

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School Christian Values	Love	Peace	Wisdom	Hope	Friendship	Honesty
Enrichment	Trip to Bristol (link to History)	Christmas show and Church service	Trip to STEAM - Swindon- World War Two - Evacuation Experience (link to History) Trip to Somervale Secondary School to watch production	Weekly visits to St John's Church	I Can & I Am Bus (link to PSHE)	Residential - Mendip Activity Centre
English - Writing	Genre: Narrative Poetry Formal letter Fictional recount	Genre: Travel brochure – persuasive writing Short Tales Explanation Narrative	Genre: Narrative Recount Setting description Diary writing Invitations	Genre: Narrative Newspaper report Non-chronological report SPaG revision	Genre: SPaG Revision Instruction writing Setting descriptions Character descriptions	Genre: Explanation Memoir Short Narrative
	Text: Once Upon an Ordinary School Day Poetry to perform.	Text: The Three Brothers	Text: Once	Text: Twisted Tales	Text: The Comet	Text: Matchbox memories

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Kensuke's Kingdom The Matchbox Diary	Non-fiction texts (classification) Warrior Boy	Letters from the Lighthouse The Tempest	Goldilocks and the three bears The Three Little Pigs Non-fiction texts (Natural Hazards)	Non-fiction (instructions)	
NC/Learning Focus: Plan writing by identifying audience and purpose. Note and develop initial ideas. Use expanded noun phrases, adverbials and figurative language. Describe settings, characters and atmosphere. Use paragraphs to organise ideas.	NC/Learning Focus: Draft and write narratives using a range of techniques (e.g., flashback, cliffhangers). Integrate dialogue effectively with correct punctuation. Use a wide range of clause structures and sentence types. Maintain consistent tense and viewpoint.	NC/Learning Focus: Identify purpose and audience for non-fiction. Use organisational and presentational devices (headings, bullet points). Use formal vocabulary and sentence structures. Use passive voice for effect. Use layout devices to	NC/Learning Focus: Use figurative language: similes, metaphors, personification. Write in different poetic forms (free verse, narrative, performance poetry). Experiment with structure, layout and rhyme for effect. Learn, perform and evaluate poetry.	NC/Learning Focus: Use past tense consistently. Structure writing chronologically. Use time adverbials and paragraphs for clarity. Use factual tone for real recounts; creative voice for fictional ones. Grammar: expanded noun phrases, passive voice, cohesion across	NC/Learning Focus: Independently plan, draft, edit and publish extended pieces. Apply a range of grammar and punctuation correctly and effectively. Evaluate and edit by proposing changes to grammar, vocabulary and punctuation. Proof-read for spelling and punctuation errors.
Begin integrating dialogue to advance action and reveal character.	Use cohesive devices: conjunctions, adverbials, pronouns.	structure text. Grammar: modal verbs,	Grammar: precise vocabulary, rhythm, and sentence fluency.	paragraphs.	Prepare work for performance or presentation.

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	Use fronted adverbials and varied sentence openers. Grammar: revision of basic punctuation, cohesive devices		colons/semi-colons for clarity, formal tone indicators.			
English - Reading	Text: Once upon an ordinary school day, Kensuke's Kingdom, Non-fiction (classification), Horrible Histories - Gorgeous Georgians	Text: Harry Potter (novel tbc), The Night before Christmas, Non-fiction VIPER texts, Warrior Boy.	Text: Once, Letters from the Lighthouse, Non-fiction VIPER texts, The Tempest	Text: Twisted Tales Goldilocks and the three bears The Three Little Pigs Non-fiction texts (Natural Hazards), non-fiction newspaper reports, SATs texts	Text: SATs texts, The BFG, James and The Giant Peach	Text: The Final Year, reading for pleasure - child led.
	NC/Learning Focus: Read and discuss an increasingly wide range of fiction, poetry, plays, and non-fiction.	NC/Learning Focus: Draw inferences such as inferring characters' feelings, thoughts and motives.	NC/Learning Focus: Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction.	NC/Learning Focus: Prepare poems to read aloud and perform, showing understanding through intonation and volume.	NC/Learning Focus: Compare characters, themes, settings and language across texts. Summarise key ideas from multiple sources.	NC/Learning Focus: Apply all comprehension strategies independently.

