ALMUÑÉCAR INTERNATIONAL SCHOOL

Year 6

Curriculum

2025-26

LUCTOR ET EMERGO
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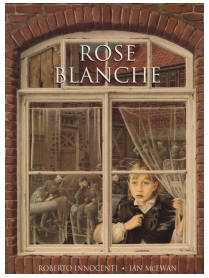
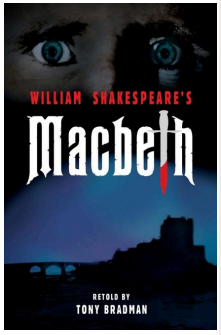
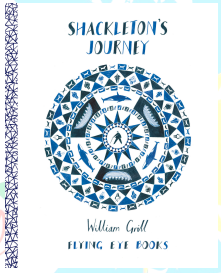
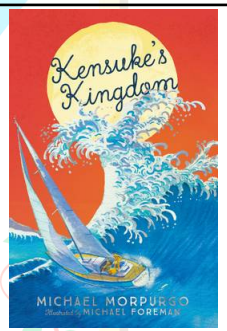
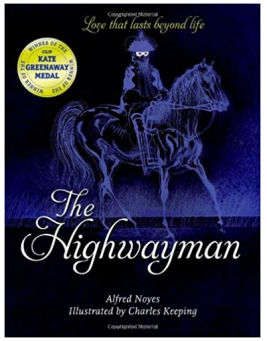
Key Stage 2 – Long Term Plan 2025-26 Year 6 Mr Price

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross Curricular topic >	**The Blitz** **The Globe**		**Iceberg Ahead**		**Forensic**	
Core Texts	 		 			

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English **(Cambridge Curriculum)**	**Unit 6:8 Stories by significant children's writers.** Examine a variety of genres found in fiction stories. **Unit 6:7 Plays by a significant writer** Read drama texts from over a hundred years ago, taking a close look at the language used and the impact created.	**Unit 6:2 Historical recounts** Read and explore a range of historical recount texts. **Unit 6:4 The Environment** Examine a range of non-fiction texts about the environment. **Unit 6:5 Nature poetry** Read and discuss poems on the theme of nature that evoke responses in the reader/listener as a result of the style, themes and language used. **Unit 6:9 Advertising** Examine persuasive advertising texts aimed at a variety of audiences.	**Unit 6:1 Stories with flashbacks** Explore the conventions of standard English, using it in their own writing and in formal and informal spoken communication when conveying their ideas and opinions. **Unit 6:3 Poetic language** Read and discuss a range of poetry, expressing their own preferences as to style and language, while listening to and commenting on the preferences and ideas of others. **Unit 6:6 Science fiction** Study the genre of science fiction stories

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Maths (Cambridge Curriculum)	**Unit 6.1 Number** Unit 6.1 Topic 1 The number system Unit 6.1 Topic 2 Number patterns **Unit 6.2 2D and 3D shape** Unit 6.2 Topic 1 Quadrilaterals, circles and area Unit 6.2 Topic 2 Angles Unit 6.2 Topic 3 3D shapes, volume and capacity **Unit 6.3 Calculation** Unit 6.3 Topic 1 Addition and subtraction Unit 6.3 Topic 2 Multiplication and division ***Ongoing*** • **Mental Strategies** • **Calculation Methods** • **Times tables** • **Problem Solving**	**Unit 6.3 Calculation** Unit 6.3 Topic 1 Addition and subtraction Unit 6.3 Topic 2 Multiplication and division **Unit 6.4 Statistical methods** Unit 6.4 Topic 1 Designing the enquiry Unit 6.4 Topic 2 Presenting and explaining results Unit 6.4 Topic 3 Using statistical measures Unit 6.4 Topic 4 The statistical cycle **Unit 6.5 Fractions, percentages, decimals and proportion** Unit 6.5 Topic 1 Comparing fractions Unit 6.5 Topic 2 Calculating with fractions Unit 6.5 Topic 3 Understanding percentage and equivalence Unit 6.5 Topic 4 Ratio and proportion ***Ongoing*** • **Mental Strategies** • **Calculation Methods** • **Times tables** • **Problem Solving**	**Unit 6.5 Fractions, percentages, decimals and proportion** Unit 6.5 Topic 1 Comparing fractions Unit 6.5 Topic 2 Calculating with fractions Unit 6.5 Topic 3 Understanding percentage and equivalence Unit 6.5 Topic 4 Ratio and proportion **Unit 6.6 The coordinate grid** Unit 6.6 Topic 1 Using coordinates Unit 6.6 Topic 2 Reflection and rotation **Unit 6.7 Probability** Unit 6.7 Topic 1 Describing possibilities Unit 6.7 Topic 2 Conducting tests ***Ongoing*** • **Mental Strategies** • **Calculation Methods** • **Times tables** • **Problem Solving**

