

Year 6 2020-21																					
	Autumn Term						Spring Term						Summer term								
Name	Transition – Colour Me Happy		Andes Adventure		Seriously Shakespeare		Out of India			Blackfish			The Horrible Bits		In the shadows		Theory of Evolution				
Weeks	2 days & 1 week																				
Focus	PDL	Art	Geography	D&T	Hist.	Geog.	Science	D&T	Geog.	Hist.	D&T	PDL	Music	Science	Art	History	Art	Music	PDL (sex ed)	Science	Music
Hook	Read The Day the Crayons Quit		Tourist blog/review video		Theatre performance of Macbeth		Flight on MJS airways & food tasting			Whale and dolphin shows – wow!			Visit from Policeman		Trailer of Coraline		Video of evolution over time				
Project Outcome & Intended Audience	Melted crayon silhouettes		A Peruvian shelter		A greetings card with electronic buzzer		Making samosas			Protest boards & protest through school			Written outcomes only		Collaborative collage Sketches		Evolution of man text Production to rest of school & parents				
Home Learning Project			Model/poster of Machu Pichu or Rainbow Mountain				Model/poster of Taj Mahal						Make a Mayan calendar				Costumes for performance				
Trips, experiences & visitors					<ul style="list-style-type: none"> <li>Theatre visiting (7<sup>th</sup> Dec) <ul style="list-style-type: none"> <li>Visit Anvil</li> <li>Shakespeare box</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Visitor to describe her culture (landscapes &amp; food tasting)</li> </ul>						<ul style="list-style-type: none"> <li>Policeman visit</li> <li>British crime and punishment visitor</li> <li>Mayan history box</li> </ul>		SATs week		<ul style="list-style-type: none"> <li>Graduation</li> <li>Think Safe</li> <li>Residential</li> <li>End of Year production</li> </ul>				
FOUNDATION SUBJECT 1	<p>Pupils should be taught:</p> <p>PDL</p> <p>Health and weight check – healthy eating</p> <p>To understand that actions have consequences.</p> <p>To explore emotions.</p> <p>Respecting other people's opinions.</p> <p>To challenge opinions respectfully.</p>		<p>Pupils should be taught:</p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>Locate the worlds countries using maps to focus on South America, concentrating on the environmental regions, key physical and human characteristics, countries and major cities</li> <li>Identify the position and significance of longitude and latitude, Equator Northern Hemisphere and the Southern Hemisphere, the Tropics of Cancer and Capricorn, Artic and Antarctic circle, the Prime/ Greenwich Meridian and time zones</li> </ul> <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> <li>Understand the geographical similarities and difference through the study of human and physical geography of a region of South America</li> </ul> <p><u>Human and Physical Geography</u></p> <p>Describe and understand the key aspects of:</p> <ul style="list-style-type: none"> <li>Physical geography including biomes, diverse landscapes, mountains, lakes, earthquakes</li> <li>Human geography including settlement and land use</li> </ul>		<p>Pupils should be taught:</p> <p><u>A local history study</u></p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>		<p>Pupils should be taught:</p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>Locate the worlds countries using maps to focus on Asia, concentrating on the environmental regions, key physical and human characteristics, countries and major cities</li> <li>Identify the position and significance of longitude and latitude, Equator Northern Hemisphere, the Tropics of Cancer and Capricorn, Artic and Antarctic circle, the Prime/ Greenwich Meridian and time zones</li> </ul> <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> <li>Understand the geographical similarities and difference through the study of human and physical geography of a region of Asia ( India)</li> </ul> <p><u>Human and Physical Geography</u></p> <p>Describe and understand the key aspects of:</p> <ul style="list-style-type: none"> <li>Physical geography including weather systems and their impact on the land use</li> <li>Human geography trade links and the use of natural resources</li> </ul>			<p>Pupils should be taught:</p> <p><u>Light &amp; Shadows (short revision unit)</u></p> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines</li> <li>Use of idea that light travels in straight to explain that objects are seen because they give out or reflect light into their eye</li> <li>Explain that we see things because light travels from a light source to our eyes or from light sources to objects and then to our eyes</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the object that cast them</li> </ul> <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> <li>Describe how living things should be classified into broad groups according to common observable characteristics and based on similarities and difference, including micro-organisms, plants and animals</li> <li>Give reasons for classifying plants and animals based on specific characteristics</li> </ul>			<p>Pupil should be taught:</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>A non-European society that provides contrasts with British history – Mayan civilisation.</p>		<p>Pupils should be taught:</p> <p><u>Drawing – charcoal, pencil</u></p> <p>Use a variety of techniques to create form and texture i.e. shading and perspective.</p>		<p>Pupils should be taught:</p> <p><u>Evolution and inheritance</u></p> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>Recognise that living things produce offspring of the same kind</li> <li>Identify how animals have adapted to suit their environment and that adaptation can lead to evolution</li> </ul> <p><u>Animals and Humans</u></p> <ul style="list-style-type: none"> <li>Identify the name of the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way that their bodies function</li> <li>Describe the ways in which nutrients and water are transported within animals including humans</li> </ul>				

