

| Big Question:<br>What makes us belong? |                    |                                                                                          | Global Theme:<br>Identity & Diversity                                            |                                                                                                |                                                                            | Outcome:<br>Create a care package for the local refugee centre.                                  |                                                                                      |                                                                                            |                                                                                                                                            |                                                                                         |                                                                                                          | Year 6<br>Autumn Term 2022/2023                                                                                     |                                                                                           |                                                                                                                          |                                                                                                          |                            |
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|                                        | Aut 1<br>Week 1    | Aut 1<br>Week 2                                                                          | Aut 1<br>Week 3                                                                  | Aut 1<br>Week 4                                                                                | Aut 1<br>Week 5                                                            | Aut 1<br>Week 6                                                                                  | Aut 1<br>Week 7                                                                      | Aut 2<br>Week 8                                                                            | Aut 2<br>Week 9                                                                                                                            | Aut 2<br>Week 10                                                                        | Aut 2<br>Week 11                                                                                         | Aut 2<br>Week 12                                                                                                    | Aut 2<br>Week 13                                                                          | Aut 2<br>Week 14                                                                                                         | Aut 2<br>Week 15                                                                                         |                            |
| Reading                                | Establishment Week | ‘Boy at the Back of the Class’<br>‘Who are Refugees and Migrants’?<br>General info texts |                                                                                  |                                                                                                | ‘Boy at the Back of the Class’<br>‘Refugees’ Brian Bilston                 |                                                                                                  |                                                                                      | ‘Boy at the Back of the Class’<br>Speeches based on refugees<br>British Red Cross / UNICEF |                                                                                                                                            |                                                                                         | ‘Malala’<br>General refugee biographies                                                                  |                                                                                                                     |                                                                                           |                                                                                                                          | Consolidation & Assessment                                                                               |                            |
| Spelling                               |                    | Challenge 1                                                                              | Challenge 2                                                                      | Challenge 3                                                                                    | Challenge 4                                                                | Challenge 5                                                                                      | Challenge 6                                                                          | Challenge 7                                                                                | Challenge 8                                                                                                                                | Challenge 9                                                                             | Challenge 10                                                                                             | Short /y/                                                                                                           | Long /y/                                                                                  | Prefix over-                                                                                                             | Suffix -ful                                                                                              |                            |
| Grammar                                |                    | Fronted adverbials                                                                       | Conjunctions                                                                     | Parenthesis                                                                                    | ENP                                                                        | Direct Speech                                                                                    |                                                                                      |                                                                                            | Causal conjunctions                                                                                                                        | Sent. types & modal verbs                                                               | Cohesion                                                                                                 | Semi colons                                                                                                         | Colons                                                                                    | Relative clauses                                                                                                         |                                                                                                          | Consolidation & Assessment |
| Text Type                              |                    | Writing to inform<br>Information text – What are refugees?                               |                                                                                  |                                                                                                |                                                                            |                                                                                                  | Writing to entertain<br>Refugee Poetry – Brian Bilston                               |                                                                                            | Writing to discuss<br>Balanced argument – should we help refugees?                                                                         |                                                                                         |                                                                                                          | Writing to inform<br>Biographies – Famous refugees                                                                  |                                                                                           |                                                                                                                          |                                                                                                          |                            |
| Power Maths<br>White Rose              |                    | Unit 1: Number: Place Value                                                              |                                                                                  |                                                                                                | Unit 2 & 3: Number: Addition, Subtraction, Multiplication & Division       |                                                                                                  |                                                                                      |                                                                                            |                                                                                                                                            | Unit 4: Number: Fractions                                                               |                                                                                                          |                                                                                                                     |                                                                                           | Unit 5: Imperial & Metric                                                                                                |                                                                                                          | Consolidation & Assessment |
| Number Sense                           |                    | Baseline & 3x                                                                            | 4x                                                                               | 5x                                                                                             | 3x, 4x, 5x                                                                 | 6x                                                                                               | 7x                                                                                   | 6x, 7x                                                                                     | 3x, 4x, 5x                                                                                                                                 | 6x, 7x                                                                                  | 8x                                                                                                       | 9x                                                                                                                  | 10x                                                                                       | 8x, 9x, 10x                                                                                                              | 3x – 10x                                                                                                 |                            |
| Islamic Studies                        |                    | Aqida                                                                                    |                                                                                  |                                                                                                |                                                                            |                                                                                                  |                                                                                      |                                                                                            |                                                                                                                                            |                                                                                         |                                                                                                          |                                                                                                                     |                                                                                           |                                                                                                                          |                                                                                                          |                            |
|                                        |                    | To recap the meaning of Aqida and the importance of Aqida in a Muslim’s life             | To explore the differences between a Anbea (prophets) and Rassol (messengers)    | To search the Qualities of prophets (PBUT)                                                     | To explore the prophets (PBUT) of Ulu –Alazem. (prophets of great patience | To explain the Qualities of the prophet(PBUT)                                                    | To explain the reasons why prophets are only males.                                  | To explore the different ranks of the prophets (PBUT)                                      | To identify how to follow the prophets (PBUT) behaviour and serving humanity.                                                              | To recognise the contribution of Muslims throughout the history                         | To explore modern Muslim’s contribution in Science.                                                      | To explore modern Muslim’s contribution in Sport.                                                                   | To explore modern Muslim’s contribution in politics.                                      | To explore modern Muslim’s contribution in Architecture.                                                                 | To explain my role as a Muslim in serving humanity.                                                      |                            |
|                                        |                    | What has been the impact of the war on people living in Syria?                           |                                                                                  |                                                                                                |                                                                            |                                                                                                  |                                                                                      |                                                                                            |                                                                                                                                            |                                                                                         |                                                                                                          |                                                                                                                     |                                                                                           |                                                                                                                          |                                                                                                          |                            |
| History                                |                    |                                                                                          | To know the main events surrounding the Syrian Civil War.                        |                                                                                                |                                                                            |                                                                                                  | To analyse and critique a range of historical sources                                |                                                                                            |                                                                                                                                            | To understand how propaganda and misinformation has an impact on those living in Syria. |                                                                                                          | To understand what has been done to help Syrian refugees.                                                           | To discuss whether military intervention is ever justified.                               |                                                                                                                          |                                                                                                          |                            |
|                                        |                    | How has the physical geography of Syria changed in recent times?                         |                                                                                  |                                                                                                |                                                                            |                                                                                                  |                                                                                      |                                                                                            |                                                                                                                                            |                                                                                         |                                                                                                          |                                                                                                                     |                                                                                           |                                                                                                                          |                                                                                                          |                            |
| Geography                              |                    | To know the location of Syria in the world and its surrounding countries.                |                                                                                  | To understand how the human population of Syria has changed and where people are migrating to. | To understand what a journey/ migration may be like for a refugee.         |                                                                                                  |                                                                                      | To be able to compare our lives to those seeking refuge.                                   | To understand how the Syrian War has changed the human geography of the country.                                                           |                                                                                         | To understand how the physical changes in Syria have impacted the lives of Syrian people.                |                                                                                                                     |                                                                                           |                                                                                                                          |                                                                                                          |                            |
|                                        |                    | Can you classify living things using Linnaeus’ system?                                   |                                                                                  |                                                                                                |                                                                            |                                                                                                  |                                                                                      |                                                                                            |                                                                                                                                            |                                                                                         | Why are the lungs and heart vital to humans?                                                             |                                                                                                                     |                                                                                           |                                                                                                                          |                                                                                                          |                            |
| Science                                |                    | To classify animals based on their characteristics.                                      |                                                                                  | To identify the different classes of vertebrates.                                              |                                                                            | To identify plants using their characteristics.                                                  |                                                                                      | To explain the different levels of the Linnaeus System.                                    | To describe the main groups of microorganisms using their characteristics.                                                                 | To identify the main parts of the circulatory system.                                   | To describe the function of the heart and the process of blood circulation around the body.              | To understand how water and nutrients are transported around the body.                                              | To compare the effect of different activities on our heart rate.                          | To explain the impact of diet and exercise on the body.                                                                  | To describe how drugs and alcohol can have a negative impact on our bodies.                              |                            |
|                                        |                    | Me and My Relationships                                                                  |                                                                                  |                                                                                                |                                                                            |                                                                                                  |                                                                                      |                                                                                            | Valuing Difference                                                                                                                         |                                                                                         |                                                                                                          |                                                                                                                     |                                                                                           |                                                                                                                          |                                                                                                          |                            |
| PHSE                                   |                    | Let’s negotiate – Conflict resolution, cooperation and teamwork                          | Solve the friendship problem – positive healthy friendships, conflict resolution | Assertiveness skills – Relationships education, self-esteem, bullying and peer influence       | Behave yourselves –Peer group dynamics, assertiveness, bullying            | Don’t force me – Relationships education, civil partnerships, arranged marriage, forced marriage | Acting appropriately – Appropriate touch, FGM, safeguarding, relationships education | Know the ages at which a person can marry, depending on whether their parents agree;       | Recognise that some types of physical contact can produce strong negative feelings and know that some inappropriate touch is also illegal. | Identify strategies for keeping personal information safe online;                       | Recognise that bullying and discriminatory behaviour can result from disrespect of people’s differences; | Know that all people are unique but that we have far more in common with each other than what is different about us | Demonstrate ways of showing respect to others, using verbal and non-verbal communication. | Understand and explain the term prejudice and identify and describe the different groups that make up their school or UK | Define what is meant by the term stereotype and recognise how the media can reinforce gender stereotypes |                            |

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| PE                                                                                                                        |  | Invasion Games: Netball                                                     |                                                                                                                                                                              |                                                                     |                                                                                                |                                                                               |                                                      | Target Games: Lacrosse & Hockey                                                        |                                                                                      |                                                                                                             |                                                                                            |                                                                                             |                                                                  |                                         |                                                   |
|                                                                                                                           |  | To adjust body position when catching                                       | To use a range of tactics to create space                                                                                                                                    | To apply tactics to beat/stop an opponent (individual)              | To apply tactics to beat/stop an opponent (team)                                               | To combine running, jumping and throwing in combination                       | To apply skills in gameplay                          | To demonstrate control while dribbling                                                 | To control and return a pass                                                         | To choose and apply a range of shot types                                                                   | To adjust pass power/ trajectory in context                                                | To develop co-ordination through catching, jumping and shooting                             | To demonstrate control while dribbling                           | To adjust striking technique in context |                                                   |
| Charanga Music Scheme: Happy!                                                                                             |  |                                                                             |                                                                                                                                                                              |                                                                     |                                                                                                | Charanga Music Scheme: Classroom Jazz 2                                       |                                                      |                                                                                        |                                                                                      |                                                                                                             |                                                                                            |                                                                                             |                                                                  |                                         |                                                   |
| Begin to recognise the style indicators of Pop music with a Soul influence                                                |  | Begin to recognise the style indicators of a Pop song with a Country groove | Begin to recognise the style indicators of a cappella Pop music                                                                                                              | Begin to recognise the style indicators of Soft Rock from the 1980s | Begin to recognise the style indicators of Big Band music from the 1940s and 1950s             | Begin to recognise the style indicators of Soul with a Latin groove           | To play the tune/head and the Middle 8               | To use the notes of the C major scale to improvise a new melody                        |                                                                                      | To create a simple class composition that can be played back on instruments using: C B $\flat$ and G        |                                                                                            |                                                                                             |                                                                  |                                         |                                                   |
| Purple Mash Scheme: Online Safety                                                                                         |  |                                                                             |                                                                                                                                                                              |                                                                     |                                                                                                |                                                                               |                                                      |                                                                                        |                                                                                      |                                                                                                             |                                                                                            |                                                                                             |                                                                  |                                         |                                                   |
| Identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location. |  |                                                                             | . To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user |                                                                     | To understand the importance of balancing game and screen time with other parts of their lives |                                                                               |                                                      |                                                                                        |                                                                                      |                                                                                                             |                                                                                            |                                                                                             |                                                                  |                                         |                                                   |
| RE                                                                                                                        |  |                                                                             |                                                                                                                                                                              |                                                                     |                                                                                                |                                                                               |                                                      | What is a Church?                                                                      |                                                                                      |                                                                                                             |                                                                                            |                                                                                             |                                                                  |                                         |                                                   |
|                                                                                                                           |  |                                                                             |                                                                                                                                                                              |                                                                     |                                                                                                |                                                                               |                                                      | To consider what is written in the Bible about the foundation of the Christian church. | To consider ways in which churches reflect local culture.                            | To consider how churches help Christians worship.                                                           | To identify ways in which churches serve their communities.                                | To consider ways in which local churches form part of a global community.                   | To reflect on what has been learned about the Christian church.  |                                         |                                                   |
| Arabic                                                                                                                    |  | Five Salas                                                                  |                                                                                                                                                                              |                                                                     |                                                                                                | Using Adverbs                                                                 |                                                      | Vocabulary                                                                             | Grammar                                                                              |                                                                                                             |                                                                                            |                                                                                             |                                                                  |                                         |                                                   |
|                                                                                                                           |  | To recap the previous Arabic vocabularies and numbers                       |                                                                                                                                                                              | To develop a conversation about 5 daily prayers in Arabic.          | To write sentences/short paragraph about the five daily prayers in Arabic.                     |                                                                               | To use the adverbs (قريب / بعيد) in Arabic sentences | To name some items in the central market in Arabic                                     | To use the present tenses (أريد) “Ureedou” / I want to ask for some items in Arabic. | To use the expression (هيابنا) with the present tense (نذهب) and the preposition (إلى)                      | To write some sentences in Arabic using the expression (هيابنا) with present tense (نذهب). | To understand the main points and opinions in a written Arabic texts from various contexts. | To recap the previous lessons and to listen to a story in Arabic |                                         |                                                   |
| Art                                                                                                                       |  | Who is Samir Malik and what does he do? (Painting and Printing)             |                                                                                                                                                                              |                                                                     |                                                                                                |                                                                               |                                                      |                                                                                        |                                                                                      |                                                                                                             |                                                                                            |                                                                                             |                                                                  |                                         |                                                   |
|                                                                                                                           |  | To understand who Samir Malik is and his style of Art.                      | To practise and develop blending skills using paint.                                                                                                                         | To practise and develop printing skills.                            | To practise and develop stencilling skills.                                                    | To combine skills to create an Islamic piece of Art, inspired by Samir Malik. |                                                      |                                                                                        |                                                                                      |                                                                                                             |                                                                                            |                                                                                             |                                                                  |                                         |                                                   |
| DT                                                                                                                        |  |                                                                             |                                                                                                                                                                              |                                                                     |                                                                                                |                                                                               |                                                      | Can you prepare and make a Syrian meal? (Food)                                         |                                                                                      |                                                                                                             |                                                                                            |                                                                                             |                                                                  |                                         |                                                   |
|                                                                                                                           |  |                                                                             |                                                                                                                                                                              |                                                                     |                                                                                                |                                                                               |                                                      | To identify staple food in a Syrian diet.                                              | To know what seasonal fruits and vegetables they have in Syria.                      | To know how seasonally produced meat and caught, reared and processed fish can form part of a healthy diet. | To design a seasonal Syrian menu.                                                          |                                                                                             | To prepare a seasonal Syrian menu.                               |                                         | To evaluate the effectiveness of a seasonal menu. |