



**Maths – CLIC and SAFE sessions**

Progress Drive	Steps
Saying Numbers	✓
Reading Numbers	✓
Place Value	✓
Mastery of Numbers	10
<b>C</b> Counting Skills	✓
Actual Counting	✓
Counting On	✓
Counting Multiples	✓
Counting Along in 4 Ways	✓
Counting Along Scales	7

Progress Drive	Steps
<b>L</b> Learn Its	✓

Progress Drive	Steps
Swapping the Units	✓
INN: Addition and Subtraction	✓
Doubling & Halving	✓ ✓ ✓
INN: Number Bonds to 10	✓
x10 & ÷10	✓ ✓
INN: Multiplication	✓
Coin Multiplication	✓
Finding Multiples	✓
Multiple-Factor-Prime	✓
INN: Fact Families	✓

Progress Drive	Steps
<b>C</b> Addition	39, 40, 41
Subtraction	37
Multiplication	17, 18
Division	32, 33

Progress Drive	Steps
<b>CM</b> Addition	11 - 14
Subtraction	9 - 12
Multiplication	7 - 11
Division	8, 9, 10

Progress Drive	Steps
<b>S</b> Explore & Draw	25, 26, 27
2D Shapes	26
3D Shapes	24
Position & Direction	29

Progress Drive	Steps
<b>A</b> Amounts of Distance	29 - 33
Amounts of Mass	19
Amounts of Money	17
Amounts of Space	27
Amounts of Temperature	14
Amounts of Time	31
Amounts of Time: Telling the Time	✓
Amounts of Turn	31, 32, 33

Progress Drive	Steps
<b>F</b> Fractions of a Whole	17
Fractions of a Set	14
Fractions: Counting	✓
Fractions: Learn Its	✓
Fractions: It's Nothing New	✓
Fractions: Calculation	18, 19, 20
Percentages	4, 5, 6
Ratio	9, 10, 11

Progress Drive	Steps
<b>E</b> Diagrams & Tables	25
Bar Charts	11
Averages	1 - 7
Line Graphs	7, 8
Pie Charts	1 - 5
Probability	7

Progress Drive	Steps
<b>D</b> Pattern Spotting	17
Algebra	15, 16
Prove It!	5

**CLIC**  
All the Basic Skills steps should now be complete

Progress Drive	Steps
<b>S</b> Explore & Draw	28
2D Shapes	27
3D Shapes	25, 26, 27
Position & Direction	30 - 36

Progress Drive	Steps
<b>A</b> Amounts of Distance	34, 35
Amounts of Mass	20
Amounts of Money	18, 19
Amounts of Space	29 - 31
Amounts of Temperature	15, 16
Amounts of Time	32
Amounts of Time: Telling the Time	✓
Amounts of Turn	34, 35

Progress Drive	Steps
<b>F</b> Fractions of a Whole	18, 19
Fractions of a Set	✓
Fractions: Counting	✓
Fractions: Learn Its	✓
Fractions: It's Nothing New	✓
Fractions: Calculation	21 - 25
Percentages	7 - 13
Ratio	12, 13

Progress Drive	Steps
<b>E</b> Diagrams & Tables	25
Bar Charts	12
Averages	8 - 12
Line Graphs	8
Pie Charts	6 - 11
Probability	8 - 15

Progress Drive	Steps
<b>D</b> Pattern Spotting	18 - 20
Algebra	17 - 22
Prove It!	6

Big Maths Scheme finishes for Year 6

Continued CLIC and SAFE style questions in starters

**Maths – Main lesson focus**

Number – Number and Place Value  
  
Number – Addition, Subtraction, Multiplication and Division  
  
SAFE Week – Geometry – Position and Direction

Fractions, Decimals and Percentages  
  
Statistics  
  
SAFE Week – Geometry – Property of shapes

Ratio and Proportion  
  
Measurement  
  
SAFE Week – Geometry – Property of shapes

Measurement  
  
Algebra  
  
SAFE Week - Measurement

Revision

Maths Investigations

**Science**

**Light**  
Pupils should be taught to:

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to

**Animals and Classification**  
Pupils should be taught to:

- describe how living things are classified into broad groups according to common observable

