YEARLY ROLLING PROGRAMME FOR YEAR 6

	Autumn 1 - History Victorian Britain	Autumn 2 – Science The human body Circulatory and nervous systems	Spring 1 – Science, Geography Frozen Kingdom Shackleton The polar regions	Spring 2 - Science Darwin's Delights Victorian Cornwall	Summer 1 - Geography Hola Mexico! Cornish migration South America	Summer 2 Tomorrow's World Our futures London/Bristol
Literacy	Poetry – The Jabberwocky Narrative – Setting and Character descriptions (defeat the beast story) Grammar – Recap 5 – relative clauses 5 – parenthesis 6 - hyphens Non-fiction – Information Text Grammar – 5 – subordinating 5 – modal verbs 6 – colon to introduce a list Text: Cog Heart	Poetry – Narrative – 6 – using semi colons and colons 6 - ellipses Explanation Texts – The Circulatory System 6 – 6 – use expanded noun phrases to convey complicated information Text: Pig Heart Boy	Narrative: 6 – Atmospheric Descriptions - Persuasive Writing 6 – formal and informal 6 – subjunctive form Text: Northern Lights	Narrative Diary Text: Darwin's Dragons	Narrative Text: The Graveyard Book	Newspaper Report 6 – formal informal 6 - Passive
Reading for Pleasure - The Brother's Grimm Fairy tales, Norse Mythologies, Ramayana						
Maths	Place Value, 4 operations Getting prepared for arithmetic assessment in week 3	Fractions, Decimals, Percentages.	Place value, 4 operations	Fractions, decimals and percentages	4 operations	Fractions, decimals and percentages.
History	Key figure: Richard Trevithick	Key figure: Leonardo Da Vinci	Key Figure: Shackleton	Key figure: Emily Stackhouse of Probus	Key Figure: A non-European society that provides contrasts	Key figure: Stephen Hawking

	Examine causes and results of Industrialisation in Britain / Cornwall and its impact on houses and homes, Cornish migration / diaspora **Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations - fact or fiction and opinion** Consider ways of checking the accuracy of interpretations - fact or fiction and opinion Discussion with archeologist/Local historian	Mini project – History of medicine. Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings	Understand our perceptions is related to British history Consider how a variety of resources (landscape, artefacts, coins, written material) combine to give information about the past. History Progression – Link sources and work out how conclusions were arrived at	Understand our perceptions is related to British history Chronology recap Revision of historic period explored Darwins impact on human understanding and perception of self. **A significant turning point in British history** Classifying in the museum and recording from artefacts -A depth study linked to one of the British areas of study	with British history – Mayan civilisation c AD900 Consider how a variety of resources (landscape, artefacts, coins, written material) combine to give information about the past. Contrast non western development (Mayan) Examine causes and results of Industrialisation in Britain / Cornwall and its impact on houses and homes, **Cornish migration / diaspora.** Understand our perceptions is related to British history A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)	Understand our perceptions is related to British history
Geography	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical	Mapping skills Using Atlases, globes and OS maps	Physical geography - climatic zones (geography) physical geography, including: climate zones	Map work Fieldwork Investigation of	Locate the world's countries – North and South America. **Place knowledge –** understand geographical similarities and differences through	Fieldwork

	characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time (railways link to Victorians).		Identify the position and significance Environmental issues, climate change		the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	
Science	Electricity **AT1 - Independently change a variable and restrict the exploration to test particularly elements** **AT1- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, graphs, bar and line graphs.**	Animals inc Humans **AT1 - Draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.** **Pupils should read, use, spell and pronounce scientific** **AT1 - Vocabulary correctly, unless a specific education need has been identified** Identify and name the main parts of the human circulatory system, and describe the functions of	CS – Why are things classified? Living things and their habitats **AT1 - Vocabulary correctly, unless a specific education need has been identified** **AT1 - Draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.** describe how living things are classified into broad groups according to common observable characteristics and based on similarities and	Humans and Evolution **AT1 - Identifying scientific evidence that has been used to support or refute ideas or arguments in relation to the origin of man** **AT1 - Vocabulary correctly, unless a specific education need has been identified** **AT1 - Recognise that scientific ideas change and develop over time for example**		Light **AT1 - Vocabulary correctly, unless a specific education need has been identified** **AT1 - Make predictions that relate to past learning and give reasons for their prediction s** **AT1 - Record data and results of increasing complexity**

	AT1 - Vocabulary correctly, unless a specific education need has been identified associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram.	the heart, blood vessels and blood . Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including human	differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics.	**the knowledge of evolution.** Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Cornish scientist Humphry Davy Periodic table		**using scientific diagrams and labels, classification keys, tables, graphs, bar and line graphs. Think sensibly about the scales to use.** **AT1 - Discuss if they feel they have achieved a valid result** Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to

						objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
Art/DT	Drawing skills and use them to review and revisit ideas Colour work Joseph Turner Impressionism/ Romanticism William Morris – observational drawing (leaves) Tone and Colour Making prints ART to create sketch books to record their observations	Antony Gormly Body in landscape Figurative drawing Leonardo Di Vinci Anatomical sketches 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.	Andy Goldsworthy Landscape sculpture Working with ice sculpture Abstraction ART - 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]	Local female botanist Observation drawing skulls and bones 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]	Freda Khala Family portraits / art from another culture (ancient Mayan art) Expressionism	Digital art/ Projection/ Immersion 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]

	DT Technical knowledge - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]		about great artists, architects and designers in history. DT – Technical knowledge apply their understanding of computing to program, monitor and control their products.			DT - apply their understanding of computing to program, monitor and control their products.
Music	"Happy" Motown	Classroom Jazz	A New Year carol	"You've Got a Friend"	Music in Me	Reflect and Rewind
MFL	Asking the time Giving o'clocks Understanding simple digital time Asking and answering days and times of simple daily routine Numbers 0-60 Describing simple daily routine	Rooms Describing a house and a room Asking "Is there + house language. Responding with "Here is…? Asking: Have you +rooms Responding positively or negatively Christmas: at the table transactional language	You can to Play + sports Asking how to play a sport Simple explanation of a sport (equipment /sports terrain/team or individual sport) Opinions. / Likes and dislikes	Asking and answering preferences/feelings and characteristics Fair-ground rides Opinions Likes and dislikes	Transactional language to order a meal You can eat + foods Buying snacks and drinks (Instructions to make a snack)	Revisiting basic transactional language- questions and answers
RE	KINGDOM OF GOD What kind of King was Jesus?	INCARNATION Was Jesus the Messiah?	Hinduism	CREATION/FALL in God and some not? Creation and science-conflict or complimentary?	Why do some people believe	Faiths of the UK
PSHE	Being me	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE	Gymnastics and handball	Dance and HRE	Parkour and Football	Tag Rugby OAA	Training Types and Golf	Athletics and Tennis

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Computing	**Internet communication (6.1)** Recognising how the WWW can be used to communicate and be searched to find information. **NC –** **Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts** **Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration** **Select, use and combine a variety of software**	**Webpage creation (6.2)** Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation. **NC –** **Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content** **Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information** **Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact**	**Variables in games (6.3)** Exploring variables when designing and coding a game. **NC –** **Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts** **Use sequence, selection, and repetition in programs;** **work with variables and various forms of input and output** **Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs** **Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish**	**Introduction to spreadsheets (6.4)** Answering questions by using spreadsheets to organise and calculate data. **NC –** **Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information**	**3D modelling (6.5)** Planning, developing, and evaluating 3D computer models of physical objects. **NC –** **Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information** **Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact**	**Sensing (6.6)** Designing and coding a project that captures inputs from a physical device. **NC –** **Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts** **Use sequence, selection, and repetition in programs;** **work with variables and various forms of input and output** **Use logical reasoning to explain how some simple algorithms work and to**

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DRIVER 1 To promote and celebrate **<u>diversity</u>** within the school culture and beyond. An "all	Suffragettes – Amelia Pankhurst Selina Cooper (1864 - 1946) Cornish suffragettes	Malorie Blackman Pig Heart Boy		Emily Stackhouse of Probus Women of significance in the Victorian period	Freda Khala Cornish diaspora	

welcome" ethos with strong consideration for exposure to images and role models which expand the pupils experience and challenge stereotypes.						
DRIVER 2 To promote **mental health** for all with an emphasis on **outdoor learning** and immersion in natural environment.	Leaf search in our local environment – linked to observational drawing – William Morris	Playground leaders, outdoor learning ambassadors. Polytunnel science.	Sculpture in the environment. Ice carving.	Performing Ordinalia outdoors.		

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DRIVER 3 To ensure exposure for all to events and learning with high **cultural capital,** especially for the pupil premium cohort.	History – using online workshops – National Archives What is History? Victorian children.	Holding debates and understanding ethics Leonardo da vinci		The Ordinalia. Cornish creation play from middle ages.		