| Year: 6 Sum   | n2 Main them  | ne/ driving subject:   |  |   |   |                                    |                                    |  |  |  |  |
|---|---|--|--|---|---|------------------------------------|------------------------------------|--|--|--|--|
| experiment play   make a involve   difference involve   erand involve   erand involve   erand involve   engage involve   personalise impathy   Heart involve   Encourage a love of learning ethical   ethical ethical   diversity inclusive   theart inclusive   Encourage a love of learning ethical   ethical ethical   diversity inclusive   Progressive inclusive   Involve inclusive |   |  |  |   |   |                                    |                                    |  |  |  |  |
|   | Week 1 (4 days)   | Week 2   | Week 3<br>Sports Week                    | Week 4<br>Enterprise  | Week 5  | Week 6<br>Transition               | Week 7<br>Leavers'<br>Performance  |  |  |  |  |
| Reading for<br>Pleasure   | Athena and Arachne  | Leo and the Gorgon   | Harry Potter World<br>Leo and the Gorgon | The Final Year  | The Final Year  | The Final Year                     | The Final Year                     |  |  |  |  |
| Reading<br>Lenses   | Notice  | Checking   | Imagining                                | Asking  |   |                                    |                                    |  |  |  |  |
| Phonics/<br>Spelling  | Spelling Book   | Spelling Book  | Spelling Book                            | Spelling Book   | Spelling Book   |                                    |                                    |  |  |  |  |
| Grammar &<br>Punctuation  | Revise/use all  | Revise/use all   | Revise/use all                           |   | Revise/use all  | Revise/use all                     |                                    |  |  |  |  |
| Writing<br>Genre  | Narrative Re-telling<br>of story  | Information<br>Olympics  | Persuasive posters                       | Persuasive banners<br>and leaflets  | Greek Myths<br>Playing with words                           |                                    |                                    |  |  |  |  |
| Maths   | Consolidation &<br>Problem Solving  | Consolidation &<br>Problem Solving   | Consolidation &<br>Problem Solving       | Consolidation &<br>Problem Solving  | Consolidation &<br>Problem Solving                          | Consolidation &<br>Problem Solving | Consolidation &<br>Problem Solving |  |  |  |  |
| Science   | Fossils   | Fossils  | Fossils                                  | Themed projects   | Themed projects   | Themed projects                    |                                    |  |  |  |  |
| History   |   |  |  |   |   |                                    |                                    |  |  |  |  |
| Geography   | Knutsford Local<br>Study<br>How can we gather<br>data about the pros<br>and cons of<br>pedestrianization? | Knutsford Local<br>Study<br>What are the pros and<br>cons of<br>pedestrianization?<br>Fieldtrip into Knutsford |  | Knutsford Local Study<br>What solution could<br>satisfy all stakeholders? | Knutsford Local<br>Study<br>Presenting results of<br>survey |                                    |                                    |  |  |  |  |
| Art   | Hockney Landscapes  | Hockney Landscapes   | Hockney Landscapes                       | Hockney Landscapes  | Hockney Landscapes  | Hockney Landscapes                 | Hockney Landscapes                 |  |  |  |  |
| DT  |   |  |  |   |   |                                    |                                    |  |  |  |  |
| Computing   | History of computing<br>Playing with sound  | History of computing<br>Radio plays  | History of computing<br>First computers  | History of computing<br>Computers that<br>changed the world               | History of computing<br>Future computers                    |                                    |                                    |  |  |  |  |
| Indoor PE   | Dance: WWII   | Dance: WWII  | Sports Day                               | Dance: WWII   | Dance: WWII<br>Leavers' Dances                              | Dance: WWII<br>Leavers' Dances     | Dance: WWII<br>Leavers' Dances     |  |  |  |  |

| Outdoor PE | Golf   | Golf  | Sports Day   | Golf  | Golf  | Golf  | Golf  |
|------------|--|---|--|---|---|---|---|
| Music      | Farewell tour<br>Composer- Anna<br>Meredith<br>Focus Piece- Connect<br>it<br>Enquiry: Does   | Farewell tour   | Farewell tour  | Farewell tour<br>Leavers' Songs<br>Islam                      | Farewell tour<br>Leavers' Songs<br>Islam  | Farewell tour<br>Leavers' Songs<br>Islam  | Farewell tour<br>Leavers' Songs<br>Enquiry: How do                |
| ΝL.        | belief in Akhirah<br>(life after death)<br>help Muslims lead<br>a good life?<br>I can consider what<br>motivation means<br>to me and consider<br>how people can be<br>helped when<br>others are<br>motivated to do<br>good deeds | I can interpret<br>some things the<br>Qur'an says about<br>life after death | I can say how<br>instructions in the<br>Qur'an can help<br>Muslims lead a<br>good life | I can explain some<br>actions a Muslim<br>might take as Jihad | I can give examples<br>of times my<br>choices have been<br>influenced and<br>may have changed<br>when I considered<br>the consequences<br>that might follow<br>I can explain how<br>believing in<br>Akhirah influences<br>Muslims to do their<br>best to lead good<br>lives<br>I can recognise<br>what motivates or<br>influences me to<br>lead a good life and<br>compare it with<br>what motivates<br>and influences<br>Muslims | I can express a<br>vision of how<br>leading a good life<br>could make the<br>world the place I<br>want it to be | inspirational<br>people impact on<br>how Humanists live<br>today? |
| MFL        | wwii   | WWII  | wwii   | wwii  | wwii  | wwii  | wwii  |
| Jigsaw     | Changing Me<br>My Self-Image   | <b>Changing Me</b><br>Puberty   | Changing Me<br>Babies: Conception<br>to Birth  | Changing Me<br>Boyfriends and<br>Girlfriends                  | Changing Me<br>Real Self and Ideal<br>Self  | <b>Changing Me</b><br>The Year Ahead  | <b>Changing Me</b><br>Looking forward to<br>Year 7                |