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| **Year 6 2020-2021** | | | | | | |
| Subject | Autumn  **World at War** | | Spring  **Amazing Americas!** | | Summer  **Extreme locations** | |
| Potential trips/visits  PE competition opportunities as and when these become available | YEAR 6 RESIDENTIAL  TOPIC TRIP OPPORTUNITIES:   * Ely Museum WWII Workshop * Imperial War Museum Duxford * Attend local Remembrance Service as a class * Holocaust Educational Trust visit   TOPIC VISITOR OPPORTUNITIES:   * Mr Patterson – model aeroplanes * Mrs Drayton – German artefacts * Relatives of pupils with artefacts/stories   PSHE VISITOR OPPORTUNITIES   * Councillor Goldsack (Rules, Rights and Responsibilities) * Local community Police (Rules, Rights and Responsibilities) | | TOPIC VISITOR OPPORTUNITY:   * Visit from a travel agent   TOPIC VISITOR OPPORTUNITY:  -Past Productions workshop bringing History to life through Drama <https://pastproductions.co.uk/schools/workshops/mayans/>  SCIENCE TRIP OPPORTUNITIES:   * Science Week at Susie’s Wood run by DD???   PSHE VISITOR OPPORTUNITIES   * Visitors from different backgrounds (Diversity & Communities) * Financial Advisor (Financial Capability)   World Book Day | | TOPIC VISITOR OPPORTUNITY:   * Visit from a mountaineer   TOPIC TRIP OPPORTUNITY:   * Visit to the coast (team up with Y2 to share transportation costs)   SCIENCE VISITOR OPPORTUNITY:   * Science Ambassadors Workshop ‘Circulation and Hearts’   PSHE VISITOR OPPORTUNITIES   * County Lines (Drug Education)   RE VISITOR OPPORTUNITY   * Practising Hindu visitor | |
| English | Text types linked to ‘Goodnight Mr Tom’ by Michelle Magorian  Postcard (from Willie to his mum)  Explanation text (Willie explaining Little Weirwold to new evacuees who have just arrived)  Diary from different perspectives (birthday party)  Newspaper articles (The Gazette)  Play-script (linked to the children performing a play at school)  Continued narrative (when Willie is in London)  Emotions poem (Willie’s life so far – abuse, safety, loss) | | Text types linked to ‘The Explorer’ by Katherine Rundell  Survival guide (shelter, food, water, transport)  Diary entries from different perspectives (4 kids recalling an event)  Missing person posters (focus on the parents/carers of the 4 children and how they would write)  Continuing narrative (when the 4 children first meet The Explorer)  Parallel scene (what happened with the other 3 children when Fred was learning how to make a trap with The Explorer)  Persuasive text (persuading The Explorer to help them find their way to Manaus)  Narrative poem (the whole poem as a poem) | | Text types linked to ‘Holes’ by Louis Sachar  Letter (Stanley writing home – telling the truth & lying)  Play-script (Stanley telling Tent D campers about what happened at the Warden’s cabin)  Newspaper article (Sam, Katherine Barlow, Trout Walker and the Sheriff)  Continuing narrative (after Zero his Mr Pendanski with the shovel)  Debate (should Stanley and Zero return to Camp Green Lake or not?)  Narrative poem (Zero’s life)  Y5/6 Production | |
| 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. | | **Spring 1 - 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.  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  **Spring 2 - History focus: Maya Civilisation**  Identify some countries in South America.  Say where the ancient Maya people lived, naming some major features and cities in them.  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.  Know some of the main Maya gods and what they represented. Explain different ritual elements of the ancient Maya religion and describe some of the main gods in greater detail.  Read and write some basic Maya numbers, explaining what syllabograms and logograms are.  Read and write larger numbers, combining some syllabograms to create glyph blocks and write some words.  Know that corn and chocolate were important foods and be able to identify some reasons for this.  Research and provide some of their own ideas about the significance of corn and chocolate. | | **Summer 1 - 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.  **Summer 2 - 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. | |