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Develop positive attitudes to reading and understanding of what they read. Make comparisons within and across books. Check that the book makes sense; discuss understanding. Summarise main ideas drawn from more than one paragraph. Introduce VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarising)	Justify inferences with evidence from the text. Identify and discuss themes and conventions in and across a wide range of writing. Predict what might happen from details stated and implied. Begin comparing authorial choices across texts.	Identify how language, structure, and presentation contribute to meaning. Evaluate how authors use language for effect, including figurative language. Understand the purpose and audience of texts.	Identify and discuss poetic devices (imagery, rhyme, rhythm, structure). Explain the effect of figurative language (simile, metaphor, personification). Make comparisons across poems and other text types. Understand the impact of word choices and language patterns.	Discuss and evaluate how authors use language, including figurative language, considering impact on the reader. Explore viewpoint and bias. Consolidate retrieval and inference across different genres.	Reflect on reading preferences and range of books read. Make detailed comparisons and evaluations across texts. Continue to build reading stamina and maturity in reading choices. Engage in discussions about reading and recommend books to peers.
Reading for Pleasure:	Reading for Pleasure:	Reading for Pleasure:	Reading for Pleasure:	Reading for Pleasure:	Reading for Pleasure:
Children's choice -	Children's choice -	Children's choice -	Children's choice -	Children's choice -	Children's choice -
weekly	weekly	weekly	weekly	weekly	weekly

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English – Phonics/Spelling	Phase/Learning Focus:	Phase/Learning Focus:	Phase/Learning Focus:	Phase/Learning Focus:	Phase/Learning Focus:	Phase/Learning Focus: Synonyms and
. т.с., с. р.с гу	Spelling and using	adjectives ending in	words with the long	Words with the soft	word families based on root	antonyms
	impactful synonyms	the suffix -able (meaning	lel .	/c/	words - how root words	
	Adjectives ending in	capable or worthy	sound spelt ie words with the long	sound spelt ce	denote similarities in meaning.	
	and nouns ending in -ance/-ancy	turning corresponding adjectives into	/e/ sound ei after c (with exceptions)	Word families based on root words - how root words denote	homophones and near homophones.	
	Adjectives ending in -ent. Nouns ending in -ence/-ency.	adverbs ending in the suffix -ably	Word families based on root words - how root words denote	similarities in meaning.	Words with a long /o/ sound spelt ou or ow.	
	Hyphens, joining a prefix	Word families based on root words - how root words denote similarities in	similarities in meaning.	Word families based on root words - how root words denote similarities in	Consolidate adverbials of place (prepositions) and time/frequency.	
	ending in a vowel to a root word beginning with a vowel (co - means together/jointly re -	meaning. Word families based on	Word families based on root words - how root words denote similarities in	meaning. Adjectives ending in -ible	Consolidating adverbials of manner and degree.	
	means back/again)	root words - how root words denote	meaning.	and adverbs ending in		
	Hyphens, joining adjectives to avoid	similarities in meaning.	Adding suffixes beginning	-ibly		
	ambiguity.	words ending in -cial	with vowels to words ending in -fer.	Words with the ough letter string.		

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		after a vowel letter and -tial after a consonant letter.				
Maths	Threshold Concept: Place Value Addition, Subtraction, Multiplication & Division Fractions	Threshold Concept: Fractions Converting Units	Threshold Concept: Ratio Algebra	Threshold Concept: Decimals Fractions, Decimals & Percentages Area, Perimeter & Volume	Threshold Concept: Statistics	Threshold Concept: Shape Position & Direction Themed Projects, Consolidation, Problem Solving
	NC/Learning Focus: Read, write, order, and compare numbers up to 10,000,000. Understand and use the value of each digit. Use negative numbers and number lines, including	NC/Learning Focus: Multiply fractions by whole numbers and other fractions. Divide fractions by whole numbers. Find fractions of amounts and solve multi-step fraction problems.	NC/Learning Focus: Understand and use ratio language (e.g., "3:1"), notation, and notation-fractions connections. Solve scale drawing and proportion problems. Begin algebra: use one- and two-step	NC/Learning Focus: Understand place value in decimals, rounding decimals, and perform operations with decimals. Recognise equivalence between fractions, decimals, and percentages.	NC/Learning Focus: Interpret, construct, and draw a wide range of graphs including: line graphs, pie charts and scatter diagrams. Calculate and interpret the mean as an average. Handle data: find mode, median, range,	NC/Learning Focus: Draw and measure 2D shapes; understand and build 3D shapes and their nets. Calculate missing angles (e.g. vertically opposite, triangles, quadrilaterals, polygons).

