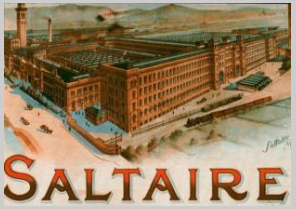
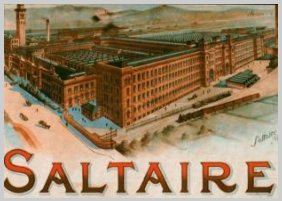
Year 6 Curriculum Long Term Plan 2025/26

Year 6			
	 **HOLA MEXICO!** En: Writing to Inform; Writing to Entertain Ma: White Rose Maths Autumn Block Sc: Living things and their habitats (classification); Electricity G: Study of Mexico. Study of Scottish Highlands (UK) and Yucatan Peninsula (North America) H: Ancient Maya DT: Sewing/textiles – Embellished item (Day of the Dead skull). Cooking – healthy Mexican dish (e.g. salsa/guacamole) Art: Drawing; Painting; Printmaking; Sculpture/3D; Evaluation MFL: Revise Fonética L1 – 4; En la cafetería (At the Café); El Dia de Los Muertos (Day of the Dead – from Spanish Cultural Lessons unit); Begin Cálculo (Maths calculations) Mu: Listen, improvise, play and perform – *Charanga* P.E: Frisbee; Gymnastics Co:Computing Systems and Networks: Bletchley Park. Data Handling: Big Data 1 R.E: Pilgrimage – Why is pilgrimage important to some religious believers? Kingdom of God – What kind of king is Jesus? PSHE: Setting ground rules for RSE and PSHE; Relationships	 **EXTREME EARTH** En: Writing to Inform; Writing to Entertain Ma: White Rose Maths Spring Block Sc: Evolution and Inheritance ; Light G: Greece and the Mediterranean; Earthquakes and Volcanoes H: Ancient Greece DT: Construction – electric cars Art: Drawing; Painting; Printmaking; Textiles/Collage; Sculpture/3D; Evaluation. MFL: Revise La Ropa; Revise Mi Familia; Spanish Cultural Lessons unit: Las Fallas de Valencia, La Tomatina, La Fiesta de San Fermín; Finish Cálculo (Maths calculations) Mu: Listen, explore, sing, perform – *Charanga* P.E: Table Tennis; Dance Co: Creating Media: History of computers Programming: Intro to Python R.E: God – What does it mean if God is holy and loving? Salvation – What difference does the Resurrection mean to Christians? PSHE: Health and Wellbeing; Safety and the changing body	 **BRITAIN AT WORK** En: Writing to Persuade; Writing to Discuss Ma: White Rose Maths Summer Block Sc: Animals, including humans (the heart/circulatory system); Revision and Consolidation. G: Study of Saltaire, UK H: Industrial Revolution and the Victorians (Study of a theme in British History beyond 1066.) DT: Sewing/textiles – Embellished item (End of year memory) Cooking – Baking Buns Art: Drawing; Painting; Printmaking; Textiles/Collage; Sculpture/3D; Evaluation. MFL: Revise key learning & songs from Y3 – 6 units; La Comida Sana (Healthy Lifestyle) Mu: Ukueles ; Listen, improvise, play and perform – *Y5/6 performance* P.E: Orienteering; Athletics Co: Online Safety: Online safety Y6 R.E: Islam -What does it mean for Muslims to follow God? People of God - How can following God bring freedom and justice? PSHE: Citizenship; Economic Wellbeing;

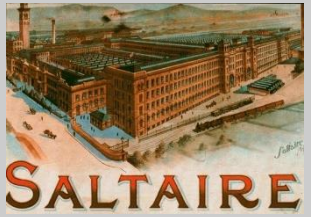
Year 6 Science			
	Autumn **Hola Mexico!** 	**Spring** **Extreme Earth** 	**Summer** **Britain at Work** 
Programmes of study	**Living things and their habitats** We will: - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals - give reasons for classifying plants and animals based on specific characteristics -	**Animals including humans** We will: - identify and name the main parts of the human circulatory system, and describe the functions of 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 humans	Electricity We will: - 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
Programmes of study	**Light** We will: - 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	**Evolution and Inheritance** We will: - 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	-
Working scientifically	We will:	We will:	We will:

	- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - use test results to make predictions to set up further comparative and fair tests - report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations - identify scientific evidence that has been used to support or refute ideas or argument	- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - use test results to make predictions to set up further comparative and fair tests - report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations - identify scientific evidence that has been used to support or refute ideas or argument	- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - use test results to make predictions to set up further comparative and fair tests - report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations - identify scientific evidence that has been used to support or refute ideas or argument

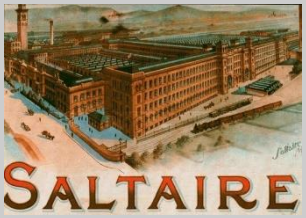
Year 6 Geography			
	Autumn **Hola Mexico!** 	**Spring** **Extreme Earth** 	**Summer** **Britain at Work** 
Locational Knowledge	**Where is South America?** We will use maps to locate South America, concentrating on environmental regions, key physical and human characteristics, countries and major cities. **Where is Mexico?/ How can I find out where Mexico is?** We will: - locate Mexico on a map, labelling major settlements, neighbouring countries, and surrounding seas; - talk about Mexico's location using geographical language, including latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones, incl. day and night.	**Where is Greece?** We will: - locate Greece on a map, labelling major settlements, neighbouring countries, and surrounding seas; - talk about Greece's location using geographical language, including latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones, incl. day and night.	**Where is Saltaire?** We will: - locate Saltaire within the UK on a map, revise the UK's four countries, major settlements, neighbouring countries, and surrounding seas; - talk about Saltaire's location using geographical language, including latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones, incl. day and night.
Place Knowledge	**What is Mexico City like?** We will find out about the human and physical geography of Mexico City and describe it using geographical ideas and language. **What is the biome and climate like in the Chihuahuan Desert?** I can describe the physical geography of the CD and compare with other parts of Mexico/world, including climate zones and vegetation. **How does living in the Yucatan Peninsula compare with living in the Scottish Highlands?** We will understand geographical similarities and differences by studying the human and physical geography of the Scottish Highlands and the Yucatan Peninsula.	**What is Athens like?** We will find out about the human and physical geography of Athens and describe it using geographical ideas and language.	**What is Saltaire like?** We will find out about the human and physical geography of Saltaire and describe it using geographical ideas and language.

Human and Physical Knowledge	**How does living in the Yucatan Peninsula compare with living in the Scottish Highlands?/ How can I find out where the Scottish Highlands are?** Through a study of the Scottish Highlands and the Yucatan Peninsula, we will describe and understand: - types of settlement and land use; - economic activity, including trade links; - the distribution of natural resources including energy, food, minerals and water.	**Why do earthquakes and volcanoes occur in the Mediterranean region?** We will: - revise the geographical processes that cause mountains; - learn about the geographical processes that cause earthquakes and volcanoes; - describe them using geographical and scientific ideas and language.	
Geographical Fieldwork	**How can I find out where Mexico is?** We will: - use the 8 points of a compass, 4- and 6-figure grid references, symbols and keys (including the use of OS maps) to build knowledge of Mexico, Mexico City and the Yucatan Peninsula; - use maps, atlases and globes, and digital/computer mapping to locate Mexico, Mexico City and the Yucatan Peninsula, and describe features studied. **How can I find out where the Scottish Highlands are?** We will: - use the 8 points of a compass, 4- and 6-figure grid references, symbols and keys (including the use of OS maps) to build knowledge of the Scottish Highlands; use maps, atlases and globes, and digital/computer mapping to locate the Scottish Highlands, and describe features studied.	**How can I find out where Greece is?** We will: - use the 8 points of a compass, 4- and 6-figure grid references, symbols and keys (including the use of OS maps) to build knowledge of Greece, Athens and the Mediterranean region; - use maps, atlases and globes, and digital/computer mapping to locate Greece, Athens and the Mediterranean region, and describe features studied.	**How can I find out where Saltaire is and what its main geographical features are?** We will: - use the 8 points of a compass, 4- and 6-figure grid references, symbols and keys (including the use of OS maps) to build knowledge of Saltaire; - use maps, atlases and globes, and digital/computer mapping to locate Saltaire and describe features studied; - Use a range of fieldwork methods, including sketch maps, plans and graphs, and digital technologies, to observe, measure, record and present the human and physical features in the Saltaire area of Bradford.