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Science (Cambridge Curriculum)	**Unit 6.2 The Human Body** Describe the human respiratory system in terms of oxygen from the air moving into the blood in the lungs and know that many vertebrates have a similar respiratory system. Describe the human circulatory system in terms of the heart pumping blood through arteries, capillaries and veins, describe its function (limited to transporting oxygen, nutrients and waste) and know that many vertebrates have a similar circulatory system. Know that some diseases can be caused by infection with viruses, bacteria, parasites or fungi that can be passed from one host to another. Describe how good hygiene can control the spread of diseases transmitted in water, food and body fluids, and describe ways to avoid being bitten by insect vectors. Know that humans have defence mechanisms against infectious diseases, including skin, stomach acid and mucus. **Unit 6.4 Electricity and Light** Use diagrams and conventional symbols to represent, make and compare circuits that include cells, switches, lamps and buzzers. Make simple circuits and compare the brightness of lamps in series and parallel circuits.	**Unit 6.6 Ecosystems** Interpret food webs and identify food chains within them. Identify the energy source of a food chain/web, and describe how energy is transferred through a food chain/web. Know that some substances can be toxic and damage living things, and that these substances can move through a food chain/web. **Unit 6.3 Materials and Physical Change** Know that gases have properties including mass. Know that the temperature at which a substance changes state is a property of the substance. Describe the difference between boiling and evaporation. Identify and describe physical changes that are reversible. Know that rocks can be classified as metamorphic, igneous and sedimentary and describe the identifying features of each type of rock. Describe the rock cycle and the formation of metamorphic, igneous and sedimentary rocks, in terms of solidification, erosion, sedimentation, burial, metamorphism and melting.	**Unit 6.1 Forces** Describe the difference between mass, measured in kilograms (kg), and weight, measured in newtons (N). Describe the effect of gravity and know that when gravity changes, the weight of an object changes but the mass does not. Use force diagrams to show the name, size and direction of forces acting on an object. Describe the effect of different forces on an object at rest and in motion. Recognise that the mass and shape of an object can affect if it floats or sinks. Describe the relative position and movement of the planets, the Moon and the Sun in the Solar System. **Unit 6.5 Chemical Change and Mixtures** Understand that chemical reactions involve substances, called reactants, interacting to form new substances, called products. Observe and describe the evidence that a chemical reaction has taken place (limited to a gas being produced, colour change and change in temperature). Describe how temperature affects solids dissolving in liquids and relate it to the particle model.

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	Understand that electrical conductivity and thermal conductivity are properties of a substance.Note: The objective here focuses on electrical conductivity. Understand that electrical conductivity and thermal conductivity are properties of a substance.Note: The objective here focuses on thermal conductivity. Describe how a ray of light changes direction when it is reflected from a plane mirror. Describe how a ray of light changes direction when it travels through different mediums and know that this is called refraction. Observe and describe the changes in the appearance of the Moon over its monthly cycle.	Describe the way fossils can form in sedimentary rocks. **All Units Science Revision**	Know that there are different types of soils and they can be classified based on their clay, sand and organic content. Know that soil composition can change, which can support, or hinder, plant growth. **Unit 6.7 Human Reproduction** Name the parts of the human reproductive system. Describe the physical changes that take place during puberty in humans. **Forensics** Classification systems and keys.

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History **National Curriculum(NC)**	**The Blitz** Establish a broad chronological overview adding depth and detail, remembering key facts and dates and checking for accuracy. Ask valid questions about the cause and consequences of events Describe the positive and negative impacts of an individual, event or period of history on modern society. Appreciate bias in source materials and understand the importance of interpreting source information. Investigate complex historical periods, presenting conclusions through thoughtful selection and organisation of historical information. Cause and consequence, and significance of the Second World War. Methods of historical enquiry and source bias via propaganda. Declaration of human rights. **The Globe** Apply historical vocabulary to a range of contexts, time periods and historical concepts. Note the connections, contrasts and trends over time in two or more periods of history. Ask valid questions about the cause and consequences of events	**Iceberg ahead** Ask valid questions about the cause and consequences of events Describe the positive and negative impacts of an individual, event or period of history on modern society. Appreciate bias in source materials and understand the importance of interpreting source information. Investigate complex historical periods, presenting conclusions through thoughtful selection and organisation of historical information. Explain how the lives of significant individuals or significant historical events have contributed to national and international achievements or have impacted our lives today. Significant events in History: The Titanic Significant individuals: Robert Falcon Scott	**Forensics** Evolution and inheritance, including DNA, cloning and fingerprints.

