

**Year 6 Enquiry**  
**Terms 1-3**

Enquiry question	How are lives saved? (Term 1)	How do we all live together? (Term 1 & 2)	Who were the greater engineers – Victorians or Ancient Britons? (Term 2)	Linneaus and Darwin – how are they connected? (Term 3)
<b>Number of weeks</b>	5	3	6	6
<b>Lead state of being &amp; coverage</b>	<p><b>Scientists</b> - Name and label the main parts of the circulatory system, and describe the function of the heart, blood vessels and blood. To recognise the impact of exercise, lifestyle, drugs and diet on the ways their bodies function.</p>	<p><b>Historian</b> - To compare and contrast periods of time within the U.K. and to contrast the standard of living for it's citizens. To use significant periods of time to allow these comparisons and to understand the changes throughout history.</p>	<p><b>Engineers</b> - To research and develop design criteria of products. To select from and use a wider range of tools and equipment. To understand how to strengthen.</p>	<p><b>Scientists</b> - Living things and their habitats. Describe how things are classified, including micro organisms, plants and animals. Give reasons for classifying. Evolution - to recognise that living things have changed over time and produce over spring that are recognisable.</p>

Supporting states of being & coverage	<b>Historians</b> - to compare and contrast the NHS within the U.K. and the wider world. To recognise the value of this in our wider lives	<b>Philosophers</b> - To ask questions to consider how we live in different periods of time.	<b>Historians</b> - to note connections, contrasts and trends over time.  <b>Working Scientifically</b> - Using test results to make predictions to set up further comparative and fair tests.	<b>Historians</b> - to note connections, contrasts and trends over time. To understand how knowledge over time is constructed from a range of sources.
<b>Wider experiences (trips, outdoor learning, visitors)</b>				
<b>International learning links</b>				
<b>50 Experiences linked to Enquiry</b>	Take part in Bonkers about Conkers	Read an e-reader at Ivy Lane School, Read the First News	Join an after school club, Catch a train from Chippenham	Perform a poem

**Year 6 Enquiry  
Terms 4-6**

<b>Enquiry question</b>	<b>How big is your footprint? (Term 4)</b>	<b>Why are shadows important? (Term 5)</b>	<b>Where does your food come from? (Term 5 &amp; 6)</b>
<b>Number of weeks</b>	6	4	6
Lead state of being & coverage	<b>Philosopher</b> - thinking and taking responsibility for our own actions. How are our actions impacting this planet? What is your legacy?	<b>Artists</b> - improve their art and design and master techniques, including drawing, painting and sculpture. Be taught about famous artists.	<b>Geographers</b> - locate maps on a world map and extend to learning about latitude, longitude, northern and southern hemispheres. To also understand keys.

Supporting states of being & coverage	<p><b>Geographers –</b> locate the world's countries using maps; focusing on their characteristics environmental regions and major cities. Human and physical geography;  - the distribution of natural resources including energy,</p>	<p><b>Historians -</b> to learn and investigate photography and Fox Talbot. How has photography changed between then and the modern day?</p> <p><b>Working Scientifically</b>  - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  - use test results to make predictions to set up further comparative and fair tests</p>	<p><b>Artists -</b> improve their art and design and master techniques, including drawing, painting and sculpture. Be taught about famous artists. <b>Engineer</b>  - understand and apply the principles of a healthy and varied diet. - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality  - know where and how a variety of ingredients are grown, reared, caught and processed. <b>Scientist - Working Scientifically</b>  - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p>
<b>Wider experiences (trips, outdoor learning, visitors)</b>			Residential
<b>International learning links</b>		Sustainability (Transform our World website)	

<b>50 Experiences linked to Enquiry</b>	Take on a role of responsibility	Be a school librarian, Write an article for the school newsletter	Sing in a choir Go shopping with school
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**Year 6 Discrete Teaching  
Terms 1-3**