**Humans**  
Pupils should be taught to:

- identify and name the main parts of the human circulatory system, and describe the

			<p>explain that objects are seen because they give out or reflect light into the eye</p> <ul style="list-style-type: none"> <li>- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> <p><b>Electricity</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>- use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<p>characteristics and based on similarities and differences, including microorganisms, plants and animals</p> <ul style="list-style-type: none"> <li>- give reasons for classifying plants and animals based on specific characteristics</li> </ul> <p><b>Inheritance and Evolution</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul> <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>functions of the heart, blood vessels and blood</p> <ul style="list-style-type: none"> <li>- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>- describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p>Heart Dissection</p>	
R.E	Islam	Christmas	Beliefs about God	Easter	Commitment	Worship/Holy Books

<p>Visit a mosque, or use pictures, video or IT of a mosque to discover its importance to Muslims. Study key features of a mosque. Consider why mosques don't have seats or pews. Consider how different designs express a way of life, values and beliefs then design a new one.</p> <p>Reflect on the importance of doing things together and sharing rituals. Participate in a Community of Enquiry focusing on whether worship is important in our lives.</p> <p>Explain the importance for Muslims of the 5 Pillars. Consider what gives a foundation to our lives. Talk about the people that guide our behaviour. Watch a video about Wudu and Salah. Write the key message of the video in 30 words. Discuss the meanings of the actions and what is important in daily prayer. Discuss 'our Makkah'-where we have promised ourselves we will go to one day. Participate in a Community of Enquiry focusing on the phrase 'actions speak louder than words'.</p> <p>Draw meaning from the greeting 'As-salamu alaikum' (Peace be with you). Participate in a Community of Enquiry focusing on why we should treat others with respect.</p> <p>Write a magazine article or design a poster or web</p>	<p>The Gospel Accounts (Messages and Messengers) - Explore the similarities and differences in the two accounts of Jesus' birth (in Matthew and Luke). Discover what messages about Jesus the two authors wanted to convey. Explore how Christians celebrate Christmas today. <b>(CD unit How do Christians perceive the birth of Jesus?)</b></p>	<p>Explore stories, pictures, symbols and metaphors which depict God as Father, Creator, Saviour, Judge, Shepherd, King and friend. Reflect on these stories and metaphors in relation to our own ideas about God and ourselves. Share the understanding of the word 'God' which people might have.</p> <p>Discover how the concept of the Trinity is central in an understanding of God for Christians. Discuss what and who we are thankful for and how we show gratitude. Identify beliefs about God e.g. in Genesis, Psalms, Job, hymns and prayers. <b>(CD unit What are some of the different ways religion and science look at the world of God's creation?) (UC Creation/Fall whole unit – Creation and science: conflicting or complementary?) (UC God unit digging deeper – What does it mean if God is holy and loving?)</b></p>	<p>Good Friday Resurrection - Explore the events of Good Friday - the stations of the cross. (Matthew 21: 1-11) Discuss what they know of the crucifixion. Discuss their own experience of forgiveness, self-sacrifice and reconciliation. Explore accounts of Jesus' resurrection. Who was Jesus? The disciples' role in the Easter story. Discuss the victory of good versus evil. Link to key Christian beliefs about sacrifice, atonement, resurrection and hope. Explore how Christians celebrate Easter in ritual and symbol. <b>(CD unit How is the resurrection portrayed as central to Christian belief?) (UC Salvation unit 2B.7 – What different does the resurrection make to Christians?)</b></p>	<p>Read stories with themes of love, fairness, courage, honesty and loyalty from different religions. Investigate the values explored by the stories.</p> <p>Identify the key Christian values adopted by the school and any others they may consider important. Suggest why they might be important to ourselves and/or others.