Y6 Autumn: Coasts planning overview/sequential learning grid

Text:

Non-fiction text suggestions:

Big Question: How has the coastline shaped Britain?

	01.09.25 4 day week	08.09.25 Northumberland - GPS	15.09.25 First Aid Week - PSHE Northumberland - HJS	22.09.25 Assessment Week Northumberland - HJS/RPS	29.09.25	06.10.25	13.10.25	20.10.25 ROA Day	03.11.25 4 day week Parents Evening	10.11.25 Friendship week/Anti Bullying Week - PSHE	17.11.25 Road Safety Week - PSHE	24.11.25 Assessment Week Parliament Weekend - PSHE	01.12.25	08.12.25 Christmas Play	15.12.25 Talent Show / Parties
Literacy	Poetry **Suggested outcome:** Seadog	Narrative: **The Giant's necklace** **Incidental:** setting description	Narrative: **The Giant's necklace**	Narrative: **The Giant's necklace** **Incidental:** extended metaphor poem	Narrative: **The Giant's necklace** **Oracy:** report analysis (visual literacy)/news report	Narrative: **The Giant's necklace**	Narrative: **The Giant's necklace** **Published Suggested Outcome:** narrative 1st person	Webpage/Blog hybrid text Seahouses/ Bamburgh	Webpage/Blog hybrid text **Suggested outcome:** Tripadvisor review and webpage	Explanation text: **coastal erosion**	Explanation text: **coastal erosion** **Published Suggested Outcome:** explanation	Explanation text: **coastal erosion**	Discussion: Impact of tourism **oracy** conscience alley/debate	Discussion: **Impact of tourism** **Published Suggested Outcome:** discussion	Poetry **Published Suggested Outcome:** completed poem
Maths	Number: Place Value	Number: Place Value	Number: Addition, Subtraction and multiplication and Division	Number: Addition, Subtraction and multiplication and Division	Number: Addition, Subtraction and multiplication and Division	Number: Addition, Subtraction and multiplication and Division	Number: Fractions		Number: Fractions		Number: Decimals	Number: Decimals	Number: Fractions, Decimals and Percentages	Number: Fractions, Decimals and Percentages	Number: Fractions, Decimals and Percentages
Science	**Living things and their habitat** LO: Classify animals and plants into broad groups **Suggested Outcome:** Recapping on previous knowledge e.g. mammals, amphibians etc	**Living things and their habitat** LO: Classify found animals and plants according to common observable characteristics **Suggested Outcome:** pond dipping - piccollage/ rock pooling at Northumberland /Robin Hood's Bay	**Living things and their habitat** LO: Explain Linnaeas' impact on classifying organisms **Suggested Outcome:** Study of the scientist Linnaeus		**Living things and their habitat** LO: Describe how living things are classified into broad groups according to similarities and differences, giving reasons **Suggested Outcome:** Linnaean System (branching key)	**Living things and their habitat** LO: classify microorganisms based on characteristics **Suggested Outcome:** top trumps cards	**Living things and their habitat** LO: to follow a line of enquiry *What happens to a piece of bread if left in different conditions for 2 weeks?* **Suggested Outcome:** Enquiry booklet prediction and method	**Living things and their habitat** LO:to follow a line of enquiry *What happens to a piece of bread if left in different conditions for 2 weeks?* **Suggested Outcome:** Enquiry booklet Results and written conclusion	**Electricity** LO: construct simple circuits using a range of components. LO: use conventional symbols for components in circuits draw diagrams of circuits **Suggested Outcome:** circuit symbols and becoming a circuit analyst	**Electricity** LO: 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. **Suggested Outcome:** How does adding components to a circuit affect the output?	