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	estimating positions. Perform formal and efficient methods for all four operations. Understand prime, square, cube numbers, common factors, and common multiples. Simplify, compare, order, add, and subtract fractions with different denominators and mixed numbers.	Convert between metric units and between imperial and metric (e.g., miles ↔ kilometres).	function machines. Form expressions and simple formulae. Solve one-step and two-step equations—both abstractly and via function machines.	Find percentages of amounts (including non-multiples of 10), progressing from one-step to multi-step problems. Calculate area, perimeter, and volume (of cubes and cuboids).	and use these to describe distributions. SATs consolidation	Plot and read coordinates in all four quadrants. Translate and reflect simple shapes in the coordinate plane. Apply skills through themed problem-solving projects and revision.
History	Context: The Georgians		Context: WWII		Context: Local History	
	Threshold Concept: Legacy and society		Threshold Concept: Cause and change		Threshold Concept:	
	NC/Learning Focus: Local history study, a study over time		NC/Learning Focus: A study of an aspect or theme in British		NC/Learning Focus: Local history study, a study over time tracing	

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	tracing how several aspects of national history are reflected in the locality Georgian Bath and Bristol. A study of an aspect of history or site dating from a period beyond 1066 that is significant in the locality.		history that extends pupils' chronological knowledge beyond 1066 Use dates and terms accurately in describing events.		how several aspects of national history are reflected in the locality	
Geography		Context: Kenya Threshold Concept: Human features		Context: Natural Hazards Threshold Concept: Physical processes		Context: The UK Threshold Concept: Physical and human
		NC/Learning Focus: (Main countries in Africa, Asia and Australasia - In depth study) (Climate/Impact of tourism/ conservation and urban migration)		NC/Learning Focus: Volcanoes and Earthquakes. Describe and understand key aspects of: physical geography, including:		features NC/Learning Focus: (Urban and rural land use. Trade, farming and economic activity Compare changes in land use in Birmingham/Local areal)

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		Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical 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.
Science	Threshold Concept: Biology - Living things and their habitats	Threshold Concept: Biology - Evolution and inheritance	Threshold Concept: Physics - Electricity	Threshold Concept: Physics - Light	Threshold Concept: Biology – Animals, inclu	ding humans
	NC/Learning Focus: Pupils should be taught to: describe how living things are classified into broad groups according to common	NC/Learning Focus: Pupils should be taught to: recognise that living things have changed over time and that fossils provide	NC/Learning Focus: Pupils should be taught to: associate the brightness of a lamp or the volume of a buzzer with the number and	NC/Learning Focus: Pupils should be taught to: recognise that light appears to travel in straight lines use the idea that light travels in straight	NC/Learning Focus: Pupils should be taught identify and name the micirculatory system, and of functions of the heart, blirecognise the impact of diffestyle on the way their	ain parts of the human describe the ood vessels and blood liet, exercise, drugs and

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	observable characteristics and based on similarities and differences, including microorganisms, plants and animals give reasons for classifying plants and animals based on specific characteristics.	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.	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.	lines to explain that objects are seen hecause 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.	describe the ways in which transported within animal including humans.	ch nutrients and water are
RE and Worldviews	Religion: Islam (Discovery RE) Beliefs and moral values	Religion: Islam (Discovery RE) Beliefs and practices	Religion: Christianity Creation and Fall (U.C.)	Religion: Christianity Salvation (U.C.)	Religion: Christianity Gospel (U.C.)	Religion: Humanism (Understanding Humanism age 11+)
	Threshold Concept: Beliefs and teachings Reflect	Threshold Concept: Practices and lifestyles Reflect	Threshold Concept: Beliefs and teachings Reflect	Threshold Concept: Values Reflect	Threshold Concept: Values Reflect	Threshold Concept: Practices and lifestyles Reflect

	Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?	Key Question: What is the best way for a Muslim to show commitment to God?	Key Question: Creation and science: conflicting or complementary?	Key Question: What difference does the resurrection make for Christians?	Key Question: What would Jesus do?	Key Question: What is a Humanist? What do Humanists believe?
DT	Context: Digital World: Navigating the world		Context: Electrical systems: Steady hand game		Context: Cooking and nutrition: Come dine with me (SATs week project)	Context: Structures: PLaygrounds
	Threshold Concept: Design, Make, Evaluate, Technical		Threshold Concept: Design, Make, Evaluate, Technical		Threshold Concept: Design, Make, Evaluate, Technical	Threshold Concept: Design, Make, Evaluate, Technical
	NC/Learning Focus: To write a design brief and criteria based on a client request. To write a program to include multiple functions as part of a navigation device. To develop a sustainable product concept. To develop 3D CAD skills to produce a virtual model.		NC/Learning Focus: To research and analyse a range of children's toys. To design a steady hand game. To construct a stable base. To assemble electronics and complete their electronic game.		NC/Learning Focus: To explain the use of complementary flavours. To research and design a three-course meal. To explain recipe choices. To apply culinary skills and knowledge. To apply culinary skills and knowledge. To apply culinary skills and knowledge.	NC/Learning Focus: To design a playground with a variety of structures. To build a range of structures. To improve and add detail to structures. To create a surrounding landscape.

