

YEAR 6 LEARNING JOURNEY

THE PATHWAY DEVELOPMENT

As children travel along their Learning Journey, they follow **The Pathway** — our whole-school model for learning and personal growth. At the heart of The Pathway are five **Development Trails**, which run through everything we do:

Performance, Social, Community, Team and Communication. Each Trail represents an essential area of development, helping children grow in confidence, character and real-world skills as they move through school.

PERFORMANCE	SOCIAL	COMMUNITY	TEAM	COMMUNICATION
				
Developing confidence in front of an audience through performances, singing, dancing, drama and public speaking.	Learning how to build and maintain positive relationships.	Understanding what it means to contribute to school, local and global communities.	Learning how to work together towards a common goal.	Building confidence in expressing ideas clearly and effectively.
Encouraging self-expression and creativity while overcoming nerves.	Developing kindness, empathy and respect for others.	Developing a sense of responsibility for others and the environment.	Developing leadership skills by taking on responsibilities within a group.	Learning how to listen actively and respond thoughtfully.
Learning to engage and inspire others through performance.	Understanding how to work with different personalities and navigate social situations.	Taking part in projects that benefit the wider world, fostering a sense of belonging.	Understanding different roles in a team and how to contribute effectively.	Developing skills in debating, presenting and storytelling.








BRIGHT BEGINNINGS

As part of The Pathway, children take part in Bright Beginnings - hands-on experiences that build life skills and support their personal development. Each activity links to one of the five Trails, and offers a fun, practical way to grow in confidence, independence and teamwork. Below are this year's Bright Beginnings moments for this year group.

PERFORMANCE	SOCIAL	COMMUNITY	TEAM	COMMUNICATION
Put on a comedy sketch or short performance	Sew a button onto fabric to enable helping others	Sell something and make a small profit	Design and complete a teamwork challenge (e.g. a timed structure-building task)	Create a website page to advertise a product

Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
English Class Texts						
Maths Focus	Place Value Addition, subtraction, multiplication & division	Fractions A Fractions B Measurement Revision/assessment	Ratio Algebra Decimals Fractions, decimals & percentages	Fractions, decimals & percentages Area, perimeter and volume Statistics	Shape Geometry (Position & Direction) Revision/assessment	Themes projects, consolidation & problem solving
Science Focus	Living things and their habitats	Electricity Renewable energy	Light Light pollution	The circulatory system Diet, drugs and lifestyle	Variation Adaptations	Fossils Consolidation Year 7 ready themed projects
Science End Points	Children can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Children can identify scientific evidence that has been used to support or refute ideas or arguments.	Children can use recognised symbols when representing a simple circuit in a diagram, compare and give reasons for variations in how components in circuits function, take measurements with increasing accuracy and repeat readings when appropriate.	Children can explain we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Children can use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas.	Children can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. They can use relevant scientific language and illustrations to support them. Children can explain the impacts of diet, drugs and lifestyle on overall body health. They can plan a fair test to explore whether the duration of exercise affects heart rate and analyse the data, draw conclusions to evaluate their experiment.	Children understand that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. They can explain inheritance and characteristics They can recognise adaptations of various animals and how these allow them to survive in their habitats. They can describe evolution and recognise Charles Darwin's contribution to understanding the process. Children can recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact.	Children can explain that a fossil is the imprint in a rock of a living thing that lived a long time ago, how fossils have changed over time and how this can provide evidence for how organisms have evolved over time. Children can identify scientific evidence that has been used to support or refute ideas or arguments.
Geography Focus			Coasts Comparing Britain and Greece			City Study
Geography End Points						