**Electricity** LO: Associate the output of a circuit with the number and voltage of cells used in the circuit. *What is voltage?* **Suggested Outcome:** (See Ogden Trust box for Voltmeter)	**Electricity** LO: plan different scientific enquiries to answer questions and record and present data *What affects the brightness of a bulb?* **Suggested Outcome:** circuit diagram and conclusion.	**Electricity** LO: plan different scientific enquiries to answer questions and record and present data *What affects the brightness of a bulb?* **Suggested Outcome:** circuit diagram and conclusion.	Additional Ogden Trust lesson linked to electricity over time:	
ICT	**E-Safety** LO: To describe online issues that give us negative feelings and know how to get help. **Outcome:** Top tips poster for getting help online,	**Computer systems and networks/key skills** LO: To explore the basics of AI. **Outcome:** Create a new use for AI for given scenarios	**Computer systems and networks/ key skills** LO: To recognise how AI can be used to explore and generate images. **Outcome:** 'think like AI' write responses to pre-prepared, refined prompts	**Computer systems and networks/ key skills** LO: To recognise how AI processes and responds to text prompts. **Outcome:** AI roleplay - give prompts, children to become AI and draw using only the prompts provided - pic collage	**Computer systems and networks/ key skills** LO: To apply AI-generated HTML code to the website Trinket. **Outcome:** Screenshot of modified HTML code to personalise their web pages.	**Computer systems and networks/ key skills** LO: To debate the ethical implications of AI. **Outcome:** Class debate on whether AI could replace humans			**E- Safety** LO: To explore the impact and consequences of sharing online. **Outcome:** Pic collage - positive and negative impacts of sharing online scenario cards	**Programming and algorithms** LO: To tinker with a new piece of software LO: To understand nested loops. **Outcome:** Screenshot of competed puzzles created on Logo	**Programming and algorithms** LO To understand basic Python commands. **Outcome:** Annotated screenshot of code and outcome	**Programming and algorithms** LO To understand nested loops. **Outcome:** Screenshot of completed pattern and corresponding code	**Programming and algorithms** LO To use loops when programming. **Outcome:** Screenshot of completed pattern and corresponding code	**Programming and algorithms** LO To understand the use of random numbers. **Outcome:** Piet Mondrian coded art	

History		Strand 3: Knowledge and Understanding LO: Summarise main events and impact of a historical figure. Expert visitor: Google Meet academy - St Cuthbert Rev Skidmore visit **Suggested Outcome:** What I have found out about St Cuthbert…	Strand 3: Knowledge and Understanding L.O. - Describe and analyse similarities and differences between some people, events and artefacts studied. **Outcomes:** Grace Darling Biography/Diary	L.O. -Make links and comparisons between some of the features of past societies. (E.g. religion, houses, society, technology.) Residential: Bamburgh Castle - history of Holy Island - priory - Lindisfarne - history of - Roman, Anglo Saxon, Norman. St Cuthbert Grace Darling - Museum - St Mary's Durham Cathedral - final resting place of st cuthbert **Outcomes:** Reflection on workshop at Durham Cathedral - piccollage	L.O. - Describe how some of the things studied from the past affect/influence life today. **Outcomes:** How has Grace Darling influenced our society (Lifeboats, women) Presentation, Mind map, explanation.		To be cover over residential weeks (in school) - Viking See Y5/6 GPS Invaders topic for selection of learning linked to Vikings to cover during residential weeks.						
