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| SUBJECT | **Year 6 2019-2020** | | | | | | | |
| Autumn | | | Spring | | Summer | | |
| Topic | **World at War** | | | **Extreme locations** | | **Amazing America!** | | |
| English | Text types linked to ‘Goodnight Mr Tom’ & ‘The Boy in the Striped Pyjamas’ | | | Text types linked to Explorers  . | | Text types which will provide additional SATs’ evidence | | Production/Leavers’ Assembly |
| Scientific Understanding | **Light**  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?  **Electricity**  Can they plan and conduct an investigation, deciding how to record data & which variables to change?  Can they explain how our understanding of electricity has changed over time?  Can they draw circuit diagrams using the correct symbols and label the voltage correctly?  Can they explain how major discoveries led to the widespread use of electricity?  Can they explain the effect of increasing or decreasing the voltage on different parts of a circuit?  Can they identify variations in component function? | | | **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 maze which incorporates some varied bends?  Can they consider the aesthetics when building a marble maze?  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 | **Birds & aircraft (WW2 link) Drawing, painting & 3D**  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 to create realistic models?  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?  Can they use their own drawings as ideas for sculptural work?  Are they able to make and finish a 3D model? | | | **Printing & Wildlife** Are the children able to produce an observational drawing and show colours?  Can the children print?  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? | | **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 | E-safety | | We are architects  creating a virtual space | ICT linking to SATS revision and cross curricular work | | | We are APP planners and 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.  **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.  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 | Young Voices (Autumn only) & Ukulele (Autumn 1 & 2 and Spring 1) | | | |  | | | Exploring musical performance |
| PE Outdoor | Net games | Tag rugby | | Netball | Quicksticks | Striking and Fielding | | Athletics |
| PE Indoor | Swimming/Gymnastics | Basketball | | Gymnastics | Dance | Swimming | | Swimming |
| RE | Jesus - Who do people say I am? | Gospel | | Science & Creation | Salvation | Hinduism | | Hindu stories and symbols |
| SEAL / PSHCE | Rights, Rules and Responsibilities  Managing Risk  Diversity & Communities | | | Financial Capability  Family and Friends  Drug Education | | Managing Change  Sex and Relationships Education | | |
| French | Etre and avoir | Time Daily routine Christmas | | Houses and homes  Opinions & qualifiers Easter | My bedroom Descriptions | My family Transition to Year 7 Project to include revision Je vous presente | | |