</p> <p>Think about what Christian teachings might mean in today's world, try writing a sermon. <b>(CD unit How do Christians demonstrate justice in their lives?) (UC People of God unit digging deeper – How can following God bring freedom and Justice?) (UC Gospel unit digging deeper – What would Jesus do?)</b></p> <p>Invite a visitor from a charitable organisation to discuss their work and motivation. Reflect on times we have given to charity, sacrificed something or done something demanding for others. <b>(CD unit What do different faiths teach about care and respect for others?)</b></p>	<p>Reflect on the meaning of the main concepts in the Lord's Prayer e.g. kingdom of God, heaven, providence, sin forgiveness, evil and temptation. Reflect on the question 'Who am I?' and on being special, awareness of not being perfect, destiny, purpose in life etc.</p> <p>Explore some Christian prayers. Talk about the feelings and beliefs they express. Write a book of special wishes and create class prayer books to use at prayer time.</p> <p>Interview a range of people to see whether they find prayer helpful and if they do, ask why.</p> <p>Visit a place of worship (other than those visited in Y3 / 4). Share experiences of periods of stillness, quiet reflection, awe and wonder in a place of worship.</p> <p>Research the roles of church leaders. Discuss people we respect, follow, or believe and identify why they should be help up as examples.</p> <p>Find out how two different Christian groups worship (e.g. celebrate Holy Communion) and why they do it. Suggest what believers might experience and feel when they partake of the Eucharist.</p> <p>Prepare questions then interview a member of a worshipping community</p>
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	<p>page about 'What it means to be a Muslim'. Reflect on the difficulties of putting principles into practice.</p> <p><b>(CD unit What does it mean to be a Muslim in British society today?)</b></p>					<p>about their faith and what being a Christian means to them. Discuss the advantages and disadvantages of belonging to a group. Explore ways various Christian groups express values e.g. Salvation Army, Quaker, Methodist, RC</p> <p>Explore the life and practice of Christian communities in other countries.</p> <p><b>(UC Kingdom of God unit digging deeper – What kind of king is Jesus?)</b></p>
<b>Christian Values</b>	Hope	Koinonia (link with Christmas)	Trust	Endurance (like with Easter)	Forgiveness	Friendship
<b>Art</b>	<p>Print</p> <p>Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief Recreates a scene remembered, observed or imagined, through collage printing</p> <p>Screen printing</p> <p>Explore printing techniques using by various artists.</p> <p>Collaborative Art – Global Issues</p>	<p>Colour</p> <p>Controlling and experimenting particular qualities of tone, shades, hue and mood.</p> <p>Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces.</p> <p>Considering colour for purposes Use colour to express moods and feelings. Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint.</p> <p>Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.</p>	<p>Texture</p> <p>Develops experience in embellishing, pooling together experiences in texture to complete a piece – appliqué, drawing, sticking, cutting, paint, weaving, layering etc.</p> <p>Applies knowledge of different techniques to express feelings.</p> <p>Use found and constructed materials.</p> <p>Work collaboratively on a larger scale.</p>	<p>Drawing</p> <p>Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour.</p> <p>Look at the effect of light on an object from different directions.</p> <p>Use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint.</p> <p>Produce increasingly accurate drawings of people.</p> <p>Produce increasingly detailed preparatory sketches for painting and other work.</p> <p>Introduce the concept of perspective. Work on a variety of scales and collaboratively.</p>	<p>Form</p> <p>Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</p> <p>Clay hearts</p>	<p>Pattern</p> <p>Organize own patterns</p> <p>Use shape to create patterns</p> <p>Create own abstract pattern</p> <p>Patterns reflect personal experiences and expression.</p> <p>Creating pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc.</p> <p>Look at various artists creation of pattern and discuss effect, ie. Morris, Sol Lewitt, Matisse (pattern within pattern), Bridget Riley, Miro)</p> <p>Discuss own and artists work, drawing comparisons and reflecting on their own creations.</p>