Geog		Strand 4: Field Work L.O. - Draw/use maps and plans at a range of scales. L.O. - Follow a short route on an OS map. LO: Analyse statistics to gain insight into locational characteristics (reason for visit, how often visit, where have they come from, how long stay for) Residential/visit opportunities: **Tourism enquiry outcomes:** mapping building use / visitor survey - reason why people visit Bamburgh/ Seahouses Map the journey of St Cuthbert				Strand 1: Locational Knowledge LO: Name and locate the key coasts, features of erosion. **Suggested Outcome:** Use Google Images to find features erosion at coastal locations - detail on map.	Strand 1: Locational Knowledge LO: Know how coastal features have changed over time. **Suggested Outcome:** plasticine models of features of erosion - photograph.	Strand 1: Locational Knowledge LO: explain coastal erosion and reasons why it occurs. **Suggested Outcome:** Explanation include images from previous lesson (literacy)	Strand 3: Human and Physical Geography LO: identify the impacts of tourism **Suggested Outcome:** mindmap	Strand 3: Human and Physical Geography LO: identify the impacts of tourism	Strand 3: Human and Physical Geography LO: identify the impacts of tourism **Suggested Outcome:** discussion (literacy)	
DT Electronics							DT Skills to be taught Make and test a circuit Incorporate the circuit into a base	**Research** LO:Evaluate the design of existing lighthouses **Suggested Outcome:** Labelled diagram of key features of a lighthouse	**Design** LO: design a lighthouse. **Suggested Outcome:** design plan		**Make** LO: use appropriate techniques to construct	**Make** LO: Produce a good quality finish to Lighthouse using art Techniques **Suggested Outcome:** lighthouse with programmable light	**Evaluate** LO: evaluate the effectiveness of own design **Suggested Outcome:** evaluate lighthouse
Art seascape/ shells		Medium: Paint LO: Discuss and review others work, expressing thoughts and feelings explaining their views LO: Explore a range of artists. **Sketchbook Suggested Outcome:** artist study	Medium: Paint LO: control the types of marks made LO: experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. LO: Mix colour, shades and tones with confidence building on previous knowledge. **Sketchbook Suggested Outcome:** Skills lesson - exploration	Medium: Paint LO: Work in a sustained and independent way to develop their own style of painting.	Medium: Paint LO: Work in a sustained and independent way to develop their own style of painting. **Suggested Outcome:**final seascape	Medium: Paint LO: use appropriate language to evaluate the effectiveness of the final piece. **Suggested Outcome:** evaluation	*Visiting artist: Claywork*	Clay - completed outcome from the visitor		Medium: Textiles LO: Explore the fibonacci sequence. **Sketchbook Suggested Outcome:** explore objects that follow the fibonacci sequence e.g. sunflower, shell. Chn replicate using pencil.	Medium: Textiles LO: confidently use crafts such as embroidery, sewing, appliqué, Felt and weave. LO: work creatively, adapting ideas, and taking risks when choosing tools, materials and media. LO: Work in a sustained and independent way - Weave - Felt - Sewing/applique	Medium: Textiles LO: confidently use crafts such as embroidery, sewing, appliqué, Felt and weave. LO: work creatively, adapting ideas, and taking risks when choosing tools, materials and media. LO: Work in a sustained and independent way **Suggested Outcome:** final piece	Medium: Textiles LO: use appropriate language to evaluate the effectiveness of the final piece. **Suggested Outcome:** evaluation	

Subject	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
PE	Football LO: To develop dribbling to maintain possession. https://pe.getset4education.co.uk/lesson/ks2/football/schemeofwork?years=1004,1005	Football LO: To dribble a ball under pressure maintaining possession. https://pe.getset4education.co.uk/lesson/ks2/football/schemeofwork?years=1004,1005	Football LO: To choose when to pass and when to dribble. https://pe.getset4education.co.uk/lesson/ks2/football/schemeofwork?years=1004,1005	Football LO: To move into space to support a teammate. https://pe.getset4education.co.uk/lesson/ks2/football/schemeofwork?years=1004,1005	Football LO: To use the appropriate defensive technique for the situation. https://pe.getset4education.co.uk/lesson/ks2/football/schemeofwork?years=1004,1005	Football LO: To develop defending skills to gain possession. https://pe.getset4education.co.uk/lesson/ks2/football/schemeofwork?years=1004,1005	Football To apply rules, skills and principles to play in a tournament. **Suggested Outcome:** end of unit evaluation - photograph plus reflection