

| SUBJECT | Year 6 2017 - 2018 | | | | | |
|--------------------------|---|--|--|---|---|--|
| | Autumn | | Spring | | Summer | |
| TOPIC | <u>World at War</u> | | <u>Extreme Locations</u> | | <u>Staying Alive</u> | |
| English | Narrative review <ul style="list-style-type: none"> - War time book - For example, 'Goodnight Mr Tom' Selection of war narrative film clips | Non-fiction: Explanation <ul style="list-style-type: none"> - Shelter (Science) Recount <ul style="list-style-type: none"> - Evacuation Report <ul style="list-style-type: none"> - Anne Frank | Fiction genres review <ul style="list-style-type: none"> - Short stories (series) Persuasion <ul style="list-style-type: none"> - Different regions | Discussion and debating <ul style="list-style-type: none"> - Tourism vs conservation Poetry - vocab building Structure - monologue Poetry - appreciation | 'Take one book' <ul style="list-style-type: none"> - For example, Kensuke's Kingdom | Speaking, Listening and Performing <ul style="list-style-type: none"> - Year 6 production/leaving assembly |
| Scientific Understanding | Light Electricity | | Evolution and inheritance | | Living things and their habitats 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) <ul style="list-style-type: none"> - Design and make a 'light up' Christmas Card | | Stiff and flexible sheet materials Apply their understanding of how to strengthen, stiffen and reinforce more complex structures <ul style="list-style-type: none"> - Bridges from different locations. | | Cooking and nutrition Understand and apply the principles of a healthy and varied diet. Prepare a variety of dishes using a range of techniques <ul style="list-style-type: none"> - Link to Kensuke's Kingdom, survival food! | |
| Art and Design | Drawing/painting/silhouettes Do their sketches communicate emotions and a sense of self with accuracy and imagination? Can they explain why they have chosen specific drawing techniques? Painting - Blitz skylines Drawing - aeroplanes/ Lowry style WW2 scenes | | Textiles Do they think what the user would want when choosing textiles? Have they thought about how to make their product strong? Can they devise a template? Can they explain how to join things in a different way? | | Collage - animals in their habitats Can they justify the materials they have chosen? Can they combine pattern, tone and shape? 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? | |

| | | | | | |
|--------------------|--|--|---|--|---|
| | | - Weaving/natural dying of yarns - South American textiles | | | |
| 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* | Song cycle performance 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 Swimming |
| RE | Incarnation 2b.4 Was Jesus the Messiah? Digging deeper activities | Gospel 2b.5 What would Jesus do? | Creation 2b.2 Creation and science: conflicting or complementary? Salvation 2b.7 What difference does the resurrection make for Christians? To touch upon if you wanted. | Hinduism What can stories and images of deities tell us about Hindu beliefs? Hindu stories and symbols | |

| | | | | | | |
|--------|---|---|---|--|--|--|
| 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 |