

YEAR SIX

YEAR SIX	TOPIC(S) / British Value / 50 Things	<p>'MYSTERIOUS MAYA' ANCIENT MAYA</p> <p>British Value Tolerant</p> <p>50 Things 13 Learn a new language 31. Receive an award from school 34. Take part in a sporting competition 39. Sing in public</p>	<p>'HOLA MEXICO' NON-EUROPEAN COUNTRY</p> <p>British Value Rule of Law</p> <p>50 Things 13 Learn a new language 24. Bake a cake 31. Receive an award from school 34. Take part in a sporting competition 35. Take on a school responsibility</p>	<p>'LEST WE FORGET' WWI AND WWII</p> <p>British Value Individual Liberty</p> <p>50 Things 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>'SURVIVAL OF THE FITTEST' COMPARE PEOPLE AND PLACES</p> <p>British Value Respect</p> <p>50 Things 13 Learn a new language 31. Receive an award from school 34. Take part in a sporting competition</p>	<p>'SINK OR SWIM' TITANIC</p> <p>British Value Tolerance</p> <p>50 Things 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>'EXTREME EARTH!' CLIMATE CHANGE</p> <p>British Value Democracy</p> <p>50 Things 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>READING SPINE 'Middleworld' by J & P Voelkel</p> <p>WRITING TO ENTERTAIN Beating the Monster Story</p>	<p>READING SPINE 'Holes' by Louis Sachar</p> <p>WRITING TO INFORM Non-Chronological Report - Desert Biome</p> <p>WRITING POETRY Narrative Poems The Adventures of Isabel By Ogden Nash</p>	<p>READING SPINE 'Warhorse' by Michael Morpurgo</p> <p>WRITING TO ENTERTAIN Fear/Flashback story Diary Entries</p>	<p>READING SPINE 'Pig Heart Boy' by Malorie Blackman</p> <p>WRITING TO DISCUSS Balanced argument – Should children be offered priority for organ transplants?</p> <p>WRITING POETRY War Poems <u>In Flanders Fields</u> by John McCrae</p>	<p>READING SPINE 'The Titanic Detective Agency' by Lindsay Littleton</p> <p>WRITING TO INFORM Autobiography/ Biography – Member of the Titanic Crew</p>	<p>READING SPINE 'Floodland' by Marcus Sedgwick</p> <p>WRITING TO PERSUADE Campaign – Saving the Environment.</p>
	MATHS	<p>NUMBER: Place Value NUMBER: Addition, Subtraction, Multiplication and Division NUMBER: Fractions GEOMETRY: Position and Direction CONSOLIDATION</p>		<p>NUMBER: Decimals NUMBER: Percentages NUMBER: Algebra MEASUREMENT: Converting Units MEASUREMENT: Perimeter, Area and Volume NUMBER: Ratio CONSOLIDATION</p>		<p>STATISTICS GEOMETRY: Properties of Shapes CONSOLIDATION THEMED PROJECTS</p>	

SCIENCE	<p>ALL LIVING THINGS AND THEIR HABITATS</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> <p>EVOLUTION AND INHERITANCE</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>LET'S GO SCIENCE TRAIL – Fossil Hunting</p>		<p>ANIMALS, INCLUDING HUMANS</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>LET'S GO SCIENCE TRAIL – The Human Life Cycle</p>		<p>LIGHT</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>ELECTRICITY</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>LET'S GO SCIENCE TRAIL – Electricity in Action</p> <p>INVENTOR – Stephen Hawking</p>	
	PSHE	<p>BEING ME IN MY WORLD</p> <p>Understand that my actions affect people nationally and globally.</p>	<p>CELEBRATING DIFFERENCE</p> <p>Explain ways in which difference can be a source of conflict or a cause for celebration.</p>	<p>DREAMS AND GOALS</p> <p>Describe some ways in which I can work with other people to help make the world a better place.</p>	<p>HEALTHY ME</p> <p>Evaluate when alcohol is being used responsibly, antisocially or being misused.</p>	<p>RELATIONSHIPS</p> <p>Recognise when people are trying to gain power or control.</p>
ART AND DESIGN		<p>COLOUR PATTERN FORM</p> <p>Research the Day of the Dead festival and sugar skulls. Record observations of colour and pattern. Look at modern craft people influenced by The Day of the Dead.</p> <p>Design and make a paper mache sugar skull mask. Use observations to inform how the design could be embellished with a range of materials, not just with colour and pattern.</p>		<p>FORM DRAWING</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 mod roc sculpture, which expresses the feelings of war, in the Dali style.</p>		<p>PRINTING</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>