https://pe.getset4education.co.uk/lesson/ks2/football/schemeofwork?years=1004,1005	Football	Dance To copy and repeat a dance phrase showing confidence in movements https://pe.getset4education.co.uk/lesson/ks2/dance/schemeofwork?years=1005	Dance To work with others to explore and develop the dance idea. https://pe.getset4education.co.uk/lesson/ks2/dance/schemeofwork?years=1005	Dance To use changes in dynamics in response to the stimulus. https://pe.getset4education.co.uk/lesson/ks2/dance/schemeofwork?years=1005	Dance To demonstrate a sense of rhythm and energy when performing bhangra style motifs. https://pe.getset4education.co.uk/lesson/ks2/dance/schemeofwork?years=1005	Dance To perform a bhangra dance, showing an awareness of timing, formations and direction. https://pe.getset4education.co.uk/lesson/ks2/dance/schemeofwork?years=1005	Dance To select, order, structure and perform movements in a bhangra style, showing various group formations. https://pe.getset4education.co.uk/lesson/ks2/dance/schemeofwork?years=1005	Dance To develop a dance phrase using actions, dynamics, space and relationships. To copy and create actions with consideration to stimulus. **Suggested Outcome:** end of unit evaluation - photograph plus reflection
Music		L.O. to perform the pulse as a steady beat L.O. To pitch match individually **Suggested outcome -** Chant Engine engine, performing different pulse actions while playing game "Cuckoo where are you game		L. O. To identify and perform the pulse of a song while singing L.O. To sing and recognise the pitches "high and low" **Suggested outcome -** Sing a song and perform pulse actions accurately with eyes closed IF READY - Present "pulse" Copy back patterns of "high" and "low", while pointing fingers high and low to match		L. O. To identify and perform the pulse of a song while singing L.O. To sing and recognise the pitches "high and low" **Suggested outcome -** Sing known songs while tapping the pulse on heart cards Copy back patterns of "high" and "low", sung on neutral syllables, with eyes closed	L.O. To perform rhythm as "the way the words go" while singing L.O. To sing so and mi with hand signs **Suggested outcome -** Clap the rhythm of the words of known songs, switching between pulse and the way the words go, and performing in groups at the same time Sing known songs from pictorial scores, replacing the pictures with hand signs and singing names (so and mi)	L.O. To understand the relationship between pulse and rhythm L.O. To sing so and mi with hand signs **Suggested outcome -** Play rhythm chairs game to show the rhythm of engine engine. Write on hearts as lines Play singing piano with so and mi, playing known two pitch songs on the "piano" for the children to guess	L.O. To understand the relationship between pulse and rhythm L.O. To sing so, mi and la with hand signs **Suggested outcome -** Show rhythm on beats of the pulse, practise tapping the rhythm on heart cards Play apple tree game with scrunchie band	L.O. To identify "ta" and "ti-ti" rhythms from known songs L.O. To sing so, mi and la with hand signs **Suggested outcome -** Tap the rhythm of engine engine on heart cards. Make it using people, show stick notation for ta and ti-ti that matches the people and introduce the rhythm names. Play apple tree game again. Play Bobby Shafto game		L.O. To identify "ta" and "ti-ti" rhythms from known songs L.O. To sing so, mi and la with hand signs **Suggested outcome -** Tap the rhythm of cuckoo where are you on heart cards. Play rhythm chairs to show the rhythm. Write as ta and ti-ti Play apple tree and identify where the higher pitch is sung (on the word "apples"). Play Bobby Shafto game, then show the pitches of the song with body position (stand for middle, stretch for higher, crouch for lower).	L.O. To identify "ta", "ti-ti" and "shh" rhythms L.O. To sing so, mi and la with hand signs **Suggested outcome -** Tap the rhythm of pease pudding hot game, at first with sounds/actions in the rests then silent Introduce the higher pitch in apple tree and Bobby Shafto as "la" and its hand sign. Sing the two songs showing the pitch with hand signs	L.O. To identify "ta", "ti-ti" and "shh" rhythms L.O. To sing so, mi and la with hand signs **Suggested outcome -** Play turn the rhythm cards with rain is falling down, identifying the silent beats, filling with the "Z" symbol and calling them silent Play bounce the ball. Identify the high/middle/low pitches and sing with hand signs	L.O. To identify "ta", "ti-ti" and "shh" rhythms L.O. To sing so, mi and la with hand signs **Suggested outcome -** Play turn the rhythm cards with pease pudding hot, identifying the silent beats, filling with the "Z" symbol and calling them shh Play Mrs White game. Identify the high/middle/low pitches and sing with hand signs