		Consider artists use of colour and application of it (Pollock, Monet, Chagall)		Independently selects materials and techniques to use to create a specific outcome.		
<b>Computing</b>	Purple Mash Scheme - Coding	Purple Mash Scheme - Online Safety - Spreadsheets	Purple Mash Scheme - Blogging	Purple Mash Scheme - Text Adventures	Purple Mash Scheme - Networks	Purple Mash Scheme - Quizzing
<b>DT</b>		'Make Do and Mend' project  Cooking from Home Front Recipes	Building a Periscope		Twinkl – Super seasonal Diet	Maya Headress/Mask Maya Hot Chocolate
<b>Geography</b>	Global Topic	Use maps to focus on Europe (including the position of Russia)  Key physical and human characteristics  Countries  Major cities		Position of famous fossils found around Earth  <a href="https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/earth-matters/climate-zones-and-biomes/">https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/earth-matters/climate-zones-and-biomes/</a>  Specific environments around the world that animals has adapted to		Understand geographical similarities and differences through the human and physical geography of a region of the UK, a region in a European country and a region within North or South America  Climate Zones  Biomes  Vegetation belts  Human Geography – land use, trade links, distribution of energy, food, minerals and water

<b>History</b>	Global Topic	Mary Anning Charles Darwin Alfred Wallace		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 WW2	Carl Linnaeus	A non-European society that provides contrasts with British history – one study Mayan civilization c. AD 900
<b>Languages</b>		La Jolie Ronde Year 6  Lesson 1 – En classe Lesson 2 – En classe Lesson 3 – School Uniform	La Jolie Ronde Year 6  Lesson 4 – Family Descriptions Lesson 5 – Occupations and Gender Lesson 6 – Christmas	La Jolie Ronde Year 6  Lesson 7 – Christmas Lesson 8 – House and Home Lesson 9 – House and Home	La Jolie Ronde Year 6  Lesson 10 – House and Home Lesson 11 – House and Home	La Jolie Ronde Year 6  Lesson 12 – House and Home Lesson 13 – House and Home
<b>Music</b>	Charanga Happy	Charanga Classroom Jazz 2	Charanga A New Year Carol	Charanga Role of Women in Music	Charanga You've Got a Friend	Charanga Reflect, Rewind and Replay
<b>P.E Tom</b>	Hockey Passing, turning	Football Turning, possession	Gymnastics Body, symmetry, keys steps 3, vaulting	Netball Ball handling, game plan	Cricket Game play, circuits	Sports day prep Athletics, hurdles, decathlon
<b>P.E Mandy</b>	Dance Haka	Sports Hall Athletics Personal challenge	Rugby Evasion, game plan	Gym Group work, apparatus	Yoga Yokids	Rounders Fielding
<b>Family Days</b>						
<b>Visits/ Visitors</b>						Residential Trip
<b>National / International Events</b>	Roald Dahl Day British Food Fortnight Space Week	Diwali Halloween Guy Fawkes Night Remembrance Day Armistice day Children in Need St Andrew's Day	Chinese New Year Burn's Night Holocaust Memorial Day Valentines Day Safer Internet Day	St David's Day Commonwealth Day St Patrick's Day April Fool's day Mother's Day Fairtrade Fortnight World Book Day British Science Week Red Nose Day	St George's Day Ascension Day Pentecost VE Day	Father's Day Wimbledon World Environment Day D Day Anne Frank's Birthday Healthy Eating Week Summer Solstice Olympics
<b>Local Events</b>	Ulverston Canal Anchor Festival	Dickensian Ulverston	Dance performance at UVHS	South Cumbria Music Festival Easter Egg Canal Trail St Georges Pageant Ulverston Walkfest Flag Fortnight	Printfest Hope in the Park Taste Cumbria Food Festival	International Music Festival at the Coro Another Fine Fest Ulverston Open Gardens
<b>Church/ Religious Events</b>	Harvest	Advent Christmas Nativity and Christingle	St Valentine's Day	Shrove Tuesday Ash Wednesday Easter Service Mother's Day		Summer International Buddhist Festival