COMPUTING	<p>DIGITAL LITERACY Online Safety</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>INFORMATION TECHNOLOGY Spread sheets</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>INFORMATION TECHNOLOGY Film Making</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Understand computer networks including the internet and the opportunities they offer for communication and collaboration</p> <p>Use a variety of software on a range of digital devices to design and create a range of content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>COMPUTER SCIENCE Kodu</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Select, use and combine a variety of software, including evaluating and presenting data and information.</p>	<p>COMPUTER SCIENCE Scratch</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>USING AND APPLYING</p> <p>Select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>

YEAR SIX	DESIGN AND TECHNOLOGY	Mysterious Mayans Mayan Houses and Temples- Exhibition examples Choose own materials to fit purpose and build on mud base.		People and places- Wartime Recipes. Children decide the dish of their choice based on countries they are researching.		Earth Matters Dragons Den Inventions- Focused on improving our world. Bulbs, switches and motors focus.	
		<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>Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</p> <p>Demonstrate a range of baking and cooking techniques. Create and refine recipes, including healthy seasonal ingredients, methods, cooking times and temperatures. Understand how a variety of ingredients are grown, reared, caught and processed.</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. 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>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</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>	
YEAR SIX	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. Concentrate on environmental regions, key physical and human characteristics and major cities.</p>		<p>Climate change What causes climate change Climate change impact (planet, people and wildlife) Taking action against climate change</p> <p>Orienteering Skills</p>

HISTORY	<p>A non-European society that provides contrasts with British history. Mayan's Writing Mayan's Maths and the calendar Cities and Architecture Trade Religion Technology Everyday life Farming</p>		<p>WWI Causes of war The western front The home front War is over Remembrance</p> <p>WWII The battle of Britain Churchill and key moments Home Front Anne Frank and the Holocaust VE Day</p>		<p>Introduction to shipwrecks Famous shipwrecks Focus on Titanic Why was it so significant? Who was on board What was life on board Who, or what is to blame What has changed</p>	
	MFL	<p>GETTING TO KNOW YOU</p> <p>Children will apply previous skills and knowledge of topic areas such as spelling and jobs and they will have a chance to recap their prior knowledge from years 3 and 4. They will learn to express their emotions and to talk about the future, using two different tenses. An old favourite story provides the background for some of the grammar work, whereas career ambitions will help with the rest.</p> <p>Most children will be able to:</p> <ul style="list-style-type: none"> notice the difference between English and French future tenses; ask how to spell a word in French; name the accents on the French alphabet letters; substitute vocabulary to change a sentence; orally make a short personal presentation. 	<p>ALL ABOUT OURSELVES</p> <p>Children will apply previous knowledge of topic areas such as clothes and the body, developing their vocabulary at the same time. They will learn to describe their own appearance and are introduced to some key grammatical features of French, such as the position of adjectives. They have the opportunity to talk about their emotions and health, increasing their conversational skills.</p> <p>Most children will be able to:</p> <ul style="list-style-type: none"> name facial features; extend a description using a conjunction and further adjectives; make noun/adjective combinations 'agree' according to gender and number, in pronunciation; ask and answer questions about everyday actions in the classroom; make questions and answers in the third person; say how they are feeling. 	<p>THAT'S TASTY</p> <p>Children will learn key vocabulary related to food and drink. They will learn specific vocabulary of how to say what drinks they like, what they like to eat for breakfast, fillings for sandwiches, toppings for pizzas, what snacks they like and also the opening and closing times of shops. They will learn key phrases connected to the themes.</p> <p>Most children will be able to:</p> <ul style="list-style-type: none"> Interpret a chart written in French; Write words and phrases from memory; Use the correct masculine and feminine form of adjectives; Use the correct masculine and feminine form of 'some'. 	<p>FAMILY AND FRIENDS</p> <p>Children will apply previous knowledge and skills of topic areas such as animals, homes and family to extend their conversation abilities. They will expand their vocabulary and consolidate their understanding of descriptive language, including subjective descriptions. They will learn how French adjectives must 'agree' with the known they describe, in relation to both number and gender.</p> <p>Most children will be able to:</p> <ul style="list-style-type: none"> Respond to the meanings of songs and rhymes; Suggest other rhyming words to extend a set; Differentiate between first and third person possessive adjectives and verbs; Describe their home by size and say where items can be found; Give a variety of opinions; Join two clauses with 'et' or 'mais' appropriately. 	<p>SCHOOL LIFE</p> <p>Children will learn key vocabulary related to objects, subjects and prepositional language. There is a Maths lesson which teaches the children the names of 2D shapes. In the last two lessons in the Unit, children will learn questions and answers which they would use at school. They will learn key phrases connected to the themes.</p> <p>Most children will be able to:</p> <ul style="list-style-type: none"> Use pronouns 'il' and 'elle' to replace a person's name; Use a comparative adverb.