| Scientific Understanding | **Autumn 1 - Light (make periscopes and puppets)**  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?  **Autumn 2 - Electricity (focus on investigation!)**  Can they explain how our understanding of electricity has changed over time?  Can they explain how major discoveries led to the widespread use of electricity?  Can they draw circuit diagrams using the correct symbols and label the voltage correctly?  Can they explain the effect of increasing or decreasing the voltage on different parts of a circuit?  Can they identify variations in component function?  Can they plan and conduct an investigation, deciding how to record data & which variables to change? | | **Spring 1 - Evolution and inheritance**  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?  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?  (incorporate making a mould and making own plaster to include this element from Art & Design)  **Spring 2 - Living things and their habitats (mould experiment)**  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? | | **Summer - Animals including humans (links with PSHE and PE)**  Can they identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood?  Can they describe the ways in which nutrients and water are transported within animals, including humans?  Are they able to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function?  **Science Fair** – Year 6 to prepare stalls for younger classes to visit | |
| DT | **Marbulous Maze (target audience: YR buddies)**  Can they design and build a marble maze which incorporates some varied bends?  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?  Can they select appropriate joining techniques?  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?  **Central American fruit and vegetable tasting**  **Mexican Food (guacamole, salsa and quesadillas)**  **Mayan Food (corn tortillas and fiery hot chocolate)** | | **Programming adventures (target audience: Y2)**  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 | ‘Flight’ (WW2 link)  **Feathers and Birds Study**: (observational drawing)  Are the children able to produce an observational drawing marking the details carefully?  Are the children able to produce an observational drawing and show colours?  Can they use their own drawings as ideas for sculptural work?  **WW2 art – Blitz skylines, Anderson Shelter, Rag wreaths.**  **Artist Study:** Richard Sweeney (paper sculptures)  Describe facts about Sweeney’s life and work?  Name some of Sweeney’s sculptures?  Can the children apply a ‘paper folding’ technique?  Can they make a 3D model?  Can they finish a bird-like form?  **Artist Study:** Constantin Brancusi (clay sculpture)  Describe facts about Brancusi’s life and work?  Name some of Brancusi’s sculptures?  Use clay by soften it, rolling it and using tools and making textures to create realistic models?  **Artist Study**: Alexander Calder & David Oliveira (wire sculptures)  Describe facts about Calder & Oliveira’s life and work?  Name some of Calder & Oliveira’s sculptures?  Can pupils make a wire sculpture? | | **South American Art**  **Artist Study: Frida Kahlo (self-portrait)**  Describe facts about Kahlo’s life and work?  Name some of Kahlo’s paintings?  Are they able to draw in colour?  Can they make a collage? (use magazines)  **Artist Study: Joaquin Torres Garcia (symbols)**  Describe facts about Garcia’s life and work?  Name some of Garcia’s artworks?  Can they draw patterns based on their own observations?  Some children might be able to paint symbols.  **Artist Study: Leonora Carrington (textiles)**  Describe facts about Carrington’s life and work?  Name some of Carrington’s artwork?  Can they make a dream catcher? | | **Wildlife & Printing**  **Artist Study: Henri Rousseau (3 colour block printing)**  Describe facts about Rousseau’s life and work?  Name some of Rousseau’s paintings?  Can the children print?  Can the children create printing effects by choosing tools carefully?  **Artist Study: India Flint (hapa zome printing)**  Describe facts about Flint’s life and work?  Name some of Flint’s prints?  Can the children apply a hapa zome technique?  Can they arrange patterns using different leaves?  **New Technique Study: collagraph printing**  Using inspiration from nature, pupils design, make and print using a collagraph. | |
| RE | **Autumn 1 – Christianity**  How do Christians show their belief that Jesus is God incarnate?  **Autumn 2 – Islam**  How does tawhid create a sense of belonging to the Muslim community? | | **Spring 1 – Hinduism**  How do questions about Brahman and atman influence the way a Hindu lives?  **Spring 2 – Buddhism**  How does the Triple Refuge help Buddhists in their journey through life? | | **Summer 1 – Christianity**  Should believing in the resurrection change how Christians view life and death?  **Summer 2 – Humanism**  Why do Humanists say happiness is the goal of life? | |