FOUNDATION SUBJECT 2	Pupils should be taught: Try to use the colour wheel to use "harmonious colours" and "contrasting colours".	Pupils should be taught: Design - Designing a shelter giving careful consideration to how the structures will be used, considering effective and ineffective designs. Make - Creating a range of different shaped frame structures. Making a variety of free standing frame structures of different shapes and sizes. Selecting appropriate materials to build a strong structure and for the cladding. Reinforcing corners to strengthen a structure. Creating a design in accordance with a plan. Measuring, marking and cutting wood to create a range of structures. Using a range of materials to reinforce and add decoration to Structures. Evaluate - Improving a design plan based on peer evaluation. Testing and adapting a design to improve it as it is developed. Identifying what makes a successful structure.	Pupils should be taught to: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Pupils should be taught to: The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of the Indus Valley	Pupils should be taught: Sculpture – experimenting, form As independently as possible plan, create and evaluate a sculpture. Incorporate form, pattern, and texture. Use a wide variety of tools and refine skills. Use imagination and experience to influence work. Evaluate and edit using artistic language. Painting – acrylic Review and revisit their work. Critically evaluate and edit (paint over their work). Collage/acrylic Work in pairs to recreate a well-known piece or an element of the piece.	Pupils should be taught: No second subject taught	Pupils should be taught: Music – see below	Pupils should be taught: Music – see below
	Enquiry/ Fieldwork/Creative		D&T Design - Designing an electronic greetings card with a simple electrical control circuit including a buzzer. Generating ideas through sketching and discussion. Make - Making a working circuit. Creating an electronics greeting card, referring to a design criteria. Mapping out where different components of the circuit will go. Evaluate - Evaluating a completed product against the original design sheet and looking at modifications that could be made to improve the reliability or aesthetics of it, or to incorporate another type of electronic device, e.g.: LED. Testing own and others finished cards, identifying what went well and making suggestions for improvement.	D&T Design - Writing a recipe, explaining the key steps, method and ingredients. Including facts and drawings from research undertaken. Make - Following a recipe, including using the correct quantities of each ingredient. Adapting a recipe based on research. Working to a given timescale. Working safely and hygienically with independence. Evaluate - Evaluating a recipe, considering: taste, smell, texture and origin of the food group. Taste testing and scoring final products. Suggesting and writing up points of improvements in productions. Evaluating health and safety in production to minimise cross contamination.				
Music				Listen, Appraise & Appreciate History of music -music from different cultures and traditions -India – Bollywood music/dancing -Peru – use of percussion – instruments are different, how do the instruments make sounds? How is music used in this country? History behind it.			Improvise & Compose -create a musical sound effect/backing track to accompany different genres of writing/poetry/art work -use notation/graphic scores	Performance -all children to rehearse and perform in production at the end of the school year to an audience
RE		God – Trinity - Christianity	Jesus' birth narrative – Interpretation - Christianity	Creation – Stewardship – Christianity/ Native Indians/ Muslim		Holi – Good and Evil - Hinduism	Passover – Freedom – Christianity/ Judaism	Journeys – Rights of passage – Christianity/ Muslim
MFL								
PE								
PSHE/ SRE	<ul style="list-style-type: none"> <li>Health and weight check – healthy eating</li> <li>To understand that actions have consequences</li> </ul>			<ul style="list-style-type: none"> <li>Empathy – looking at other perspectives</li> <li>Acknowledge and respect other people's points of view</li> <li>Begin to understand what morals are and how these can differ between people</li> </ul>	<ul style="list-style-type: none"> <li>Respecting other people's opinions.</li> <li>To challenge opinions respectfully.</li> </ul>		Sex Education <ul style="list-style-type: none"> <li>Body parts</li> <li>Pregnancy and birth</li> <li>Consent</li> <li>Differences between males and females</li> </ul>	

	<ul style="list-style-type: none"><li>To explore emotions</li></ul>			<ul style="list-style-type: none"><li>Know what ethics are and how these can affect the decisions that people make</li></ul>				
Computing								