

## YEAR 6

YEAR 6	TOPIC(S) / British Value / 50 Things	<p><b>'MYSTERIOUS MAYANS' SOUTH AMERICA NON-EUROPEAN COUNTRY</b></p> <p><b>British Value</b> Rule of Law</p> <p><b>50 Things</b> 13 Learn a new language 24. Bake a cake 31. Receive an award from school 34. Take part in a sporting competition 35. Take o a school responsibility</p>	<p><b>'MYSTERIOUS MAYANS' HOLA MEXICO</b></p> <p><b>British Value</b> Tolerant</p> <p><b>50 Things</b> 13 Learn a new language 31. Receive an award from school 34. Take part in a sporting competition 39. Sing in public</p>	<p><b>'SURVIVAL OF THE FITTEST' COMPARE PEOPLE AND PLACES</b></p> <p><b>British Value</b> Respect</p> <p><b>50 Things</b> 13 Learn a new language 31. Receive an award from school 34. Take part in a sporting competition</p>	<p><b>THE GREAT WARS WWI AND WWII</b></p> <p><b>British Value</b> Individual Liberty</p> <p><b>50 Things</b> 8. Dress up for World Book Day 13 Learn a new language 31. Receive an award from school 34. Take part in a sporting competition 49. Read a book somewhere unusual</p>	<p><b>'STORMS AND SHIPWRECKS' TITANIC</b></p> <p><b>British Value</b> Tolerance</p> <p><b>50 Things</b> 13 Learn a new language 31. Receive an award from school 34. Take part in a sporting competition 50. Learn how to be safe on the road on your bike</p>	<p><b>'EARTH MATTERS!' GLOBAL WARMING</b></p> <p><b>British Value</b> Democracy</p> <p><b>50 Things</b> 1. Run a business enterprise project 13 Learn a new language 15. Help raise money for charity 29. Sing round a campfire 31. Receive an award from school 33. Swim a length of the pool (25metres) 34. Take part in a sporting competition 39. Sing in public</p>
	ENGLISH	<p><b>READING SPINE</b> 'The Chocolate tree' by Linda Lowery</p> <p><b>WRITING TO ENTERTAIN</b> Mystery / quest story</p> <p><b>WRITING POETRY</b> Narrative Poems The Adventures of Isabel By Ogden Nash</p>	<p><b>READING SPINE</b> 'Holes' by Louis Sachar</p> <p><b>WRITING TO INFORM</b> Report on different world Biomes.</p>	<p><b>READING SPINE</b> 'Pig Heart Boy' by Malorie Blackman</p> <p><b>WRITING TO DISCUSS</b> Children should be priority for organ donation</p>	<p><b>READING SPINE</b> 'Warhorse' by Michael Morpurgo</p> <p><b>WRITING TO ENTERTAIN</b> Diary Entries Flashback story</p> <p><b>WRITING TO INFORM</b> Letters to loved ones Conditions in the trenches</p> <p><b>WRITING POETRY</b> War Poems <u>In Flanders Fields</u> by John McCrae</p>	<p><b>READING SPINE</b> 'Kaspar Prince of Cats' by Michael Morpurgo</p> <p><b>WRITING TO ENTERTAIN</b> Flashback story</p> <p><b>WRITING TO INFORM</b> Biography of the Titanic Crew</p>	<p><b>READING SPINE</b> 'Floodland' by Marcus Sedgwick Or 'The Boy in the Tower' by Polly Ho-Yen</p> <p><b>WRITING TO INFORM</b> Guidebook – how to save the planet</p> <p><b>WRITING TO PERSUADE</b> Campaign – Saving the Environment.</p>
YEAR 6	MATHS	<p><b>NUMBER:</b> Place Value <b>NUMBER:</b> Addition, Subtraction, Multiplication and Division <b>FRACTIONS</b> <b>GEOMETRY:</b> Position and Direction</p>		<p><b>NUMBER:</b> Decimals <b>NUMBER:</b> Percentages <b>NUMBER:</b> Algebra <b>MEASUREMENT:</b> Converting Units <b>MEASUREMENT:</b> Perimeter, Area and Volume <b>NUMBER:</b> Ratio</p>		<p><b>GEOMETRY:</b> Properties of Shapes <b>PROBLEM SOLVING</b> <b>STATISTICS</b> <b>INVESTIGATIONS</b></p>	