SUBJECT	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
HISTORY FOCUS	Victorians			Ancient Greece		
HISTORY END POINTS	Children understand how the Victorians shaped Britain through industry, the Empire and social reform, exploring the life of Victorian children and the role of Quarry Bank Mill.			Children understand life during the time of Ancient Greece, its influence on the western world and how it’s legacy can be seen today through culture and society.		
ART & DESIGN FOCUS	Zentangles 	William Morris Block Prints 		Ancient Greek Pottery 	Liz Atkin Perspective Work 	Landscapes of Tatton Park Hockney Colour Study 
ART & DESIGN END POINTS	Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. They can annotate their sketches to give more detail to their ideas and a personal response to their work. Children can choose a style of drawing suitable for the task. Children can draw for a sustained period of time over a number of sessions working on one piece. Children can colour match colours to create atmosphere /mood/ emotions. Children can use pattern and texture for effect.	Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. They can annotate their sketches, give a personal response to their work and show their personal style. Children know that William Morris used block printing and repeated patterns during the Victorian era. Use materials to create blocks for printing. Combine colour and pattern for effect.		Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. They can annotate their sketches, give a personal response to their work and show their personal style. Children use clay to practice pinching, coiling and using a slip to add texture and detail. Finish this piece with images, demonstrating control with a small brush.	Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. They can annotate their sketches, give a personal response to their work and show their personal style. Children use a variety of techniques to create a realistic picture, e.g. perspective, reflections, shodows, or direction of sunlight. Children can work in a sustained and independent way to develop their own style of drawing.	Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. They can annotate their sketches, give a personal response to their work and show their personal style. Children can develop a personal style of painting in response to a stimuli. Children explore how David Hockney uses colour and pattern for effect. Children can paint a landscape painting from observations and imagination.
DESIGN & TECHNOLOGY FOCUS		Cooking & Nutrition – come dine with me	Steady hand game		Textiles- Waistcoat Design	
DESIGN & TECHNOLOGY END POINTS		Children can write and follow a recipe and make adaptations using their own research. They can work safely and hygienically to a given timescale. Children can evaluate a recipe, suggesting points for improvements and they can evaluate health and safety in production to minimise cross contamination.	Children can explain what is meant by ‘form’ and ‘function’. They can identify the components of a steady hand game according to a design criterion. Children can make and test a functioning circuit and assemble it within a case.		Children can consider a range of factors in their design criteria and use this to create a waistcoat design. They can use a template to mark out and cut out a design. They can use a running stitch and attach a secure fastening as well as decorative objects.	

Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Outdoor PE Focus	Netball	Invasion Games	Volleyball	Striking & Fielding Games	Athletics	Golf & Swimming
Outdoor PE End Points	Children can throw and catch accurately and successfully under pressure in a game. Keep and win back possession of the ball effectively and in a variety of ways in a team game. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.	Children can show confidence in using ball skills in various ways in a game situation, and link these together effectively. Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. Demonstrate a good awareness of space.	Children can throw and catch accurately and successfully under pressure in a game. Demonstrate a good awareness of space. Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.	Children can hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game. Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.	Children can recap, practice and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run. Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy. Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy.	Children can use good hand-eye coordination to be able to direct a ball when striking or hitting. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Children should be taught to swim confidently and proficiently over a distance of at least 25 metres using different types of strokes effectively. They should also be able to perform safe self-rescue in different situations.
Indoor PE Focus	Gymnastics: Movement	Dance: Electricity	Dance: Through the Decades	Leadership in PE	Circuit training	Dance: WWII
Indoor PE End Points	Children can create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances.	Children can identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work. Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.		Children can lead a game or activity, giving clear instructions, demonstrate confidence and positivity when leading, direct others and know about safety and can explain how this is paramount within the lesson, demonstrate good communication skills. Able to listen to others and demonstrate teamwork skills and encouraging others. Evaluate their own and others’ leadership skills when planning and leading a physical activity.	Children can understand what circuit training involves and can follow instructions to complete a range of exercises, use the talk test to measure exercise intensity, create a personal target, work towards it and can express how this feels, identify which muscle groups are targeted in different exercises and give instructions to complete exercises with adaptations for ability.	See autumn 2 and Spring 1
Music Focus	Music and Technology	Developing Ensemble Skills	Creative Composition	Musical Styles Connect Us	Improvising with Confidence	Farewell Tour Composer- Anna Meredith Focus Piece- Connect it
Music End Points	Children understand that music and songs are often created and composed using a DAW (Digital Audio Workstation). They compare live instruments with a DAW. Listen, play instruments and sing to soul and pop styles.	Children can extend their ensemble playing skills further through the use of dynamics (crescendo and decrescendo) and expression to make their performance more exciting, and read a notated instrumental part. They can listen to one another and follow the leader where appropriate. Listen, perform instruments to and sing to soul, swing and rock styles.	Children can use chords in compositions to can create music that is more harmonically interesting. They can explore how chords are used within the music in this unit by listening and responding to, playing instruments to and singing disco, pop and rock styles.	Children can recognise that music is powerful and brings people from different backgrounds and parts of the world together. They explore how the different styles of music in this unit developed from different social themes and listen to, play instruments to and sing rock, folk and pop styles.	Children can build on their prior improvisation skills and think about phrasing and dynamics. They can explore how phrases fit together to make a melody and change the dynamics to make the music more interesting, considering a gradual change for greater effect. Listen to, play instruments to and sing to hip hop, gospel and salsa styles.	Children can effectively prepare, practice and play as an ensemble, listening to eachother and considering texture, dynamics, phrasing and notation. Listen to, play instruments to and sing to reggae, pop and soul styles. Perform a show to an audience to include solo, small group and larger group performances.

Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Computing Focus	Bletchley Park	Intro to Python	Internet Safety	Big Data 1		History of Computing
Computing End Points	Children can explain that codes can be used for a number of reasons and how to ensure a password is secure. Children can explain the importance of Bletchley Park and building electronic thinking machines to solve cipher codes.	Children can iterate ideas, test and change their program throughout the lesson. They can use nested loops and explain what they do. Children can show a level of understanding of what their code does.	Children can explain how sharing online can have positive and negative impacts. They understand the need to seek consent before sharing online and know what a ‘digital reputation’ is. They can explain ways to increase their privacy settings.	Children understand why barcodes and QR codes were created. Children create their own QR code and can take real-time data and enter it effectively into a spreadsheet. Children recognise the value of analysing real time data		Children can create a document that includes the correct date information and facts about computers and the difference they make. They can describe all the features including RAM, ROM, hard drive and processor.
PSHE Focus	Being Me in My World	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
PSHE End Points	Children set goals and discuss their fears and worries about the future. They understand the rights of a child and how these affect children worldwide.	Children can talk about differences and similarities and for some people, being different is hard. They know strategies for dealing with bullying and have positive attitudes towards people with disabilities.	Children can talk about their own strengths and how they can challenge themselves by setting goals. The children understand how to give praise and compliments to others. They also learn about some global issues.	Children understand how to take care of their own mental wellbeing. They learn about the grief cycle and the various stages of this. They learn how to communicate in a positive and safe way online.	Children understand how to take care of their own mental wellbeing. They learn about the grief cycle and the various stages of this. They learn how to communicate in a positive and safe way online.	Children learn about puberty in boys and girls and the changes that will happen. They also learn about childbirth and the stages of development of a baby, starting at conception. They learn about physical attraction and not being pressured into something they don’t want to do.
Religious Education Focus	God, the World and Self	Belonging	Religious/Non-Religious Viewpoint	Personal Belief	Marking Life’s Journey	Religious/Non-Religious Viewpoint
Religious Education End Points	Islam Enquiry 1 What is the best way for a Muslim to show commitment to God?	How significant is it that Mary was Jesus' mother? OR Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?	Is anything ever eternal?	Is Christianity still a strong religion over 2000 years after Jesus was on Earth?	Islam Enquiry 2 How is the Qur’an vital to Muslims today?	Authority Islam Enquiry 3 Does belief in Akhirah (life after death) help Muslims lead a good life? + Humanism How do inspirational people impact on how Humanists live today? (1 lesson)
French Focus	Phonetics & Habitats	At School	The Weekend	Planets	Healthy Lifestyle	WW II
French End Points	Children can give some key facts in French about things that animals and plants need to survive in their various habitats. They can say in French types of animals live in different habitats and what their particular adaptations are to best suit their environment. Children can discuss what types of plants live in different habitats and what their particular adaptations are to best suit their environment.	Children can name the subjects we study in school in French with the correct definite article/determiner. They can extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. They can start to tell the time by learning how to say time by the hour and explore the irregular, high frequency verb 'aller' (to go) in full.	Children can tell the time in French using quarter past, half past and quarter to. They can say and write in French what we do at the weekend using two or more sentences. They can integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.	Children can name and spell accurately some/all the planets in French on a solar map. They can say and write extended sentences for at least one planet. Children understand better the rules of adjectival agreement in French and apply these rules to my work improving grammatical accuracy.	Children can say and write what we eat and drink to stay healthy. They say and write what we do not eat and drink to stay healthy. Children can say and write the activities we do and do not do to stay in shape, including a choice of physical activities. They follow a simple, healthy recipe in French.	Children can group/order unknown vocabulary to help decode texts in French. They continue to improve listening and reading skills and they can name the countries and languages involved in WW2. Children can say what the differences were in city and country life during the war. They can learn to integrate all their new and previous language writing a letter.