and volume/brightness, use switches, and create detailed circuit diagrams |
| **PE** | | Dance – Tea Dance rehearsals | Gymnastics | Invasion Games – Netball | Invasion Games – Football | Athletics | Striking and Fielding – Rounders  & Cricket |
| **RE** | | *Christianity (Church): How do Christians mark the turning point in their life?*  A study focusing on Rites of Passage, and Denominational Differences | *Hindu dharma: Is there one journey or many?*  A study focusing on Reincarnation, the Dharma, and the 4 Ashramas | *Islam: What is Hajj and why is it important to Muslims?*  A study focusing on The Ummah  Hajj | *Christianity (Jesus): Why do Christians believe that Good Friday is Good?*  A study focusing on Holy Week*,* The Eucharist, andDenominational Differences | *Buddhism: What do we mean by a Good Life?*  A study focusing on The Budda, The 4 Noble Truths, and The Eightfold Path | *Christianity (God): How do Christians mark turning points on the journey of life?*  A study focusing on Salvation and  Forgiveness |
| **PSHEE** | | Keeping Safe: Water Safety  First Aid Part 1 & 2 | A World Without Judgement: British Values | Being Responsible: Stealing  Computer Safety: Making Friends Online | Feelings and Emotions: Worry | Keeping Healthy: Alcohol  Growing and Changing: Conception | The Working World: In-App Purchases |
| **Computing** | | Scratch  Children to use program inputs, conditions, random variables, for unpredictability, game timer | Graphic Design  Add, adjust and fill shapes, group shapes to improve accuracy and speed  Add ands customise gradient effects *Python*  Program loops to repeat texts, and interactive inputs | Image Editing  Import new images as layers and resize/add effects, then save finished image to use in other projects *E-safety* (part of Safer Internet Day) | HTML/Web design  Make a webpage based around the slave trade/South America | Computers: Past, Present and Future  Understand the impact technological changes have on society, and predict how technology will change in the future | Virtual Reality  Recreate a natura; environment |
| **Music** | | Charanga- Happpy | Charanga- Classroom Jazz 2  Christingle & Carols singing practice Young Voices 2025 singing practice | Charanga- A New Year Carol | Charanga- You’ve got a friend in me | Charanga- Music and Me | Charanga- Reflect, Rewind, Replay  End-of-year production singing practice |
| **MFL** | | The children learn to use a combination of present and near-future tenses, and become familiar with holiday-related vocabulary around packing a suitcase and planning a journey. | Learning directional, transport and town vocabulary together with prepositional phrases, the children describe their journey to school, plan a trip to France and become tourist guides. | Pupils learn how to describe a house, the different rooms and who lives there. | They expand their knowledge of country names and develop their cultural knowledge of Pétanque, the Tour de France and the Olympics. | In this football-themed unit, pupils develop and practise many important learning strategies that they can use in their future learning of other languages and subjects. |  |
| **Maths** | | <https://www.bowerham.lancs.sch.uk/wp-content/uploads/2023/07/Year-6-Maths-Curriculum-2023-24.pdf> | | | | | |
| **English** | | <https://www.bowerham.lancs.sch.uk/wp-content/uploads/2023/07/Y6-Literacy-Curriculum-23-24.pdf> | | | | | |