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	To present a pitch to 'sell' the product to a specified client.			
Art		Context: 2D drawing to 3D making - Drawing and sketching Artist: Lubaina Himid, Claire Harrup	Context: Identity - Paint, surface, texture Artist: Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett	Context: Brave colour - Working in 3D Artist: Olafur Eliasson, Yinka Ilori, Morag Myerscough, Carnovsky, Liz West
		NC/Learning Focus: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: To create sketch books to record their	NC/Learning Focus: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: To create sketch books to record their	NC/Learning Focus: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas

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		observations and use them to review and revisit ideas 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] To know about great artists, architects and designers in history.		observations and use them to review and revisit ideas 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] To know about great artists, architects and designers in history.		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] to know about great artists, architects and designers in history.
Music	Context: Reggae Genre/Composer: Bob Marley	Context: Garageband Genre/Composer:	Context: WW2 Genre/Composer:	Context: Electricity Genre/Composer:	Context: Celebrations Genre/Composer:	Context: Production Genre/Composer:
	Threshold Concept: Structure	Threshold Concept:	Threshold Concept:	Threshold Concept:	Threshold Concept:	Threshold Concept:
	NC/Learning Focus: To learn about the origins and features of reggae and sing in this style.	NC/Learning Focus: To play and record a chord sequence using GarageBand.	NC/Learning Focus: To identify what makes a successful melody.	NC/Learning Focus: To explore rhythmic notation and find the beats of the pulse in	NC/Learning Focus: To perform a part within a class ensemble and improvise an extended melodic	NC/Learning Focus:

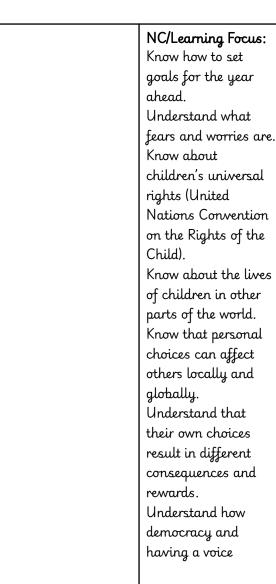
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	To identify the	To have an	To explore melodic	different time	phrase using the	
	common features of	understanding of how	structure and sing	signatures.	pentatonic scale.	
	reggae and introduce	chords are	melody and counter	To read and perform	To explore how music	
	the drum groove.	constructed.	melody in an	rhythmic notation.	can be structured using	
	To develop an	To compose and	ensemble.	To extend knowledge	a reel.	
	understanding of the	record a melody	To arrange, notate	of time signatures	To perform the chaal	
	common features of	fitting with a chord	and perform a well	and rhythmic	rhythm and break	
	reggae with a focus	sequence.	structured melody.	notation.	within a class	
	on chords.	To add rhythmic and	To compose and	To create rhythms and	ensemble.	
	To develop an	harmonic	perform a catchy	notate using a variety	To perform a	
	understanding of the	accompaniment to a	melody and lyrics for	of different length	syncopated rhythm	
	common features of	piece.	a D-day song.	notes and rests.	within a class	
	Reggae with a focus	To compose section A	To accompany a	To refine and rehearse	polyrhythmic	
	on the chords and	for a final piece in a	melody selecting the	rhythm grid	ensemble.	
	bass line.	chosen style.	most appropriate	compositions.	To choose features from	
	To develop	To use ternary form to	chords.	To perform and	a style of music to	
	performing chords	structure a piece of	To refine and perform	appraise notated	compose a piece for a	
	and bass lines in	music.	as an ensemble with	rhythm pieces.	celebration.	
	small groups.		appropriate		To refine and perform a	
	To compose a melody		expression, chordal		piece of music for a	
	made of pairs of		and rhythmic		celebration using	
	phrases to fit over a		accompaniment.		features from the style	
	chord structure and				of music.	
	bass line.					
Computing and Online Safety	Context: Communication and collaboration	Context: Web page creation	Context: Programming A – Variables in games	Context: Spreadsheets	Context: 3D Modelling	Context: Programming B - Sensing movement