	<b>Term 1 (Autumn 1)</b>	<b>Term 2 (Autumn 2)</b>	<b>Term 3 (Spring 1)</b>
<b>Computing</b>	Kapow Topic 1 - <b>Online safety</b> Learning how to navigate the internet in an informed, safe and respectful way	Kapow Topic 2 - <b>Computer systems and networks</b> Bletchley park. Code breaking & password hacking	Kapow Topic 3 - <b>Designing a product</b> , pupils: evaluate, adapt and debug code to make it suitable and efficient for their needs; use a software program to design their products; create their own websites and video adverts to promote their inventions
<b>RE (Discovery)</b>	Islam - what is the best way for a muslim to show commitment to God?	<b>Christianity</b> - Is it important Mary was Jesus' mother?	<b>Christianity</b> - Is anything ever eternal?
<b>PSHE (Jigsaw)</b>	Being me in My World	Celebrating difference	Dreams and Goals
<b>Music (Charanga)</b>	<b>Happy</b>	<b>Classroom jazz 2</b>	<b>A new year carol</b>
<b>French / Spanish</b>	Introductions	Staying abroad	Staying abroad
<b>PE Indoors</b>	Fitness	Gymnastics	Yoga
<b>PE Outdoors</b>	Tag rugby	Netball	Dance
<b>English - writing</b>	Talk 4 Writing - The Ruin Descriptive writing	Talk 4 Writing Zelda Claw T4W Private Peaceful Diary entry & Play script	T4W Holes narrative & Persuasive

<b>English – reading</b>	<b>Floodland –</b> Understand it! Predict it! Summarise it! Retrieve it! To draw inferences!	<b>Private Peaceful -</b> Understand it! Predict it! Summarise it! Retrieve it! To draw inferences!	<b>Holes</b> Understand it! Predict it! Summarise it! Retrieve it! To draw inferences!
<b>Maths</b>	Number: Addition & Subtraction	Multiplication & Division Number & Fractions Geometry: Position & Direction & Shape	Number: Decimals, % and Algebra Measure: converting units, perimeter, area and volume

## Year 6 Discrete Teaching Terms 4-6

	Term 4 (Spring 2)	Term 5 (Summer 1)	Term 6 (Summer 2)
<b>Computing</b>	Kapow Topic 4 - <b>An introduction to Python</b> Using the programming language of python	Kapow Topic 5 - <b>Data Handling (1)</b> data usage and smart schools	Kapow Topic 6 - <b>Data Handling (2)</b> Barcode and RFID
<b>RE (Discovery)</b>	<b>Christianity</b> - Is Christianity still a strong religion 2000 years after Jesus was on Earth?	<b>Islam</b> - Does believe in Akharaih (life after death) help Muslims lead good lives?	<b>Islam</b> - Does believe in Akharaih (life after death) help Muslims lead good lives?
<b>PSHE (Jigsaw)</b>	Healthy me	Relationships	Changing me
<b>Music (Charanga)</b>	<b>You've got a friend</b>	<b>Music and me</b>	<b>Reflect, Rewind, Replay</b>
<b>French / Spanish</b>	Eating abroad	Eating abroad	Revision & Consolidation
<b>PE Indoors</b>	Football	Rounders	Athletics & cricket
<b>PE Outdoors</b>	Lacrosse	Quidditch	Athletics & dodgeball
<b>English - writing</b>	<b>T4W</b> Letters From the Lighthouse & persuasive writing	<b>T4W</b> Newspaper report, Biography, Autobiography	<b>T4W</b> Persuasive leaflet for residential
<b>English –reading</b>	<b>Wild Boy</b> Understand it! Predict it! Summarise it! Retrieve it! To draw inferences!	<b>Boy in the Tower</b> Understand it! Predict it! Summarise it! Retrieve it! To draw inferences!	<b>Plastic Sucks</b> Understand it! Predict it! Summarise it! Retrieve it! To draw inferences!
<b>Maths</b>	Ratio & Statistics	Year 6 Revision Programme	Maths Transition tasks set by secondary schools