<b>SCIENCE</b>	<p align="center"><b>EVOLUTION AND INHERITANCE</b></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p align="center"><b>ANIMALS, INCLUDING HUMANS</b></p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>		<p align="center"><b>LIGHT</b></p> <p>Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>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</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p align="center"><b>ELECTRICITY</b></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>		<p align="center"><b>ALL LIVING THINGS AND THEIR HABITATS</b></p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>		
	<b>PSHE</b>	<p align="center"><b>BEING ME IN MY WORLD</b></p> <p>Understand that my actions affect people nationally and globally.</p>	<p align="center"><b>CELEBRATING DIFFERENCE</b></p> <p>Explain ways in which difference can be a source of conflict or a cause for celebration.</p>	<p align="center"><b>CHANGING ME</b></p> <p>Describe some ways in which I can work with other people to help make the world a better place.</p>	<p align="center"><b>HEALTHY ME</b></p> <p>Evaluate when alcohol is being used responsibly, antisocially or being misused.</p>	<p align="center"><b>RELATIONSHIPS</b></p> <p>Recognise when people are trying to gain power or control.</p>	<p align="center"><b>DREAMS AND GOALS</b></p> <p>Describe how a baby develops from conception through the nine months of pregnancy and how it is born.</p>
	<b>ART AND DESIGN</b>	<p align="center"><b>COLOUR PATTERN FORM</b></p> <p>Research the Day of the Dead festival and sugar skulls. Record observations of colour and pattern.</p> <p>Design and make a sugar skull mask, which could be made using a paper plate or half a paper mache balloon. Use observations to inform how the design could be embellished with a range of materials, not just with colour.</p>	<p align="center"><b>PATTERN FORM</b></p> <p>Research Mayan Gods and animals. Observe and record pattern and colour.</p> <p>Research Mayan stelas (stone slab sculpture), including their purpose and form.</p> <p>Design a modern day/personal stela and make from clay.</p>	<p align="center"><b>TEXTURE FORM</b></p> <p>Research textile artists such as Ana Teresa Barboza, Anni Albers, Gunta Stölzl, as well local artists including students.</p> <p>Experiment with different weaving and sewing techniques.</p> <p>Design and make textile art, which reflects life at Somerford Primary School.</p>	<p align="center"><b>FORM DRAWING</b></p> <p>Research Salvador Dali's paintings of War, including 'The Face of War' and 'Premonition of Civil War'.</p> <p>Experiment with drawing images in the style of Dali, which reflect the mood of WW1 and WW2.</p> <p>Design and create a sculpture, which expresses the feelings of war, in the Dali style.</p>	<p align="center"><b>COLOUR TEXTURE</b></p> <p>Using a range of media and tools, experiment with how colour can express mood.</p> <p>Read Jean Toomer's poem 'Storm Ending'.</p> <p>Recreate the poem as a painting, with a focus on creating mood in a mixed media image.</p>	<p align="center"><b>PRINTING</b></p> <p>Research Banksy, his art and his message.</p> <p>Experiment with making stencils and printing block colour and overlaying colour.</p> <p>Design and make an image, which expresses personal opinion relating to Global warming.</p>
<b>COMPUTING</b>	<p align="center"><b>PROGRAMMING</b></p> <p>6.1 We are adventure gamers</p> <p>Making a text based adventure game</p> <p><i>Python (using the IDLE editor)/Trinket.io/Pythonista</i></p>	<p align="center"><b>COMPUTATIONAL THINKING</b></p> <p>6.2 We are computational thinkers</p> <p>Mastering algorithms for searching, sorting and mathematics</p> <p><i>'Unplugged' resources / Scratch/Snap!/Pyonkee</i></p>	<p align="center"><b>CREATIVITY</b></p> <p>6.3 We are advertisers</p> <p>Creating a short television advert</p> <p><i>MovieMaker/iMovie</i></p>	<p align="center"><b>COMPUTER NETWORKS</b></p> <p>6.4 We are a network engineer</p> <p>Exploring computer networks including the internet</p> <p><i>command prompt / Scratch/Open visual traceroute</i></p>	<p align="center"><b>COMMUNICATION / COLLABORATION</b></p> <p>6.5 We are travel writers</p> <p>Using media and mapping to document a trip</p> <p><i>Google Maps/Google Earth /Pixlr/Snapseed/MovieMaker / iMovie/Audacity/Garage Band/TrackRec</i></p>	<p align="center"><b>PRODUCTIVITY</b></p> <p>6.6 We are publishers</p> <p>Creating a year book</p> <p><i>Publisher/Scribus/iBook Author/Pages/Book Creator/ Google Drive</i></p>	