Year 6 History

	Autumn HOLA MEXICO!	Spring EXTREME EARTH	Summer BRITAIN AT WORK
			
Key Questions:	How did the Maya develop a civilised civilization?	What did the Greeks do for us?	What was the impact of the Industrial Revolution on people's lives in Britain?
Key Sources:	Interview with Dr Diane Davies about the rainforest. Images of Ancient Maya equipment Maya research programme- British Musuem Maya calendar Maya hieroglyphics	Extreme Earth Workshop British Museum – virtual visit BBC Primary History National Geographic – Ancient Greece BBC School Radio	School trip to Bradford Industrial Museum – Victorian workshop Historical case studies BBC Primary History
Key vocabulary:	• Logograms • Hieroglyphs • Codices • Civilisation • Significance • Achievements • Sacrifice • Maize • Architecture	• Tyrant • Titans • Sparta • Peloponnese • Democracy • Acropolis • Athens	• Victorian • Industrial Revolution • British Empire • Workhouse • Reform • Ragged School • Queen Victoria • Model town/village (Saltaire) • Factory Commission • Technology • Charles Dickens • Margaret McMillan

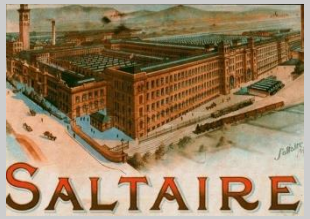
End points:	• Look at the Mayan timeline – starting and ending point. How does it fit within the global timeline? • Talk about how logograms and hieroglyphs were used and how they have affected modern writing. • Talk about Mayan numerals and compare to our own modern system. • Discuss the organisation of Mayan cities and compare to modern architecture. • Discuss what the Mayan's achieved, in comparison to what the Vikings achieved.	• Look at the Ancient Greek timeline – starting and ending point. How does it fit within the global timeline? • Talk about what was important to the Greeks. • Discuss Ancient Greek society and what it was like to live then. • Talk about how the Ancient Greeks influenced art. • Talk about how the Ancient Greeks influenced sport. • Discuss what the Athenian government achieved and how it impacted modern society.	• Look at the Victorian timeline – starting and ending point. How does it fit within the global timeline? • Talk about the impact of the Industrial Revolution on wealth of country and area. • Talk about living and working conditions of children. • Talk about Titus Salt and his impact on the model village of Saltaire.
Useful resources:	**https://www.youtube.com/watch?v=FJXT9a17YbQ&feature=youtu.be** Virtual tour of a Viking village Virtual tour of a Mayan village.	**Bitesize- Who were the ancient greeks?** **https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zxytpv4** **Hamilton Brooks https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/ancient-greece/** **Argo Odyssey game** **https://www.bbc.co.uk/bitesize/articles/z2ngf82**	**World Heritage Site** **https://www.bradford.gov.uk/environment/saltaire/saltaire-world-heritage-site-information-and-history/** **Saltaire Village Website** **https://saltairevillage.info/saltaire_history_0001a.html**

Year 6 Design Briefs			
	Autumn Hola Mexico 	Spring Extreme Earth 	Summer Britain at Work 
Challenges to solve	Make a dish that is known globally? Where do the ingredients come from and can they be grown locally? If not, how can we get them? How responsible is it to make global dishes? E.g. Fairtrade and airmiles	Design a car which includes a circuit. What will your car frame look like? What designs are most aerodynamic? How will it incorporate electricity?	You are leaving primary school and want to take precious memories with you. What memories do you have of school and how can this be reflected on your piece of material? How can you make a product that is sustainable? How does it support an ECO friendly environment?
Background research and design	Which dishes are known globally that originate from the country/ region you are studying? Which dishes are traditional cuisines for that region? Which dishes are cheap and staple for families to afford and still have a balanced diet?	Look at products made from recycled materials and environmentally friendly materials. Identify the cost to make a product and whether it is financially viable to make. Would people pay the price? Can a product have more than one use? Can you lead the way forward with innovative designs / trend setting? Understand and gather information about what a group of people want / are willing to buy through surveys, questionnaires etc. Explore, develop and communicate ideas through a variety of ways – exploded diagrams, cross section diagrams, sketches, models, CAD.	What does everyone want to leave as a memory? Can all of the memories be saved? What will others be interested in finding out? Create a design specification then generate innovative ideas that meet the needs of the users, fit the purpose and think about availability of resources.