MFL French	**Holiday** LO: developing appropriate pronunciation LO: know common items to pack for a holiday. **Suggested Outcome:** Languagenut: On holiday: Packing for a Holiday Oracy games			**Holiday** LO: developing appropriate pronunciation LO: know common items to pack for a holiday. **Suggested Outcome:** Pack and label own suitcase		**Holiday** LO: developing appropriate pronunciation LO: broaden vocabulary and building understand I went on holiday to... - je suis parti en vacances pour… **Suggested Outcome:** Bingo [holiday destinations]		**Holiday** LO: write a short phrase and adapt to create my own sentence. **Suggested Outcome:** Postcard home. I went on holiday to … I had a great time … good bye… Je suis parti en vacances pour … J'ai passé un bon moment … au revoir…		LO: To use appropriate pronunciation and matched written vocabulary to describe occupations I am developing appropriate pronunciation. I can describe people places and things orally and in writing. I can describe jobs and careers. **Outcome: Labelled picture.**	LO To speak in full sentences during a conversation about careers I can speak in full sentences using familiar vocabulary, phrases and basic language structures. I can hold a basic conversation introducing myself and describing what I'd like to do for a job. **Outcome: QR code of interview by partner.**		LO: To write phrases and sentences linked to career choices. I have a broadening vocabulary and am building understanding including using a dictionary I can write phrases from memory and adapt these to create new sentences. **Outcome: research jobs in French.** Add to paragraph about self - 'quand je serai grand j'aimerais être …' Handwritten short paragraph about career choices.		

Subject														
RE Autumn Investigation focus: 6.1 Christian Aid and Islamic Relief: Can they change the world?		LO: Learn the core principles of Christianity **Suggested Outcome:** Reflection of the story of the Widow's Mite.		LO: Learn the core principles of Islam **Suggested Outcome:** Giving as part of the Christian Faith and Islamic Faith - children to present their learning outcome of their choice e.g.artwork, text mindmap,		LO: Who are Christian Aid? **Suggested Outcome:** Create a world map showing where in the world Christian Aid does charitable work.			LO: Identify Christian values **Suggested Outcome:** Choose a child to sit in the Hot Seat as the Good Samaritan. Each group is then to pose their question . Using an IPAD, record the Q and A- QR link			LO: Recognise values in charities and giving **Suggested Outcome:** Children to use ICT to research charities and present findings *2 lessons*	LO: Recognise values in charities and giving **Suggested Outcome:** Children to use ICT to research charities and present findings *2 lessons*	
PSHE/ RHE [PSHE/RHE Updated scheme of work 2025]	**Respect** (KAPOW L1) **LO:** Understanding respect and courtesy and how respect can be won and lost. **Suggested outcome:** -Crumpled paper exercise -P4C around keeping and losing respect -Piccollage		**First aid: Choking** (KAPOW L7) **LO:** Recognise when someone is choking and understanding how to give first aid **Suggested outcome:** -Drama -Annotated storyboard **First aid: Life support** (KAPOW L8) **LO:** To understand how to help someone who is unresponsive. **Suggested outcome:** -Drama -Annotated storyboard		**Respectful relationships** (KAPOW L2) **LO**: Recognise that respect is a two-way process **Suggested outcome:** - What is respect? poster		**Prejudice and discrimination** (KAPOW L4) **LO:** recognise examples of prejudice and discrimination **Suggested outcome:** Linked to Black History Month		**Challenging stereotypes** (KAPOW L4) **LO:** Understand what a stereotype is **Suggested outcome:** create a piece of media (for example, a video, podcast, poster or leaflet) to encourage people to think about stereotyping		**Human rights** (KAPOW L1) **LO:** Explore the key human rights **Suggested outcome:** **National democracy** (KAPOW L6) **LO:** To begin to understand how the Government works. **Suggested Outcome:** -Sorting activity with piccollage (the different ministers' roles) -A letter to a minister?		**Immunisations** (KAPOW L6) **LO:** To understand ways that we help prevent ourselves and others becoming ill. **Suggested Outcome:** - Poster of what immunisations are -Canva information guide	**Good and bad habits** (KAPOW L7) **LO:** take responsibility for health and nurture healthy habits. **Suggested outcome:** Good and bad health habits promo poster or video **Physical health concerns** (KAPOW L8) **LO:** understand how habits can be good or bad for our health. *these lessons could be combined*