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	Describe the positive and negative impacts of an individual, event or period of history on modern society. Explain how the lives of significant individuals or significant historical events have contributed to national and international achievements or have impacted our lives today. Discussion of a range of Shakespearean texts. Significant individuals: Shakespeare and his birthplace.		

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Geography (NC)	**The Globe** Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; discussing how some of these aspects have changed over time. Discuss how human activity has impacted on or changed the physical and/or human features of a place over time i.e. types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	**Iceberg ahead** Describe the environmental regions, key physical and human characteristics, countries, and major cities of Europe, North and South America. Explain how time zones (including day and night) affect the human and physical geography of a place. Appreciate the geographical similarities and differences of different places and how the physical and human geography of places affect how people live. Evaluate the effect of commercial activity on the environment and consider ways to sustain or improve the environment. Discuss how human activity has impacted on or changed the physical and/or human features of a place over time i.e. types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Explain the impact of climate zones, biomes and vegetation belts on the physical environment. Use maps, atlases, globes and digital/computer mapping to locate countries and describe their geographical features. Use four and six-figure grid references, symbols and keys to accurately identify and locate geographical features.	**Digital Dragon's Den** The role of charities Charitable materials, e.g advertisements, posters,leaflets,logos etc.

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D&T (NC)	Building Use research and develop design criteria. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Evaluate their ideas and products against their own design criteria.		**Digital Dragon's Den** Website design and development

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Art (NC)	**The Blitz** Identify primary, secondary, complementary and contrasting colours. Mix and match colours to create atmosphere and light effects. **The Globe** Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Use simple rules of perspective when drawing buildings and figures. Use different techniques for different purposes i.e. shading or hatching within their own work. Communication of ideas through sketches and diagrams e.g. set design	**Iceberg ahead** Create sketch books to record their observations. Carry out preliminary studies, trying out diff-e rent media and materials and mixing appropr-ia te colours. Use sketch books to review and revisit ideas, identifying how ideas have changed and improved over time. Develop painting techniques considering the specific genre and effect e.g. brush strokes, colour choice, building up texture and choice of paint. Develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how drawings are created e.g. composition.	To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces

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Music (NC)	**Rhythm** Prepare, present and practice: • beat • quarter note • eighth notes • ligature • half note • accent • syncopated rhythm • time signature - 3/4 • dotted half note • quarter note rest • sixteenth notes • ligature • tie/slur **Melody** • Present: d m s d', ls m, s, l, t d, drmfs, drm • Practice: drm sl,s,l, drm s l,td,drmfs • Prepare: major scale **Other** • high/low, • loud/soft • fast/ slow • 12 bar blues • tempo terms • verse- chorus • legato	**Rhythm** Prepare, present and practice: • beat • quarter note • eighth notes • ligature • half note • accent • syncopated rhythm • time signature - 3/4 • dotted half note • quarter note rest • sixteenth notes • ligature • tie/slur **Melody** • Present: major scale • Practice: d m s d', s, drm • C scale G scale **Other** • major scale • legato • Present: ties **Instruments** • Orff arrangements • unpitched • woodwind	**Rhythm** Prepare, present and practice: • beat • quarter note • eighth notes • ligature • half note • accent • syncopated rhythm • time signature - 3/4 • dotted half note • quarter note rest • sixteenth notes • ligature • tie/slur • time signature - 6/8 • time signature - 5/4 **Melody** • Practice: drmfs • Practice: drm sl, s, drm **Other** • Rossini • jazz • jazz - scat **Instruments** • Orff arrangements • unpitched • sound effects	**Rhythm** Prepare, present and practice: • beat • quarter note • eighth notes • ligature • half note • accent • syncopated rhythm • time signature - 3/4 • dotted half note • quarter note rest • sixteenth notes • ligature • tie/slur **Melody** • Practice: l,t,d mf lt, drm s d', drm sl d' and C scale **Other** • tempo terms • dynamics •diminution/augmentation • conducting 2/4, 3/4, 4/4 • tempo • create verses	**Rhythm** Prepare, present and practice: • beat • quarter note • eighth notes • ligature • half note • accent • syncopated rhythm • time signature - 3/4 • dotted half note • quarter note rest • sixteenth notes • ligature • tie/slur **Melody** • Practice: s,l,drm C scale **Other** • maypole dance • create new words **Instruments** • Orff arrangements • unpitched • Boomwhackers® **Themes** • Renaissance music	**Rhythm** Prepare, present and practice: • beat • quarter note • eighth notes • ligature • half note • accent • syncopated rhythm • time signature - 3/4 • dotted half note • quarter note rest • sixteenth notes • ligature • tie/slur **Melody** • Practice: s,l,drm C scale **Other** • movement **Instruments** • Orff arrangements • unpitched • Instrument Bingo **Themes** • patriotic music • Texas folk song

