



## Chantry Primary School Learning Journey

### Year 6 2024-2025

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Trips/ special days</b> <b>N.B Cost involved</b>	<b>PGL</b>	Christmas sing <b>Pantomime</b>	<b>Visitor</b>	Local Bexhill trip	Local Bexhill trip	Production Safety in action Transition days <b>Post SATs trip</b>
<b>English text</b>	The Savage	Stormbreaker Non-fiction writing		The Barnabus Project	The adventures of Odysseus	Twisted tales
<b>Grammar</b>	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	
<b>Spelling</b>	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 ( <i>dessert/ desert,</i> <i>stationery/ stationary,</i> <i>complement/</i> <i>compliment, principle/</i> <i>principal,</i> <i>prophet/profit</i> )  • Generating words from prefixes and roots	• Words ending in ‘ant’, ‘-ance and ‘- ancy’  • Root words and meaning	• Words ending ‘-ent’, ‘- ence’ and ‘-ency’  • Homophones ( <i>draught/</i> <i>draft, dissent/descent,</i> <i>precede/proceed, wary/</i> <i>wear</i> )  • Strategies for learning words: commonly misspelt homophones

Maths	Number <ul style="list-style-type: none"> <li>place value</li> <li>addition and subtraction</li> <li>multiplication and division</li> <li>order of operations</li> </ul> Fractions		Number <ul style="list-style-type: none"> <li>decimals</li> <li>percentages</li> <li>algebra</li> <li>ratio</li> </ul> Measures <ul style="list-style-type: none"> <li>converting units</li> <li>perimeter, area and volume</li> </ul>		Geometry <ul style="list-style-type: none"> <li>position and direction</li> <li>properties of shapes</li> </ul> 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		<b>Victorians</b>  <b>How did the railways impact Bexhill?</b> <b>Remembrance Day</b>		<b>Civil Rights</b> <b>Is everyone treated equally?</b> <b>What role have women played in Bexhill's history?</b>		<b>Local History</b> <b>How has Bexhill changed through the ages?</b>

Art and design	<u>Illustrators</u> Sketching techniques		<u>Art that sends a message</u>		<u>Abstract Landscapes</u> Still life oil pastilles	
Design Technology		CAD – Christmas cards		<u>Frame structures</u> Buildings – what protects us from the elements and disasters?		<u>Batik</u> 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  <u>Personal</u> <b>Coordination:</b> Ball Skills  <b>Agility:</b> Reaction/Response	Gymnastics  <u>Social</u> <b>Gym Skills:</b> Hand apparatus, low apparatus, partner work and large apparatus.	Dance  <u>Cognitive</u> <b>Dance skills:</b> Shapes Solo, Circles Solo, Artistry Abstraction, Artistry Musicality, Partnering (Lifts) and Artistry (Making)	Net and wall games  <u>Creative</u> <b>Static Balance:</b> Seated  <b>Static Balance:</b> Floor Work	Striking and fielding game  <u>Physical</u> <b>Dynamic Balance to Agility:</b> Jumping and Landing Static  <b>Balance:</b> One Leg	Athletics – prep for sports day  <u>Health and fitness</u> <b>Coordination:</b> Sending and Receiving  <b>Agility:</b> 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 3-4	The date	Do you have a pet?	Clothes	At school	At the weekend
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	<b>Happy Relationships, Happy Me</b> Behaviour and learning expectations Understanding my brain	<b>Safe in the world</b> Online safety Road safety		<b>Healthy Body Healthy Mind</b> 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