		Explain how parts of their product will work and why it will be appealing. Create a clear list of what has to be done, resources needed, the order of work, aesthetics of the product and alternatives if elements fail. Create a step by step plan.	
Knowledge of designers.	Watch chosen cooks – research cooks that are significant to the region you are studying.	Watch clips of dragon's den. Research woodwork specialists such as cabinet makers.	Piece Hall and other mills used to sell fabric. Sewing Bee
Skill for life – make	Come dine with me. Talk about where our ingredients come from and how they are produced, reared, caught, or processed. Talk about value for money. Talk about the different quality of food / ingredients. Follow hygiene rules. Follow safety rules. Serve food to others politely and efficiently. Wash up my own pots and pans and clear the table. Set up a table ready for a dining experience for a large group. Follow a recipe. a table read Understand which foods are reared, caught, or grown and that this happens in the UK and across the globe. Understand that the seasons can affect food produce. Understand that sometimes raw ingredients need to be processed before they can be used in cooking (eg. De-feathering a chicken). Understand that recipes can be adapted to change the appearance, taste and aroma of a dish.	Make it, build it. Use techniques learnt through school and develop own ideas. Focus on generating own ideas and having a go at and trialing what they want to make using a variety of skills. Joining, cutting, sanding.	Stitch and make Use a variety of stitches (cross stitch, running, back, blanket) Create a design (marked on fabric) and embroider it using thread Applique using running stitch. Stitching to embellish the design. **Baking Buns** – Whole school project

	Sort foods into the 5 groups using The Eatwell Plate and identify that this makes up a healthy diet. Identify that food and drink provide certain nutritional and health benefits which support a healthy lifestyle. Choose ingredients to support healthy eating choices when designing their food products.		
Evaluate	Evaluate products – strengths and areas for development. Carry out the appropriate tests e.g. for safety – nothing is sharp, rough etc where others will be using it. Record evaluations against design criteria – look, fit for purpose, did the user like it, what were the strengths and areas for improvement? Use technical vocabulary.	Evaluate products – strengths and areas for development. Carry out the appropriate tests e.g. for safety – nothing is sharp, rough etc where others will be using it. Record evaluations against design criteria – look, fit for purpose, did the user like it, what were the strengths and areas for improvement? Use technical vocabulary.	Evaluate products – strengths and areas for development. Carry out the appropriate tests e.g. for safety – nothing is sharp, rough etc where others will be using it. Record evaluations against design criteria – look, fit for purpose, did the user like it, what were the strengths and areas for improvement? Use technical vocabulary.
The small make	Hot drink – Hot chocolate Mayan hot chocolate Soft craft toy using blanket stitch (Link with leaver's toy in T3)	Create circuits including switches and multiple components	(see T1)
The big make	Prepare and create two dishes for a Mexican banquet	Create a product using wood that includes at least one circuit.	Create a 'Memories of Year 6' fabric piece.

Year 6 Art

	Autumn Hola Mexico! 	Spring EXTREME EARTH 	Summer BRITAIN AT WORK 
PATHWAYS	**2D DRAWING TO 3D MAKING ACTIVISM**	**BRAVE COLOUR EXPLORING IDENTITY**	**TAKE A SEAT SHADOW PUPPETS**
Drawing	Demonstrate a wide variety of ways to make different marks with dry and wet media. Develop their ideas using different or mixed media, using a sketchbook. Develop the continuous line technique, develop continuous line drawing, developing control, expression, shape, form and detail.	Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Create detailed portraits chiaroscuro (shading to create 3D effect) techniques. Increasing awareness of how to use tone to describe light and shade, contrast and shadow. Identify artists who have worked in a similar way to their own work.	Sketching the key shapes of objects from different angles when drawing still life. Draw using a negative medium, identifying areas of light and dark.
Painting	Create shades and tints using black and white. Articulate their deepening knowledge of line to create portraits. Choose appropriate paint, paper and implements to adapt and extend their work.	Select colours to accurately reflect objects in a still life composition. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition). Carry out preliminary studies, test media and materials and mix appropriate colours (sketchbook).	Imitate the techniques of other artists (sketchbook research), who use simplified shapes and lines to create more abstract drawings. Recreate colours used by impressionist painters.

Printmaking	Be able to describe a variety of techniques. Become confident with printing on paper and fabric. Become confident to alter and modify their own work. Work relatively independently.	Understand how artists manipulate materials to create texture in a range of artwork and become confident and familiar with layering prints. Use knowledge and understanding of patterns to represent feelings and emotions.	Extend and articulate their knowledge of pattern from multiple sources to create sophisticated original artwork
Textiles / Collage	n/a this term	Use different techniques, colours and textures etc. when designing (sketchbook) and making pieces of textile/collage work. Gain a deeper understanding and awareness of the potential uses of fabric and other materials.	Become increasingly expressive and analytical in order to adapt, extend and justify their work.
Sculpture / 3D Form	Plan and construct an assemblage – 3D collage.	Create sculpture and constructions with increasing independence. Develop skills in using clay inc. slabs, coils, slips, etc Convey, express and articulate a message or emotion through 3D sculpture.	Make a sculpture influenced by an artist using abstract form.
Evaluation	Giving reasoned evaluations of both their own and others' work which takes account of the starting points, intentions and context behind the work.	Giving reasoned evaluations of both their own and others' work which takes account of the starting points, intentions and context behind the work.	Adapt their work according to their views and describe how they might develop it further using art language with greater sophistication.

Year 6 Computing

Autumn Hola Mexico!	Spring Extreme Earth	Summer Britain at Work
		

Computing Systems and Networks

Bletchley Park

(3 lessons: 1 - 3)

Unit outcomes - Pupils who are secure will be able to:

- Explain that codes can be used for a number of different reasons and decode messages.
- Explain how to ensure a password is secure and how this works.
- Create a simple website with information about Bletchley Park including the need to build electronic thinking machines to solve cipher codes.
- Explain the importance of historical figures and their contribution towards computer science.
- Present information about their historical figure in an interesting and engaging manner.

Data Handling

Big Data 1

(4 lessons: 1, 3, 4 and 5)

Unit outcomes - Pupils who are secure will be able to:

- Understand why barcodes and QR codes were created.
- Create (and scan) their own QR code using a QR code generator website.
- Explain how infrared can be used to transmit a Boolean type signal.
- Explain how RFID works, recall a use of RFID chips, and type formulas into spreadsheets.
- Take real-time data and enter it effectively into a spreadsheet.
- Presenting the data collected as an answer to a question.
- Recognising the value of analysing real-time data.
- Analyse and evaluate transport data and consider how this provides a useful service to commuters.

Creating Media

History of Computers

(3 lessons: 3 - 5)

Unit outcomes - Pupils who are secure will be able to:

- Explain how to record sounds and add in sound effects over the top.
- Produce a simple radio play with some special effects and simple edits which demonstrate an understanding of how to use the software.
- Create a document that includes correct date information and facts about the computers and how they made a difference.
- Demonstrate a clear understanding of their device and how it affected modern computers, including well-researched information with an understanding of the reliability of their sources.
- Describe all of the features that we'd expect a computer to have including RAM, ROM, hard drive and processor, but of a higher specification than currently available.

Programming

Intro to Python

(4 lessons: 1 – 4)

Unit outcomes - Pupils who are secure will be able to:

- Iterate ideas, testing and changing throughout the lesson and explain what their program does.
- Use nested loops in their designs, explaining why they need two repeats.
- Alter the house drawing using Python commands; use comments to show a level of understanding around what their code does.
- Use loops in Python and explain what the parts of a loop do.
- Recognise that computers can choose random numbers; decompose the program into an algorithm and modify a program to personalise it.

Online Safety

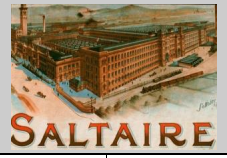
Online Safety Y6

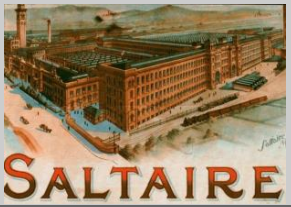
(4 Lessons: 1, 2, 4 and 6)

Unit outcomes - Pupils who are secure will be able to:

- Discuss various issues online that can leave pupils feeling sad, frightened, worried or uncomfortable and can describe numerous ways to get help.
- Explain how sharing online can have both positive and negative impacts.
- Be aware of how to seek consent from others before sharing material online and describe how content can still be shared online even if it is set to private.
- Explain what a digital reputation is and what it can consist of.
- Understand the importance of capturing evidence of online bullying and demonstrate some of these methods on the devices used at school.
- Describe ways to manage passwords and strategies to add extra security, such as two-factor authentication.
- Explain what to do if passwords are shared, lost or stolen.
- Describe strategies to identify scams.
- Explain ways to increase their privacy settings and understand why it is important to keep their software updated.