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	• dynamics • theme and variations **Instruments** • Orff arrangements • unpitched • percussion family **Themes** • fun song • names • Caribbean • Thanksgiving • spooky songs	• brass **Themes** • peace • winter • Jamaican • Hebrew • Spanish Christmas • Christmas	• Boomwhackers® • string family **Themes** • healthy habits • Black History • Lunar New Years	**Instruments** • Orff arrangements • unpitched **Themes** • Australia • Africa • Irish music • Hebrew • French • Carmen by Bizet • Bizet's Dream • Renaissance music	• May Day • Trinidad	

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Computing (NC) **Switched On Computing Scheme - published by Rising Stars and following EDUU Scheme.** The order of delivery may change during the year.	**We Are Computational Thinkers (Iceberg Ahead)** Mastering algorithms for searching, sorting and maths **In this unit, pupils will learn to:** • develop the ability to reason logically about algorithms • understand how some key algorithms can be expressed as programs • understand that some algorithms are more efficient than others for the same problem • understand common algorithms for searching and sorting a list. **Resources :** Google Maps, Scratch, Google Workspace - Classroom, Docs, Slides	**We Are Connected (Forensic)** Developing skills for social media **In this unit, pupils will learn:** • about appropriate rules or guidelines for a civil online discussion • how search results are selected and ranked • how to argue their point effectively, supporting their views with sources • how to counter someone else's argument while showing respect and tolerance • how to judge the reliability of an online source • some strategies for dealing with online bullying. **Resources :** Purple Mash 2Blog, Google Workspace - Classroom, Docs, Slides	**We Are AI Developers (Mozart Mashup)** Learning about artificial intelligence and machine learning **In this unit, pupils will learn:** • how decision trees can be trained automatically to classify data • how speech recognition works • how a neural net recognises images • to train a neural net to classify images • to train a machine learning system to identify sentiments • to consider some ethical principles in designing AI systems. **Resources :** Scratch, Audio recording software Google Workspace - Classroom, Docs, Slides, Chrome	**We Are Publishers (The Globe)** Creating a yearbook or magazine **In this unit, pupils will learn to:** • manage or contribute to large collaborative projects, facilitated using online tools • write and review content • source digital media while demonstrating safe, respectful and responsible use • design and produce a high-quality print document. **Resources :** Google Workspace - Classroom, Docs, Slides	**We Are Toy Makers (The Blitz)** Coding and Physical computing **In this unit, pupils will learn:** • how computers use stored programs to connect input to output • how to generate and evaluate designs in response to a brief • to plan a complex project by decomposing it into smaller parts • to work with physical components of a system • how to design and write a program for an embedded system • to use criteria to provide others with feedback on their work. **Resources :** Scratch, Mind mapping software, Google Workspace - Classroom, Docs, Slides	**We Are Advertisers (Digital Dragons Den)** Creating a short TV advert **In this unit, pupils will learn to:** • think critically about how video is used to promote a cause • storyboard an effective advert for a cause • work collaboratively to shoot original footage and source additional content • acknowledge intellectual property rights • work collaboratively to edit the assembled content to make an effective advert. **Resources:** Google Workspace - Classroom, Docs, Slides, Chrome Cameras, tablets

