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| SUBJECT | **Year 6 2018** | | | | | | | | | | |
| Autumn | | | | Spring | | | Summer | | | |
| TOPIC | **World at War** | | | | **Extreme locations** | | | **Amazing America!** | | | |
| 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 | **Marbulous Structures**  Can they use a wider range of tools and equipment to perform practical tasks accurately?  Can they use appropriate cutting and shaping techniques that include cuts within the perimeter of the material such as slots?  Can they select appropriate joining techniques?  Can they design and build a marble run which incorporates some varied bends?  Can they consider the aesthetics when building a marble run?  Can they consider the views of others to improve their work? | | | | **Global Food**  Can the children name some different foods and Explain how eating different ingredients helps to give us a healthy and varied diet and understand the benefits of this?  Can they explain some different foods on the eatwell plate and explain nutritional similarities between different types of food eaten around the world and say why this is important?  Can they accurately follow a recipe, some with help but others working independently?  Can they use a wide variety of basic food skills such as peeling, juicing, grating, chopping and dicing and some advanced skills such as baking, which enable them to prepare some more complex savoury dishes? | | | **Programming adventures**  Can they understand how a floor robot moves and explain why floor robots move differently on different materials using their knowledge of the properties of materials?  Can they program it accurately to move along a given route; •  Can they explore and select from a range of different materials to create obstacle squares and generate ideas for an adventure map and appropriate obstacles matching their overall theme?  Can they evaluate the effectiveness of different materials and suggest improvements based on observations and evaluate adventure maps against design criteria independently?  Can they explain the best joining methods based on their knowledge of the properties of materials? | | | |
| Art and Design | **Printing and wildlife**  Can the children print?  Are the children able to produce an observational drawing marking the details carefully?  Can they use clay by soften it, rolling it and using tools and making textures?  Are they able to name some of Brancusi’s sculptures?  Describe facts about Brancusi’s life and work?  Can they name some of Sweeney’s work and tell some facts about Sweeney’s life?  Can the children apply a ‘papier mache’ technique?  Can they make a 3D model?  Can they finish a bird-like form?  Can they draw patterns based on their own observations? | | | | **Wildlife cont.**  **Plants and flowers**  Are the children able to produce an observational drawing and show colours?  Can the children create printing effects by choosing tools carefully?  Can they name some of Rousseau’s artwork and describe facts about his life and work?  Are they able to describe facts about India Flint’s life and work?  Can they tell some facts about Alexander Calder and David Oliveira’s lives and work?  Are they able to name some of Alexander Calder and David Oliveira’s artworks?  Can they draw details carefully and arrange patterns using different leaves?  Can they shape and join paper to resemble plants?  Can they use their own drawings as ideas for sculptural work?  Are they able to make and finish a 3D model? | | | **South American Art**  Can the children sculpt clay?  Can they make a dream catcher?  Are they able to draw in colour?  Can they make a collage?  Can they Ink a collagraph evenly and print it onto the collage?  Some children might be able to paint symbols. | | | |
| 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: World War 11**  They can say when the war started and offer reasons to explain why the war started.  Tell you some of the countries and key individuals involved.  demonstrate a full understanding of a wide range of World War II events; evaluate and assess the reason, impact and significance of key wartime events.  Describe and recall key facts about rationing explain how they worked and how different people were affected.  Describe evacuation and the Holocaust and make links and comparisons to issues today.  Describe some of the jobs women did during the war and explain how and why the changing role of women was significant to the war effort.  **Geography focus: Our changing world**  Explain what weathering and erosion mean.  Describe how erosion changes rocks.  Name some features of a coastline.  Name some famous UK coastal features.  Describe how erosion and deposition change the look of a coastline.  Name an area of the UK which has been affected by coastal erosion.  Identify how the UK’s borders have changed over time.  Identify similarities in photographs of a landscape taken at different times.  Describe some ways that weather can change the landscape.  Describe how physical changes have affected Earth since 1800.  List some physical changes to the Earth predicted to occur by 2050.  Describe some ways that human activity changes the landscape. | | | | | **History focus: The Shang Dynasty**  The children are able to Pinpoint the location of the Shang on a map of China and describe and name some cities and physical features of the land. Describe the roles of different members of Shang society and know where they fitted in the Shang social hierarchy.  Describe a range of artefacts and know what they were made of and what they were used for.  Explain what oracle bones were and how the Shang used them.  Demonstrate a full understanding of the Shang dynasty by composing their own historically valid accounts about different aspects of the civilisation. Explain the significance and purpose of a range of Shang artefacts in detail and draw their own conclusions.  Compare and contrast the Shang dynasty with other early civilisations.  Recognise and describe why the Shang dynasty is historically significant  Explain different ritual elements of the Shang religion and describe how ancestor worship worked. Describe the processes involved in making bronze, jade and pottery items.  Say who Fu Hao was and why the discovery of her tomb was significant.  **Geography focus: Magnificent Mountains**  Use the index in an atlas to find mountains.  Tell you the country a mountain range is found in. Describe what a hill might look like based on its contours.  Identify an outcrop, a ridge the tree line and the snow line.  Describe how fault lines in the Earth’s crust move to create mountains.  Describe how pressure from magma under the Earth’s surface creates dome mountains.  Explain the differences between a weather forecast and climate.  Identify similarities between mountain climates. Identify the risks associated with a mountain climate.  Describe some of the positive effects of tourism on an area. | | **History focus: Maya Civilisation**  Say where the ancient Maya people lived, naming some major features and cities in them. • Know some of the main Maya gods and what they represented. • Read and write some basic Maya numbers, explaining what syllabograms and logograms are. • Know that corn and chocolate were important foods and be able to identify some reasons for this. Assessment Statements By the end of this unit... ...some children will be able to: • Demonstrate a full understanding of ancient Maya culture and history by composing their own historically valid accounts about different aspects of the Maya civilisation, through asking and answering historically valid questions. • Explain how the number and writing system works in more detail, be able to use Maya numbers to complete sums and write words using the Mayan syllabary by choosing suitable syllabograms to create their own glyph blocks. ...most children will be able to: • Explain different ritual elements of the ancient Maya religion and describe some of the main gods in greater detail. • Read and write larger numbers, combining some syllabograms to create glyph blocks and write some words. • Research and provide some of their own ideas about the significance of corn and chocolate. • Describe the different features of Maya cities and be able to appreciate what it would have been like to live there, answering questions to demonstrate their understanding of different aspects of the Maya civilisation.  **Geography focus: Amazing Americas**  Explain that a continent is a large landmass.  Explain that continents are groups of countries.  Identify some countries in North America.  Identify some countries in South America.  Describe physical features of an area of North America.  Describe the climate of an area of North America.  Describe the human geography of an area of North America.  Find information about flights using a given website.  Find information about accommodation using a given website.  Find information about tourist destinations using a given website.  Identify features of a travel brochure.  Select information to include in a travel brochure.  Present information about flights.  Present information about accommodation.  Present information about tourist attractions | | | |
| 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 | |