

Planned half term	Year 6	Subject focus	Memorable experience	We are reading	English	Geography	Art & design	Computing	Mathematics	PE	PSHE	Science
Autumn 1	Vile Victorians or Not? - Revolution	History	Victorian Washing Day  Priest House Visit –Victorian Living History Day	Street Child By Berlie Doherty	Historical Fiction Biographies Balanced Arguments Victorian Poets	British Empire Industrial Revolution The Great Exhibition	Artists of Victorian Period – William Morris	Use Internet for research  Using websites	Place Value Addition Subtraction Multiplication Division Fractions Negative numbers Order of Operations	Gymnastics/ Football	Being my Best – SCARF Unit	Light and Shadows
Knowledge		To know when the Victorian period was and how it has shaped British History To explain what life was like in Victorian times for rich and poor To understand the jobs children had in Victorian times and the reforms that took place to change working conditions To understand how the Industrial Revolution affected Britain and the British People To explain how Victorian Reformers and Inventions brought change and how that affects life today		To write a biography about a Victorian Reformer  To read and evaluate Victorian Poems  To write a historical story focusing on setting and character  To write a balanced argument: Vile Victorians – or not?	To know what the Great Exhibition celebrated  To use maps and locate places in London today linked to the Great Exhibition	To know who William Morris was To create a William Morris inspired wallpaper print	To research and retrieve key facts about Victorian life effectively and safely, e.g. The Industrial Revolution, Jobs for children, Reformers, Inventors		To produce gymnastic sequences that are controlled and co-ordinated  To consistently perform Football skills developing tactics in competitive situations	To set aspirations and goals  To know how to overcome problems and challenges on the way to achieving goals.  To know how to manage risk (emotional and physical)	To know light travels in straight lines  To explain how objects are seen  To know that objects reflect light  To explain reflection and refraction  To know that shadows have the same shape as the objects that cast them due to light travelling in straight lines	
Essential Skills		- Describe the negative or positive impact of a period of history on contemporary society  - Create a timeline from dates / details / eras showing knowledge of how to check for accuracy. Research and find out key dates, characters, characteristics and events of Vic time  - Independently investigate a complex historical research question.  - Select, organise, summarise and present relevant information, from a wide range of sources, in the most effective way for a given purpose.  - Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and the wider world.		Identify how language, structure and presentation contribute to meaning.  Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing.  Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  Integrate dialogue to convey character and advance the action  Synonyms and Antonyms  Link ideas within and across paragraphs using a wider range of cohesive device  Use layout devices	- Produce accurate scaled maps.  -use 4 and 6 figure grid references	-Describe how the techniques and themes used by other artists and genres have been developed in their own work.  -To produce pictorial and patterned prints  -To use printing techniques: relief print  -To overlay multiple colours  -To begin to overwork prints with biro/colour pencils/paints etc	-use search technologies effectively  -talk about the way search results are selected and ranked  -check the reliability of a website  -talk about copyright and acknowledge sources of info that I find on-line		GYMNASTICS:  -create complex and well-executed sequences that include a full range of movements including: flight, vault, balances  -hold shapes that are strong, fluent and expressive  -vary speed, direction, level and body rotation during floor performances  Practise and refine gymnastic techniques used in performances  -use equipment to vault and to swing (remaining upright)  FOOTBALL:  -choose and combine techniques in game situations: passing, running  -work alone or with team mates in order to gain points or possession  -Field, defend, attack tactically	-recognise aspirations and goals  -talk about how to overcome problems and challenges  -identify emotional and physical risks  -consider strategies to manage risk	-ask and answer questions: noticing patterns, observing changes, research using secondary sources  -collect and observe data  -present data in tables and labelled diagrams  -communicate conclusions	

		<div>-recognise primary and secondary sources</div> <div>-confidently use the internet and library for research</div> <div>-link sources and work out how conclusions were arrived at</div>			<div>Use expanded noun phrases</div> <div>Consistent and correct use of tense</div>					<div>-Choose appropriate tactics</div> <div>-lead others when called upon and act as a good role model within a team</div>		
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