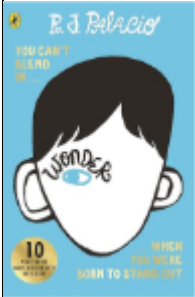
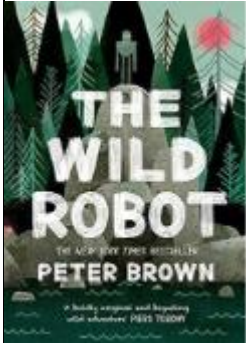
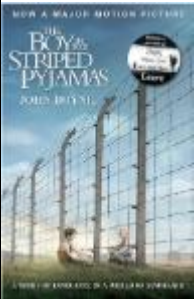


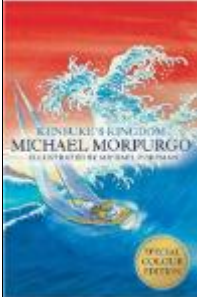
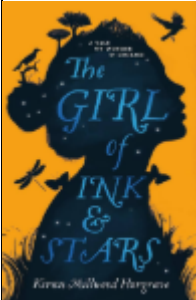
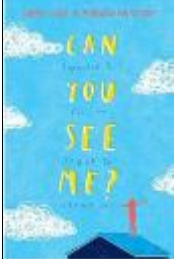




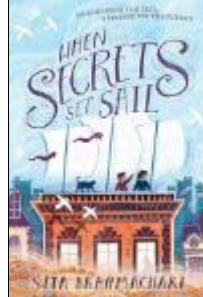





Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Subject</b>	8 weeks	7 weeks	6 weeks	6 weeks	6 weeks	7 weeks
<b>Experience Days</b>	<p>Y6 Christmas Enterprise/Market</p> <p>BEE Heathrow Workshop</p> <p>National Portrait Gallery and London Exploration</p>		<p>Thornhill trip</p> <p>Junior Citizens</p> <p>West End Theatre Trip</p> <p>Young Voices</p> <p>Battle of Britain Bunker</p>		<p>First Aid training</p> <p>Police visit</p> <p>PGL Residential</p> <p>Post-SATS Cinema Trip</p> <p>Trip to a Buddhist Temple</p>	
<b>Class story</b>	<p>Wonder - R J Palacio</p> 	<p>The Wild Robot by Peter Brown</p> 	<p>The boy in the striped pyjamas – John Boyne</p>  <p>Or Hardit Singh Malik: World War One Flying Ace by Bali Rai</p> 	<p>Tom's Midnight Garden- Phillippa Pearce</p> 	<p>Kensuke's kingdom – Michael Morpurgo</p> 	<p>The Girl of Ink and Stars by Kiran Millwood Hargrave</p> 

<b>Reading and Writing texts</b>	Narrative: Present day Can you see me  Libby Scott and Rebecca Westcott	Narrative: Historical The Windrush Child  Benjamin Zephaniah	Narrative: Historical Goodnight Mr Tom  Michelle Magorian	Narrative: Horror Thornhill  Pam Smy	Narrative: Short story The Last Woman on earth  The Last Woman on earth	Narrative: Present day When secrets set sail  Sita Brahmachari
<b>Writing text types</b>	<b>Fiction: Diary Entry</b> – from Tally’s point of view (exploring feelings and everyday challenges)  <b>Non-fiction: Persuasive Text</b> – convincing the school to make autism more understood  <b>Letter:</b> Write a letter from the protagonist to someone who misunderstands autism, explaining their feelings and experiences	<b>Fiction: Character description</b>  <b>Non-fiction: Historical Recount</b> – based on the Windrush journey or Maafa	<b>Fiction: Dialogue</b> between Mr Tom and William after the party  <b>Non-fiction: Non chronological report</b> about life as an evacuee / <b>discussion – was evacuation fair for children?</b>  <b>Non-fiction:</b> Social worker report about Willie’s situation persuading social services to let him stay with Mr Tom.	<b>Fiction: Setting description</b>  <b>Non-fiction:</b> Trip advisor Review	<b>Fiction Character/setting description</b>  <b>Non-fiction:</b>	<b>Fiction: Short story Poetry</b>
<b>Maths</b>	<b>Number:</b> Place Value, Four Operations, Fractions		<b>Number:</b> Ratio, Algebra, Fractions/Decimals/Percentages <b>Measurement:</b> Converting Metric measures, Area, Perimeter and Volume <b>Statistics</b>		<b>Geometry:</b> Shape, Position and Direction SATS Consolidation	
<b>Science</b>	<a href="#">Living things and habitats</a>	<a href="#">Light</a>	<a href="#">Electricity</a>	<a href="#">Animals including humans Vocabulary</a>	Working Scientifically	<a href="#">Evolution and inheritance Vocabulary</a>

<b>History</b>		<b>How has Maafa impacted British history?</b> Empire Hierarchy Power Invasion Civilisation Parliament Technology	<b>What was the impact of WWII on the Home Front?</b> Empire Power Invasion Democracy Parliament Resistance Everyday life Conflict Invention Technology			<b>How reliable are accounts of history?</b>  Significance Technology Change over time
<b>Geography</b>	<b>Natural resources</b>				<b>A globalised world</b>	
<b>Art</b>	Yinka Shnibare African and European fusion 	Banksy Girl with Balloon 2002 		Ankur Patar 		
<b>DT</b>	<b>Enterprise Project</b> Food technology		<b>Make Do and Mend</b> Textiles		<b>Crumble Toy Buggy</b> Structure and joints	
<b>Computing</b>	Unit 6.2 <b>Online safety</b> (2 lessons)  Unit 6.3 <b>Spreadsheets</b> (5 lessons)	Unit 6.1 <b>Coding</b> (6 lessons)	Unit 6.4 <b>Blogging</b> (4 lessons)  Unit 6.6 <b>Networks</b> (3 lessons)	Unit 6.7 <b>Quizzing</b> (6 lessons)	Unit 6.8 <b>Understanding Binary</b> (4 lessons)  Unit 6.9 <b>Spreadsheets</b> (with Microsoft Excel or Google Sheets) (8 lessons)	Unit 6.9 <b>Spreadsheets</b> (with Microsoft Excel or Google Sheets) (8 lessons)
<b>RE</b> <b>How important are the similarities and differences between and</b>	How do people express their faith through the arts in Christianity?	What do people believe about life after death	What similarities and differences do religions share?	What celebrations do religions value most and	What qualities are important to present day religious leaders	How could we design a celebration that involved everyone, whether religious or not?

within religions and worldviews?				what is their significance?		
<b>French</b>	Notre école (Our school)	Notre monde (The world around us)	Le passé et le présent (Then and now)	Ici et là (Out and about)	Monter un café (Setting up a café)	Quoi de neuf? (What's in the news?)
<b>PSHRE</b>	Me and my relationships	Valuing differences	Keeping myself safe	Rights and responsibilities	Being my best	Growing and changing
<b>Music</b>	Hillingdon music – Samba drumming		Young Voices prep	Happy	You've got a friend in me	Music and Me
<b>Sport and PE PSD teacher</b>	Fitness <b>Tag Rugby</b>	Basketball <b>Gymnastics</b>	<b>Tennis</b> Dance	Hockey <b>Handball</b>	Cricket <b>Athletics</b>	<b>Rounders</b> Outdoor Adventurous Activities