

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Writing to Inform (newspaper accounts, discussion journalism, non-chronological reports)	Writing to Entertain (Horror, Mystery and Suspense)	Writing to Entertain (fantasy)	Writing to Inform (Letters to persuade or complain)	Writing to Inform (Instructions, explanations, letters and leaflets)	Writing to inform (autobiographies, biographies, newspaper reports)
Enquiry Question	Which type of information texts studied are the most accurate and reliable? why?	How do writers use language in their stories to create tension, excitement and fear in the reader?	Do themes play an important role in story writing? Explain.	How cautious should we be of information texts which rely on persuasive techniques to hook us in?	How can our writing teach people about key issues?	Autobiographies and biographies. Which are the most engaging to read and why?
Key Texts	Linked to international trade – geography unit Research	Clockwork A Christmas Carol	Skellig	Linked to WW2 – history unit Research	Linked to geography unit on climate change	Linked to ancient and modern slavery Research
Science	Light	Electricity	Evolution and Inheritance	Living things and their habitats	Animals including Humans	
Enquiry Question	<i>How could you light up a dark room with just one light beam?</i>	<i>Why and how can we go about reducing our usage of electricity?</i>	<i>What is the difference between adaptation and evolution?</i>	<i>Why is the classification of living things by biologists important?</i>	<i>What are the consequences of living an unhealthy lifestyle and how can we influence people to take better care of their health?</i>	
History		Victorians		WW2		Slavery
Enquiry Question		<i>How were the rights of children abused during Victorian Times and why?</i>		<i>What impact did WW2 have on the lives of the people living in Plymouth?</i>		<i>How have attitudes towards slavery changed over the years?</i>

<b>Geography</b>	<b>International Trade</b>			<b>Mapping European countries involved in WW2</b>	<b>Climate Change and Global Warming</b>	
<b>Enquiry Question</b>	<i>Why and how can we make international fairer for consumers and producers?</i>			<i>How did WW2 influence the geography of Europe?</i>	<i>What is the global impact of human actions in changing the physical features of landscapes?</i>	
<b>Religious Education</b>	<b>Christianity, Islam and (Humanists: Non-Religious People)</b> Strand: Believing		<b>Christianity and Humanists: Non-Religious People</b> Strand: Expressing		<b>Hinduism, Christianity and Islam</b> Strand: Living	
<b>Enquiry Question</b>	<b>Is it better to express your religion in arts and architecture or in charity and generosity?</b>		<b>What matters most to Christians and Humanists?</b>		<b>What difference does it make to believe in Ahimsa (harmlessness), Grace and Ummah (community)?</b>	
<b>PSHE</b>	<b>Being me in my world</b>	<b>Celebrating Differences</b>	<b>Dreams and Goals</b>	<b>Healthy me</b>	<b>Relationships</b>	<b>Changing Me</b>
<b>Enquiry Question</b>	<i>How can my choices have an impact on people in my community and globally?</i>	<i>How can be difference be a source of conflict and be a source of celebration?</i>	<i>How can we make the world a better place?</i>	<i>What substances are bad for body and why?</i>	<i>How can people regain power and control after loss?</i>	<i>How are babies made?</i>
<b>Physical Education</b>	<b>Health Related Exercise Cricket</b>	<b>Football</b>	<b>Gymnastics - Matching and Mirroring Tag Rugby</b>	<b>Badminton</b>	<b>Dance – Titanic Athletics</b>	<b>Running/Throwing and Jumping</b>
<b>Art</b>	<b>Commercial art</b>		<b>Drawing and painting WW2 emotions</b>		<b>Natural Disasters</b>	<b>Take One Picture</b>
<b>Artist in Focus</b>	<b>Andy Warhol</b>		<b>Henry Moore</b>		<b>Jave Yoshimoto</b>	<b>National Gallery focused artist</b>

<b>Design &amp; Technology</b>	<b>Make a European meal</b>	<b>Victorian Samplers</b>				<b>Graphic design/printing and making a t-shirt</b>
<b>Music</b>	<b>Understanding music – feelings Listening – choirs Singing – from memory or with notation</b>	<b>Notation Playing instruments Playing the recorder</b>		<b>Improvising Composing Performing</b>		
<b>ICT</b>	<b>Coding</b>	<b>Online safety</b>	<b>Blogging</b>	<b>Networks</b>	<b>Quizzing and binary</b>	<b>Spreadsheets</b>
<b>French</b>	<b>Revise avoir and être Questions Telling the time Daily routine</b>	<b>Daily routine in other countries Houses Rooms in a house Christmas: toys from around the world</b>	<b>Je peux + infinitive Bedroom descriptions Places in a town</b>	<b>Revise places in town Revise aller Directions Revise food Buying food April fool's day</b>	<b>Numbers 61-100 Ordering food in a café Famous French food and menus The perfect (past) tense</b>	<b>The perfect (past) tense Revision The French alphabet</b>