| Computing e-safety | Unit 6:1 – We are online safety ambassadors | Unit 6:2 – We will not share inappropriate images | Unit 6:3 – We are safe social networkers | Unit 6:4 – We are respectful of others | Unit 6:5 – We are online safety problem solvers | Unit 6:6 – We are safe gaming experts |
| Computing | We are app planners  Familiarising with the basic micro:bit and its capabilities | | We are app designers and developers  Using a micro:bit with a robo:bit (target audience provided) | | We are app planners, researchers, designers and developers Using a micro:bit with a mini:mu (target audience: Y4) | |
| Music  **NOT SURE IF THIS WILL CHANGE ACCORDING TO WHEN MR WRIGHT IS TEACHING UKULELE** | Classroom Jazz 2 (Charanga Autumn 2 Unit)  Bacharach and Blues  Jazz, improvisation and composition  History of Music – Jazz in its historical context  Rhythm maintaining a beat (off scheme)  Music appreciation | | Music and Me (Charanga Summer 1 Unit)  Hip Hop, Classical, Electronic, Soul, Contemporary  Create your own music inspired by your identity and women in the music industry | | Ukulele lessons with Mr Wright | |
| PE Outdoor | **Autumn 1 – Swimming** | **Autumn 2 – Games – Invasion Games – Rugby**  To choose, combine and perform skills fluently and effectively in invasion, striking and net games.  To field, defend and attack tactically by anticipating the direction of play.  To choose the most appropriate tactics for a game.  To lead others when called upon and act as a good role model within a team. | **Spring 1 – Games – Invasion Games – Ball Hockey**  To choose, combine and perform skills fluently and effectively in invasion, striking and net games.  To field, defend and attack tactically by anticipating the direction of play.  To choose the most appropriate tactics for a game.  To lead others when called upon and act as a good role model within a team. | **Spring 2 - OAA** | **Summer 1 – Athletics**  To consolidate and refine sprinting with low hurdles over 60 metres  To develop a smooth and effective relay technique, using the ‘up sweep’ relay take over  To refine throwing skills around specific events like discuss, javelin and shot  To consolidate and refine take-off and landing in jumping and combine different jumps for distance  To compete with others and keep track of PB performances, setting targets for improvements | **Summer 2 – Games – Striking and Fielding (rounders/cricket depending on tournaments)**  To choose, combine and perform skills fluently and effectively in invasion, striking and net games.  To field, defend and attack tactically by anticipating the direction of play.  To choose the most appropriate tactics for a game.  To lead others when called upon and act as a good role model within a team. |
| PE Indoor | **Autumn 1 – Gymnastics – Body Symmetry and Group Work**  To create complex and well executed sequences that include a full range of movements.  To include in a sequence, set pieces, choosing the most appropriate linking elements.  To demonstrate good kinaesthetic awareness (placement and alignment of body parts in well-rehearsed actions).  **Circuit training** | **Autumn 2 – Dance – Why Bully Me**  To apply skills, techniques and ideas accurately, appropriately and consistently.  To show precision, control and fluency.  To plan to perform in a range of different ways and purposes.  To perform complex moves that combine strength and stamina gained throughout gymnastic activity.  **Circuit training and ABC skills** | **Spring 1 – Gymnastics – Vault and Swing**  To demonstrate good kinaesthetic awareness (placement and alignment of body parts).  To use equipment to vault and swing. | **Spring 2 – Football Dance**  To apply skills, techniques and ideas accurately, appropriately and consistently.  To show precision, control and fluency.  To plan to perform in a range of different ways and purposes.  To perform complex moves that combine strength and stamina gained throughout gymnastic activity. | **Summer – Swimming** | |
| PSHE  (confirm this with subject lead in Autumn Term) | Rights, Rules and Responsibilities (11)  Managing Risk (18) | | Diversity & Communities (10)  Financial Capability (3)  Family and Friends (16) | | Drug Education (22)  Relationships and Sex Education (24)  Managing Change (18) | |
| French | Etre and avoir  Check with Sarah | 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 | |