	MUSIC	<p>HAPPY</p> <p>Listening to Pop and Motown music. The interrelated dimensions of music are explored through the song</p>	<p>CLASSROOM JAZZ TWO</p> <p>Jazz music All the learning is focused around two tunes and developing improvising skills Christmas Priory concert</p>	<p>A NEW YEAR CAROL</p> <p>Learning about Benjamin Britten's life and listening to many of his other works</p>	<p>YOU'VE GOT A FRIEND</p> <p>Exploring women composers in the world of popular music</p>	<p>MUSIC AND ME</p> <p>British contemporary women artists</p>	<p>REFLECT, REWIND AND REPLAY</p> <p>History of music and ordering music in their correct time. Perform in school 'Sing Off'</p> <p>Pavilion Concert Y6 Leavers Service</p>
YEAR SIX	PE	<p>Handball</p> <p>To consolidate pupils ability to use passing and moving skills to keep possession and score.</p>	<p>Communication and Tactics/Orienteering</p> <p>To look at what makes an effective team with the focus being on creating tactics as a team.</p> <p>To learn why they need to work as a team to create simple tactics.</p> <p>To introduce the concept of a map or a plan and to be able to use a key correctly to help us navigate.</p>	<p>Health Related Fitness</p> <p>To take pupils through 4 health related fitness assessments.</p> <p>To record their scores, ready to compare them against their scores recorded at the end of the programme in week 6.</p>	<p>Dance Carnival</p> <p>To create group movements selecting and applying choreography into a routine.</p> <p>To be able to use their bodies to perform technical movements with control and rhythm.</p>	<p>Gymnastics Titanic</p> <p>To create balances and movements that represent The Titanic.</p> <p>To create different movements that replicate the ship arriving at a port.</p> <p>To use their bodies to perform balances that represent the ship.</p>	<p>Swimming The Littledown</p>
	PE	<p>Matching and Mirroring</p> <p>To apply "excellent gymnastics" to everything pupils do and explore the concept of matching.</p>	<p>Dodgeball</p> <p>To create attacking tactics applying them into game situations.</p> <p>To start to build on their understanding of where we stand on the court when throwing the ball which results in us hitting our opponent.</p>	<p>Hockey</p> <p>To consolidate pupils ability to use passing, dribbling and moving skills to keep possession and score.</p>	<p>Badminton</p> <p>To explore different forehand and backhand shots that can be played during a game.</p> <p>To develop their understanding of when, where and why we play these shots during a game.</p>	<p>Cricket</p> <p>To consolidate pupils' understanding of batting.</p>	<p>Athletics</p> <p>To bring together the previous suggested sequences of learning related to running for speed and culminate this into a competition.</p>
	RE	<p>THEME: Beliefs and Practices</p> <p>KEY QUESTION: What is the best way for a Muslim to show commitment to God?</p> <p>RELIGIONS: Islam</p>	<p>THEME: Christmas</p> <p>CONCEPT: Incarnation</p> <p>KEY QUESTION: Do Christmas celebrations help Christians understand who Jesus was and why he was born?</p> <p>RELIGIONS: Christianity</p>	<p>THEME: Beliefs and Meaning</p> <p>CONCEPT: Salvation</p> <p>KEY QUESTION: Is anything ever eternal?</p> <p>RELIGIONS: Christianity</p>	<p>THEME: Easter</p> <p>CONCEPT: Gospel</p> <p>KEY QUESTION: Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p>RELIGIONS: Christianity</p>	<p>THEME: Beliefs and Morals</p> <p>KEY QUESTION: Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>RELIGIONS: Islam</p>	