

	Term 1 a	Term 1 b	Term 2a	Term 2 b	Term 3 a	Term 3b
Yr 6	Rainforest		Ancient Greece/Mythical Creatures		Magic Maths/Wonderland	
Texts -reading	Journey to the River Sea –Eva Ibbotson		One of: A Midsummer Night’s Dream Percy Jackson and the Lightning Thief Skellig – David Almond The Girl of Ink and Stars Tales of Apollo – Hidden Oracle		Lewis Carroll-Alice in Wonderland Additional texts linked to ‘Magic Maths’ – The Curious Incident of the Dog in the Night, Millions, A Wrinkle in Time.	
Text types- taught in Lit Lesson	Discussion –sustainability and destruction of habitats Journalist- power of journalistic writing- news report on missing child/ Maya’s adventure/journey Descriptive writing/power of imagery - imaginary animal or lost in jungle Theatre review – Little Lord Fauntleroy Persuasive – for Clovis to switch places Discursive – is Finn’s plan morally acceptable Compare/contrast characters – Clovis and Finn		Playscript; diary; recount; myth; character comparison; explanation Reading activities to develop inference and understanding of the class novel.		Narrative fantasy; newspaper report; poetry; persuasion; letters; character comparisons; descriptive writing; script-writing; recounts. Reading activities to develop inference and understanding of the class novel	
Text types- CC	Explanation texts – what is the rainforest? Newspaper reports, diary entries, persuasive leaflet – save the rainforest		Non-chronological reports of Greek gods and religion, newspapers of battles, explanation texts – Olympic games, persuasive writing linked to democracy. Word origins – prefixes/suffixes from Greek		Explanation; non-chronological report linked to industrialisation, biographies of Lewis Carroll, Fibonacci, Archimedes, Pythagoras.	
Science	Science topics covered across the year: light, electricity, living things, animals inc. humans, evolution and inheritance.					
Foundation	Hist/Geog: Mayans AD900 – Timeline, Customs/traditions/beliefs, Location – continent Latitude, longitude, Rivers, Physical Geography, Deforestation (GLP), Global warming, Compare climates Art/D&T: Mayan masks, Rainforest landscapes using collage and/or watercolour, rainsticks		Geog/Hist: Landscape of ancient Greece, Study of Athens/Sparta, Role of women (link to International Women’s Day), ancient Greek legacy Art/D&T: Greek theatre & mask making, mod- roc models linked to statues of Greek athletes/Greek gods, Ancient Greece Day: food tasting/cooking, mini-Olympic games, Greek alphabet work, pot painting, plate making...		History: The Victorians/The Industrial Revolution Art: Caricatures/illustrations D&T: hat making; baking for Mad Hatter’s Tea Party; Alice in Wonderland costume design	
CC Maths	Statistics linked to climate study Measures of physical features Ordering and comparing dates		Links to Archimedes and Pythagoras – possible study of these mathematicians. History of the number system. Statistics/measures linked to ancient Greece.		Fibonacci- art/nature Symbolism of Alice in Wonderland Measures linked to DT activities	

<p>Safeguarding/ SMSC PSHCE Link</p>	<p><u>Life Cycles and Reproduction</u></p> <ul style="list-style-type: none"> • To enable pupils to understand the process of reproduction <p><u>Global Environment Issues</u></p> <ul style="list-style-type: none"> • To make pupils aware of ecological problems and their own responsibility towards the environment • To raise awareness of local, national and global organisations concerned with social and environmental issues <p>Link to Rainforest</p> <p><u>School, Local and National Democratic Procedures</u></p> <ul style="list-style-type: none"> • To enable pupils to understand what democracy is • To develop pupils understanding of the role of the local council and central government • Pupils to understand the process of setting up and maintaining their own school council/forum <p>First week – setting rules, voting for councillors etc.</p>	<p><u>Relationships/Bullying</u></p> <p><u>To understand the definition of bullying outlined in the School policy</u></p> <ul style="list-style-type: none"> • To explore how the differences between people can lead to mistrust • To understand how it feels to be victimised • To learn ways that conflicts can be resolved and people can live together in harmony Discuss in relation to Athens/Sparta • To recognise and challenge stereotypes <p><u>Micro organisms</u></p> <ul style="list-style-type: none"> • Pupils to identify that disease can be passed on by microorganisms and that this is based on scientific evidence • Pupils should be able to list some illnesses that are caused by micro-organisms • Pupils to be able to state how we combat disease. • Pupils to be able to explain why dental hygiene is important in preventing tooth decay <p>Link to Science</p>	<p><u>Exercise and Diet</u></p> <ul style="list-style-type: none"> • Pupils to be aware of the importance of exercise and diet on health and wellbeing and to explore the consequences of inactivity and an unhealthy diet • Pupils to be aware of their own responsibility in the choices they make regarding lifestyles <p>Link to Madhatter's Tea Party</p> <p><u>Drug Education</u></p> <ul style="list-style-type: none"> • Pupils to understand that all drugs (medicines legal & illegal) have an effect on the brain and body • To understand the consequences of the misuse of drugs, on personal health and the wider social implications of drug using • Pupils to understand that peers, the media and advertisements can influence attitudes, opinions and behaviour • Pupils to understand school rules on drug related incidents and their consequences • To understand that drug use has wider social implications • Pupils are aware of how to access support agencies <p>Link to Alice</p> <p><u>Self Esteem (Transition)</u></p> <ul style="list-style-type: none"> • To develop confidence and skills to cope with change (especially a round transition) – Visit from Hayley, High5 <p><u>Self Esteem (Puberty)</u></p> <ul style="list-style-type: none"> • To prepare pupils for the physical and emotional changes brought about by puberty – Visit from Primary Care Trust
--	---	--	---