	Threshold Concept: Computing systems and networks	Threshold Concept: Creating media	Threshold Concept: Coding	Threshold Concept: Data and information	Threshold Concept: Creating media	Threshold Concept: Coding
	NC/Learning Focus: To explain the importance of internet addresses. To recognise how data is transferred across the internet. To explain how sharing information online can help people to work together. To evaluate different ways of working together online. To recognise how we communicate using technology. To evaluate different methods of online communication	NC/Learning Focus: To review an existing website and consider its structure. To plan the features of a web page. To consider the ownership and use of images. To recognise the need to preview pages. To outline the need for a navigation path. To recognise the implications of linking to content owned by other people.	NC/Learning Focus: To define a 'variable' as something that is changeable. To explain why a variable is used in a program. To choose how to improve a game by using variables. To design a project that builds on a given example. To use my design to create a project. To evaluate my project	NC/Learning Focus: To create a data set in a spreadsheet. To build a data set in a spreadsheet. To explain that formulas can be used to produce calculated data. To apply formulas to data. To create a spreadsheet To plan an event. To choose suitable ways to present data	NC/Learning Focus: To recognise that you can work in three dimensions on a computer. To identify that digital 3D objects can be modified. To recognise that objects can be combined in a 3D model. To create a 3D model for a given purpose. To plan my own 3D model. To create my own digital 3D model.	NC/Learning Focus: To create a program to run on a controllable device. To explain that selection can control the flow of a program. To update a variable with a user input. To use a conditional statement to compare a variable to a value. To design a project that uses inputs and outputs on a controllable device. To develop a program to use inputs and outputs on a controllable device.
PSHE/Wellbeing	Context: Being Me In My World	Context: Celebrating Difference	Context: Dreams & Goals	Context: Healthy Me	Context: Relationships	Context: Changing Me

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NC/Learning Focus: Know that there are different perceptions of 'being normal' and where these might come from. Know that being different could affect someone's life. Know that power can play a part in a bullying or conflict situation. Know that people can hold power over others individually or in a group. Know why some people choose to bully others. Know that people with disabilities can lead amazing lives. Know that difference can be a source of celebration as well as conflict.

NC/Learning Focus: Know their own learning strengths. Know how to set realistic and challenging goals. Know what the learning steps are they need to take to achieve their goal. Know a variety of problems that the world is facing. Know how to work with other people to make the world a better place. Know some ways in which they could work with others to make the world a better place. Know what their classmates like and admire about them.

NC/Learning Focus: Know how to take responsibility for their own health. Know how to make choices that benefit their own health and well-being. Know about different types of drugs and their uses. Know how these different types of drugs can affect people's bodies, especially their liver and heart. Know that some people can be exploited and made to do things that are against the law. Know why some people join gangs and the risk that this can involve. Know what it means to be emotionally well.

NC/Learning Focus: Know that it is important to take care of their own mental health. Know ways that they can take care of their own mental health. Know the stages of grief and that there are different types of loss that cause people to grieve. Know that sometimes people can try to gain power or control them. Know some of the dangers of being 'online'. Know how to use technology safely and positively to communicate with their friends and family.

NC/Learning Focus: Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally. Know how a baby develops from conception through the nine months of pregnancy and how it is born. Know how being physically attracted to someone changes the nature of the relationship. Know the importance of self-esteem and what they can do to develop Know what they are looking forward to and what they are worried about when thinking

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	benefits the school community. Understand how to contribute towards the democratic process.			Know that stress can be triggered by a range of things. Know that being stressed can cause drug and alcohol misuse.		about transition to secondary school / moving to their next class.
	THRIVE Targets:	THRIVE Targets:	THRIVE Targets:	THRIVE Targets:	THRIVE Targets:	THRIVE Targets:
PE/Outdoor Learning	Context: Dodgeball	Context: Tag rughy	Context: OAA	Context: Volleyball	Context: Athletics	Context: Rounders and swimming catch up
	NC/Learning Focus:	NC/Learning Focus:	NC/Learning Focus:	NC/Learning Focus:	NC/Learning Focus:	NC/Learning Focus:
	Outdoor Learning:	Outdoor Learning:	Outdoor Learning:	Outdoor Learning:	Outdoor Learning:	Outdoor Learning: