Chantry Primary School Learning Journey

Year 6 2023-2024

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Trips/ special days	PGL	Preston Manor, Victorian house? Christmas sing				Production Safety in action? Transition days
English text	The Savage	Stormbreaker		Shackleton's Journey or The Journey	Twisted tales?	The adventures of Odysseus or The Viewer
Grammar	Ready to write (recap) Synonyms and antonyms	Word clauses Subjunctive form	Punctuation 1 Active and passive Formal and informal	Formal and informal Punctuation 2 Hyphens	Revision for SATs Cohesion Consolidation	
Spelling	Words from statutory word lists Proofreading • Words ending '-able'/ '-ably', and '-ible'/ '-ibly' • Words ending '-able' and '-ible' • Adding suffixes beginning with vowels to words ending in '-fer'	 • Homophones ('ce'/'se') • Endings that sound like /ʃəs/ spelt '-cious' or '-tious'	 • Words with 'ough' letter string • Words ending '-cial' and '-tial'	 • Homophones (*dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit*) • Generating words from prefixes and roots	 • Words ending in 'ant', '-ance and '-ancy' • Root words and meaning	 • Words ending '-ent', '-ence' and '-ency' • Homophones (*draught/ draft, dissent/descent, precede/proceed, wary/ weary*) • Strategies for learning words: commonly misspelt homophones

Maths	Number • place value • addition and subtraction • multiplication and division • order of operations Fractions		Number • decimals • percentages • algebra • ratio Measures • converting units • perimeter, area and volume		Geometry • position and direction • properties of shapes Revision (SATs)	Statistics Investigations Maths projects
Science	Living Things and their habitats	Animals, including humans	Evolution and inheritance	Electricity	Light and sound	
Geography	Human and physical geography How can we live more sustainably?		Place knowledge How does human and physical geography differ in different continents?	Locational Knowledge What makes Europe different?	Geographical skills and field work How can we record the human and physical features of our local area?	
History		**Victorians** **How did the railways impact Bexhill?** **Remembrance Day**		**Civil Rights** **Is everyone treated equally?**		**Local History** **How has Bexhill changed through the ages?**

				What role have women played in Bexhill's history?		
Art and design	**Illustrators** **Sketching techniques**		**Art that sends a message**		**Abstract Landscapes** Still life oil pastilles	
Design Technology		CAD – Christmas cards		Frame structures Buildings – what protects us from the elements and disasters?		Batik Textiles & sewing – Phone cases?
Music (Sing Up)	To create music inspired by Ethel Smyth and a picture of the suffragettes, composing using a non-musical stimulus, lyrics, melody, steady beat, tempo, ostinato, coda.	Prepare and practise for the Big Sing at Christmas.	Civil rights movement in the USA, compare musical styles (Gospel, rhythm and blues, choral), spiritual turned protest song, vocal improvisation, chords C minor and G7.	To create music to accompany a short film about a race, composing an extended melody and accompaniment.	In groups, compose a short song on the theme of leavers. Create an arrangement of a song considering the texture and structure. Perform expressively as part of group, and make a recording of their songs.	Learn and perform the songs from this year's end of year production.
PE	Team/invasion games **Personal** **Coordination:** Ball Skills **Agility:** Reaction/Response	Gymnastics **Social** **Gym Skills:** Hand apparatus, low apparatus, partner work and large apparatus.	Dance **Cognitive** **Dance skills:** Shapes Solo, Circles Solo, Artistry Abstraction, Artistry Musicality, Partnering (Lifts) and Artistry (Making)	Net and wall games **Creative** **Static Balance:** Seated **Static Balance:** Floor Work	Striking and fielding game **Physical** **Dynamic Balance to Agility:** Jumping and Landing Static **Balance:** One Leg	Athletics – prep for sports day **Health and fitness** **Coordination:** Sending and Receiving **Agility:** Ball Chasing

Computing (Teach Computing)	Computing systems and networks - Communication and collaboration	Creating media – Web page creation	Programming A – Variables in games	Data and information - Introduction to Spreadsheets	Creating media – 3D Modelling	Programming B - Sensing movement
French (Language Angels)	Phonetics lesson At School	Regular verbs	The Weekend	WWII	The Vikings	Me in the World
RE	Creation and science: conflicting or complementary	Why do some people believe in God and some people not?	Why do Hindus want to be good?	What do Christians believe God did to 'save' the people?	For Christians what kind of king is Jesus?	How does faith help when people's life gets hard?
Well-being Curriculum	**How do we learn our best?** Pro-learning and Pro social behaviours Understanding my brain		**Safe in the world** Online safety Road safety		**Healthy Body Healthy Mind** **Health – physical and mental** **RSE Lessons and Transition**	

Well-being Curriculum Running throughout via Empowerment approach

- NEUROPLASTICITY. GOALS: For children to understand the building of the brain and neuroplasticity
- OUR THREE BRAINS. For children to understand that we have different parts of the brain that look after our body, our feelings and areas that help us to think and learn at our best
- OUR NEEDS. For children to understand that to be at our best and to learn at our best, our body brain and feelings brain have to feel good. To know that we have three different types of needs (linked to Our Three Brains). To know that for each part of the brain we have a range of different needs. To begin to be able to name what these needs are
- STRESS RESPONSE. For children to understand that when our needs are not met, they become stressors and we can experience a stress response. To know the different types of stress response. For children to know that we need strong neural circuits in our learning brain so that we have the 'Control Centre' skills to manage this stressor
- HELPING PEOPLE IN A STRESS RESPONSE. For children to know how we can best help people who are experiencing a stress response