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| SUBJECT | **Year 6 2017 - 2018** | | | | | | | | | | |
| Autumn | | | | Spring | | | Summer | | | |
| TOPIC | **World at War** | | | | **Extreme locations** | | | **Being Alive!** | | | |
| English | Narrative review  ‘Goodnight Mr Tom’  Selection of war narrative film clips | | Non fiction: Explanation  (Science)Shelter  Recount – evacuation  Report- Anne Frank | | Fiction genres review  Short stories (series)  Persuasion – different regions | | Discussion and debating –tourism vs conservation  Poetry- vocab building  Structure-monologue  Poetry -appreciation  . | Year 6 production/leaving assembly | | ‘Take one book’ Kensuke’s Kingdom | |
| Scientific Understanding | Light and electricity  Can they recognise that light appears to travel in straight lines?  How can they 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?  Can they 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?  Can they use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them? | | | | Evolution and inheritance  Can they recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago?  Can they recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents?  Can they identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution? | | | Living things and their habitats  Can they 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?  Can they give reasons for classifying plants and animals based on specific characteristics?  Animals including humans  Can they identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood?  Are they able to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function?  How can they describe the ways in which nutrients and water are transported within animals, including humans? | | | |
| DT | **Electrical and mechanical components**  Understand and use electrical systems in their products (e.g. series circuits incorporating switches, bulbs, buzzers and motors | | | | **Stiff and flexible sheet materials-** Bridges from different locations.  Apply their understanding of how to strengthen, stiffen and reinforce more complex structures | | | **Cooking and nutrition – link to Kensukes kingdom**  Understand and apply the principles of a healthy and varied diet. Prepare a variety of dishes using a range of techniques. | | | |
| Art and Design | **Drawing/painting/silhouettes – Blitz skylines**  **Drawing – aeroplanes/ Lowry style WW2 scenes**  Do their sketches communicate emotions and a sense of  self with accuracy and imagination?  Can they explain why they have chosen specific drawing techniques? | | | | **Screen Printing**  Can they overprint using different colours?  Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?  **Textiles-** Weaving/natural dying of yarns – South American textiles. | | | **Collage – animals in their habitats**  Can they justify the materials they have chosen?  Can they combine pattern, tone and shape? | | | |
| Year 6 Sketchbooks | **Do they keep notes in their sketch books as to how they might develop their work further? Do they use their sketch books to compare and discuss ideas with others?** | | | | | | | | | | |
| ICT | We are bloggers Sharing experiences and opinions  In this unit, pupils create a media-rich blog, comment on blogs and respond to comments. | | | We are architects  creating a virtual space | | ICT linking to SATS revision and cross curricular work | | We are app planners  Planning the creation of a mobile app | | | We are app developers |
| Humanities | History focus:  Place features of historical events and people from past societies and periods in a chronological framework. Recognise and describe differences and similarities/ changes and continuity between different periods of history. Summarise the main events from a specific period in history Identify and explain their understanding of propaganda. Describe a key event from Britain’s past using a range of evidence from different sources. | | | | | Geography focus:  Use maps with a range of scales and use a 4 figure grid reference.  Use OS maps to answer questions.  Use maps, aerial photos, plans and web resources to describe what a locality might be like. Give extended description of the physical/human features of different places around the world, compare/contrast. | | Science focus:  Classification of living things into broad groups based on common observable characteristics (five kingdoms of all living things, vertebrates, mammals, marsupials)  Group animals into reptiles, fish, amphibians, birds and mammals. Identify and explain the function of the organs of the human circulatory system.  Identify and explain the function of the organs of the human gaseous exchange system. | | | |
| Music\* | WW2 war music | | | | | World music | Growth – exploring street dance | | Exploring musical performance | | |
| PE | Net games  Gymnastics | OAA / tag rugby | | | | Dance (football)  Invasion games (quick sticks) | Games ball handling  Gymnastics group work | Striking and Fielding/  Swimming | | Athletics / Swimming | |
| RE | Jesus:  Who do people say I am? | The Christian Calendar | | | | Christians in other parts of the world: | Sacred Writings | Hinduism: | | Hindu stories and symbols | |
| SEAL / PSHCE | Citizenship  Rights, Rules and Responsibilities | Healthy and Safer Lifestyles  Managing Risk  Citizenship 10  Diversity and Communities | | | | Economic Wellbeing  Financial Capability | Myself and My Relationships  Family and Friends | Healthy and Safer Lifestyles  Drug Education | | Myself and My Relationships  Managing Change  Healthy and Safer Lifestyles  Sex and Relationships Education | |
| French | Classroom routines questions and answers  Pencil case items  Positive and negative phrases | Quantifiers  Feelings and character description  Professions  Verb etre | | | | Houses and homes  Cultural similarities and differences.  descriptions | Prepositions  Questioning  Furniture vocabulary  Conversational stalling techniques | Days of the week  Months of the year  Verb aller | | Booking a holiday to a French speaking country | |