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PE (NC)	**Football** Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Use running, jumping, throwing and catching in isolation and in combination.	**Basketball** Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Use running, jumping, throwing and catching in isolation and in combination.	**Hockey / Fitness** Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Use running, jumping, throwing and catching in isolation and in combination.	**Gymnastics** Perform dances using a range of movement patterns. Develop flexibility, strength, technique, control and balance.	**Athletics** Develop flexibility, strength, technique, control and balance	**Rounders** Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
PSHE - linked to the 5 R's	**Readiness**	**Respect**	**Responsibilities**	**Resilience**	**Relationships**	

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Spanish Culltura ***(Srta. Peral)***	UNIDADES: 1) Cuidamos nuestro entorno natural. 2) El desafío climático en España.	CONCEPTOS: -¿Cómo se organiza el relieve de la Península? -¿Cómo es el relieve de los archipiélagos? -Recorremos las costas de España. -¿Cómo son los ríos de España? -El relieve y los ríos de Andalucía. -Protegemos nuestros paisajes. -¿Por qué hay climas diferentes? -Los climas de España y de Andalucía. -El clima mediterráneo. -Los climas subtropical y oceánico. -El clima de montaña.	UNIDADES: 3) Vivimos en democracia. 4) Somos una sociedad diversa.	CONCEPTOS: -Los principios de la democracia. -La participación ciudadana responsable. -¿Cómo se gobierna España? -¿Cómo se organiza el territorio de España? -El Estatuto y el gobierno de Andalucía -La población de España y de Andalucía. -Las migraciones en España y en Andalucía. -El desigual reparto de la población. -Los trabajos del sector primario. -Los trabajos del sector secundario.	UNIDADES: 5) Descubrimos la Edad Media. 6) Viajamos a la Edad Moderna.	CONCEPTOS: -¿Cómo comenzó la Edad Media? -Al-Ándalus y los reinos cristianos. -La vida en al-Ándalus. -La vida en una aldea cristiana. -La vida en una ciudad cristiana. -El legado de la Edad Media. -Un tiempo de grandes exploraciones. -Una época de cambios. -El Imperio español. -La conquista de América. -El siglo XVIII, una nueva época.

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				-Los trabajos del sector servicios.		-El legado de la Edad Moderna.

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Spanish Lengua ***(Srta. Peral)***	UNIDADES: 1) Cuidamos los mares. 2) ¿Para qué vamos al colegio? 3) ¡No es justo! 4) ¿Respetamos a los animales?	COMPETENCIA LECTORA: -Cuando las sardinas pidieron vacaciones. -Dos noticias sobre libros. -Una solución justa. -La trufa canina. VOCABULARIO: -Sinónimos y antónimos. -Palabras simples y compuestas. ORTOGRAFÍA: -Uso de las mayúsculas. -Normas generales de acentuación. -Acentuación de diptongos y triptongos. -Acentuación de hiatos. GRAMÁTICA: -La palabra. Clases y estructura. -Los determinantes. El artículo.	UNIDADES: 5) ¿Cómo es tu localidad? 6) ¿Qué deporte haces? 7) ¿Te gusta la música? 8) ¿Protegemos la naturaleza?	COMPETENCIA LECTORA: -El Pasaje de la Oca. -Biografía de Junko Tabei. -Los mejores violines. -El parque de Yellowstone. VOCABULARIO: -Palabras primitivas y derivadas. -Principales prefijos. ORTOGRAFÍA: -Palabras con ll. -Palabras con cc. -Palabras con h. -Palabras con h intercalada. GRAMÁTICA: -Demostrativos y posesivos. -Numerales e indefinidos. -Los pronombres personales. -El verbo. Raíz y desinencia.	UNIDADES: 9) ¿Qué quieres ser? 10) ¿Qué comemos? 11) ¡Qué valiente! 12) ¿De dónde eres?	COMPETENCIA LECTORA: -Noche de lluvia y truenos. -Pon más héroes en tu plato. -El ovillo de Ariadna. -Discurso sobre la diversidad. VOCABULARIO: -Principales sufijos. -Campo semántico y campo léxico. ORTOGRAFÍA: -Palabras terminadas en z o en d. -Los dos puntos. -La coma y el punto y coma. -Otros signos de puntuación. GRAMÁTICA: -Los tiempos verbales. -Clases de verbos. -Los adverbios. -Preposiciones y conjunciones.

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		-El sustantivo y el adjetivo. -El sintagma nominal. LITERATURA: -El arte de las palabras. -Un sentimiento en verso.		LITERATURA: -Suena bien. -A su medida.		LITERATURA: -Formas poéticas. -Un lenguaje especial.
Opportunities for Possible Visits						Alua Residential Trip

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