Year 6 MFL Spanish					
Autumn **Hola Mexico!** 		**Spring** **Extreme Earth** 		**Summer** **Britain at Work** 	
Revise **Fonética** L1 – 4 En la cafetería (At the Café) **El Dia de Los Muertos** (Day of the Dead – from Spanish Cultural Lessons unit)	En la cafetería (At the Café) Begin **Cálculo** (Maths calculations)	Revise **La Ropa** – Y5 Revise **Mi Familia** – Y5 *Consolidate learning from both units to be able to ask/answer questions and talk about self in extended sentences, showing understanding of written and spoken language.*	**Spanish Cultural Lessons unit:** *Las Fallas de Valencia* *La Tomatina* *La Fiesta de San Fermín* Finish **Cálculo** (Maths calculations)	Revise key learning & songs from Y3 – 6 units. **La Comida Sana** (Healthy Lifestyle)	Revise key learning & songs from Y3 – 6 units. *Consolidate learning from Y3 - 6 units to be able to ask/answer questions and talk about self and places in extended sentences, showing understanding of written and spoken language.*

Year 6 R.E.					
Autumn **Hola Mexico!** 		**Spring** **Extreme Earth** 		**Summer** **Britain at Work** 	
2.13 Pilgrimage *Why is pilgrimage important to some religious believers?* **Islam** **Hinduism** **Christianity** 6-8 hours	2B.8 Kingdom of God *What Kind of King Is Jesus?* 6-8 hours	2B.1 God *What Does it mean if God is Holy and Loving?* 6-8 hours	2B.7 Salvation *What Difference Does the Resurrection Make to Christians?* *6-8 hours*	2.9 Islam *What does it mean for Muslims to follow God?* 5-6 hours	2B.3 *How can following God bring freedom and justice?* 6-8 hours

Year 6 Music			
	Autumn **Hola Mexico!** 	**Spring** **Extreme Earth** 	**Summer** **Britain at Work** 
Singing and Performing: Variety of instruments	Perform significant parts from memory and notations with awareness of my own contribution. Sing or play from memory with confidence, expression and in tune.	Refine and improve my own work. Perform alone and in a group, displaying a variety of techniques.	Take turns to lead a group. Sing a harmony part confidently and accurately.
Listening	Notice, comment on and compare the use of musical devices.	Notice, comment on and compare the relationship between sounds.	Notice, comment on, compare and explore how music reflects different intentions.
Composing	Show thoughtfulness in selecting sounds and structures to convey an idea. Create own musical patterns.	Improvise melodic and rhythmic material within given structures.	Use a variety of different musical devices including melody, rhythms and cords.
Musical Notation	Use a variety of notation when performing and composing. Compose music for different occasions using appropriate musical devices.	Quickly read notes and know how many beats they represent. Use a range of words to help describe music (pitch, tempo, dynamics etc).	Describe music using musical words and use this to identify strengths and weaknesses in music.
Music Appreciation	Analyse and compare musical features choosing appropriate musical vocabulary.	Analyse and compare musical features choosing appropriate musical vocabulary.	Explain and evaluate how musical elements, features and styles can be used together to compose music.
Musical History	Notice and explore how music reflects time, place and culture.	Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural music.	Use different venues and occasions to vary my performances.
Composer / Musician Focus	Pharrell Williams	Jean Sibelius	Antonín Dvořák
Topic Links	Charanga – 'Happy' using a variety of instruments	BBC School Radio – Heroes of Troy – singing focus. Geography link – Arctic - Finlandia	BBC Ten Pieces – New World Symphony

Year 6 PSHE		
Autumn **Hola Mexico!** 	**Spring** **Extreme Earth** 	**Summer** **Britain at Work** 
Setting ground rules for RSE and PSHE **Relationships** L2 Respectful relationships L4 Challenging stereotypes L5 Resolving conflict L6 Change and loss	**Health and wellbeing** L3 Taking responsibility for my health L4 The impact of technology on health L5 Resilience toolkit L6: Immunisation L8 Physical Health concerns **Safety and the changing body** L1 Alcohol L3 Social media L4 Physical and emotional changes of puberty L8 First Aid: Basic life support	**Citizenship** L1 Human rights L4 Prejudice and discrimination L6 National democracy **Economic wellbeing** L1 Attitudes to money L4 What jobs are available Identity L3 Identity and body image