YEAR 6	DESIGN AND TECHNOLOGY	<p><b>Mayan Temples</b></p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>		<p><b>Design and make an item of clothing suited to a different countries climate.</b></p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>		<p><b>Dragons Den Inventions- Focused on improving our world. Bulbs, switches and motors focus.</b></p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Investigate and analyse a range of existing products.</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors.]</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages.</p> <p>Apply their understanding of computing to program, monitor and control their products.</p>	
	GEOGRAPHY	<p>To name and locate Mexico using maps, atlases and globes and digital/computer.</p> <p>To describe and understand key aspects of physical geography: rainforests, deserts, mountains, rivers.</p>		<p>Locate world countries using maps (focus on Europe, North and South America and Russia.</p> <p>Concentrate on environmental regions, key physical and human characteristics and major cities.</p>		<p>Climate change</p> <p>What causes climate change</p> <p>Climate change impact (planet, people and wildlife)</p> <p>Taking action against climate change</p> <p>Orienteering Skills</p>	
HISTORY		<p>A non-European society that provides contrasts with British history.</p> <p>Mayan's Writing</p> <p>Mayan's Maths and the calendar</p> <p>Cities and Architecture</p> <p>Trade</p> <p>Religion</p> <p>Technology</p> <p>Everyday life</p> <p>Farming</p>		<p>WWI</p> <p>Causes of war</p> <p>The western front</p> <p>The home front</p> <p>War is over</p> <p>Remembrance</p> <p>WWII</p> <p>The battle of Britain</p> <p>Churchill and key moments</p> <p>Home Front</p> <p>Anne Frank and the Holocaust</p> <p>VE Day</p>	<p>Introduction to shipwrecks</p> <p>Famous shipwrecks</p> <p>Focus on Titanic</p> <p>Why was it so significant</p> <p>Who was on board</p> <p>What was life on board</p> <p>Who, or what is to blame</p> <p>What has changed</p>		

	<b>LANGUAGES</b>	<b>Unit 10 Ou vas-tu?</b> Going to French cities Giving and understanding basic directions Talking about the weather Weather and places in France	<b>Unit 10 Ou vas-tu?</b> Going to French cities Giving and understanding basic directions Talking about the weather Weather and places in France	<b>Unit 11 On mange</b> Shopping for food Asking and saying how much something costs Talking about activities at a party Giving opinions about food and activities	<b>Unit 11 On mange</b> Shopping for food Asking and saying how much something costs Talking about activities at a party Giving opinions about food and activities	<b>Unit 12 Le Cirque</b> Talking about francophone countries Talking about languages we speak Identifying different items of clothing Clothes and colours	<b>Unit 12 Le Cirque</b> Talking about francophone countries Talking about languages we speak Identifying different items of clothing Clothes and colours
	<b>MUSIC</b>	<b>You've Got a friend</b>	<b>Classroom Jazz</b>	<b>A New Year Carol</b>	<b>Happy</b>	<b>Reflect, rewind and replay</b>	<b>Y6 performance</b>
<b>YEAR 6</b>	<b>PE</b>	<b>GYMNASTICS</b> To develop flexibility, strength, technique, control and balance. To evaluate and improve own performance.	<b>DANCE</b> To perform dances using a range of movement patterns. To evaluate and improve own performance.	<b>GYMNASTICS</b> To develop flexibility, strength, technique, control and balance. To evaluate and improve own performance.	<b>DANCE</b> To perform dances using a range of movement patterns. To evaluate and improve own performance.	<b>GYMNASTICS</b> To develop flexibility, strength, technique, control and balance. To evaluate and improve own performance.	<b>SWIMMING</b> To swim competently, confidently and proficiently over a distance of at least 25 meters. To begin perform safe self-rescue.
		<b>GAMES</b> To play competitive games and apply basic principles suitable for attacking and defending.	<b>GAMES</b> To run, jump, throw and catch. To play games competitively using attacking and defending skills.		<b>OUTDOOR / ADVENTUROUS ACTIVITIES</b> To take part in outdoor and adventurous challenges both individually and within a team.		
	<b>RE</b>	<b>THEME:</b> Beliefs and Practices <b>KEY QUESTION:</b> What is the best way for a Muslim to show commitment to God?	<b>THEME:</b> Christmas <b>KEY QUESTION:</b> How significant is it that Mary was Jesus' mother?	<b>THEME:</b> Beliefs and Meaning <b>KEY QUESTION:</b> Is anything ever eternal?	<b>THEME:</b> Easter <b>KEY QUESTION:</b> Is Christianity still a strong religion 2000 years after Jesus was on Earth?	<b>THEME:</b> Community and Belonging <b>KEY QUESTION:</b> Does belief in Akhirah (life after death) help Muslims lead a good life?	