

Year 6 2020-2021			
Subject	Autumn World at War	Spring Amazing Americas!	Summer Extreme locations
English	Text types linked to 'Goodnight Mr Tom' by Michelle Magorian	Text types linked to 'The Explorer' by Katherine Rundell World Book Day (Thursday 4 th March)	Text types linked to 'Holes' by Louis Sachar Production/Leavers' Assembly
Humanities	<p>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.</p>	<p>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</p> <p>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.</p>	<p>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.</p> <p>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.</p>

Scientific Understanding	<p>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?</p> <p>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?</p>	<p>Spring 1 - Evolution and inheritance ('Life' DVD) (link with RE) 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?</p> <p>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?</p>	<p>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?</p>
DT	<p>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?</p>	<p>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?</p> <p>Central American fruit and vegetable tasting Mexican Food (guacamole, salsa and quesadillas) Mayan Food (corn tortillas and fiery hot chocolate)</p>	<p>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?</p>

Art and Design	<p>‘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? 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?</p>	<p>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?</p>	<p>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.</p>
RE	<p>Autumn 1 (for 2020-2021 only) – Buddhism – What does it mean to be a Buddhist? • To be aware that there are people in Britain and throughout the world practising Buddhism • To know about the key events in the life of the Buddha and become familiar with some stories which illustrate why he chose renunciation and decided to follow ‘the middle way’ • To understand that Buddhists venerate the Buddha for his unique qualities as a historical, enlightened person, but not as a god or idol • To be aware of some key principles that Buddhists may use as guides to life • To know that Buddhists try to follow the example of the Buddha’s life, and to put his teachings into practice to help themselves and others • To know that aspects of Buddhist practice take place in the home and that Buddhists also visit their local temple, monastery or retreat centre • To know that meditation is one form of Buddhist worship • To know that Buddhists celebrate key aspects of the Buddhists life in festivals, e.g. Wesak • To explore their own experience of giving and understand that giving is significant in the lives of Buddhists</p> <p>Autumn 2 (for 2020-2021 only) - Incarnation - Was Jesus the Messiah?</p>	<p>Spring 1 - Creation - Creation and Science: Conflicting or Complimentary • Pupils know that there is much debate and controversy around the relationship between creation stories in Genesis and scientific accounts. They can outline both points of view. They know that there are many scientists who are also Christians. • Pupils know that the discoveries of science often make Christians even more in awe of the power and majesty of God. • Pupils know that some of this controversy is connected with the way in which the Genesis text is interpreted and the genre of writing it is considered to be; i.e. poetic account or historical account. • Pupils know that not all Christians believe the same about the relationship between Creation and science. • Pupils know and understand the significance of Psalm 8 for the Christian belief in stewardship.</p> <p>Spring 2 - Humanism Unit Q: How do Humanists decide what to believe? Q: What are Humanists’ views on happiness? Q: What do humanist celebrations tell us about the things humanists value? Q: What do humanists value in life?</p>	<p>Summer 1 – Salvation - What difference does the resurrection make to Christians? • Pupils will know that the book of Luke gives an account of a number of resurrection appearances. (Luke 24). They can describe these appearances; to the women at the Tomb, The road to Emmaus and to the disciples on the beach. • Pupils know that most Christians believe that Jesus resurrection means that death isn’t the end and that they have hope in a new life with God in heaven. Pupils can explain how this is reflected in Christian worship in both modern and traditional songs. • They can describe a number (add specifics) of Good Friday and Easter Sunday celebrations across a range of denominational settings. • They can explain why certain things might happen at a Christian funeral.</p> <p>Summer 2 - Hinduism • Use religious words to talk about what some Hindus believe about God. • Respond sensitively to questions about belief in God for themselves • Identify and describe some things Hindus believe and teach about God. • Use the vocabulary learned in RE, to show their understanding of the Trimurtis.</p>

	<ul style="list-style-type: none">• Pupils know that Jesus was Jewish. They understand that ‘Christ’ is the Greek word for ‘anointed one’, or ‘Messiah’. And that the Old Testament talks about a ‘rescuer’ or ‘anointed one’ – a Messiah. That Isaiah 9 v2-7 texts talks about what this ‘Messiah’ would be like.• Pupils know that most Christians believe Jesus is God incarnate and they believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.• Pupils understand that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) That Christians see Jesus as their Saviour (See Salvation). They can give their own view to answer the questions ‘Was Jesus the Messiah?’ supported by a reasoned argument• Pupils can raise relevant questions in response to their enquiry into the question ‘Was Jesus the Messiah?’• Pupils are able to discuss the extent to which this is reflected in current celebrations of Christmas. They can make connections to the ‘Big Story’ of Christianity.• They can relate the prophecies of the old testament to the biblical accounts of the entry into Jerusalem and the Transfiguration. <p>Not covered (for 2020-2021 only) Gospel - What would Jesus do?</p> <ul style="list-style-type: none">• Pupils will know that Christians believe that the Gospel of Jesus is not just about setting a good example but also about healing the damage done (by sin) in the world.• Pupils will know a range of Jesus teachings: The wise and foolish builder’s/the sermon on the mount/the healing of the centurion’s servant/Jesus and the moneylenders/the woman caught in adultery. (select specific detail to retell).• Pupils will be able to relate these teachings to activities undertaken by Christian groups and by the church to bring these teachings to life in their churches and communities• Pupils will know that although these texts are fixed the way that different Christians have interpreted them over the years and in different cultures will vary.				<ul style="list-style-type: none">• Make links between their own ideas about God and Hindu teachings.• Explain why it is important for Hindus to believe in God.• Express thoughtful views about questions connected to belief in God and its importance for others.	
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	Classroom Jazz 2 (Charanga Autumn 2 Unit) Bacharach and Blues Jazz, improvisation and composition History of Music – Jazz in its historical context		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 – 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.	Autumn 2 – Circuit training	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).	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.	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 (see A3 coloured sheet in green curriculum progression folder for bullet point objectives)	Rights, Rules and Responsibilities (11) Managing Risk (18) Relationships and Sex Education (Y5 content) (20)		Diversity & Communities (10) Financial Capability (3) Family and Friends (16)		Drug Education (22) Relationships and Sex Education (Y6 content) (24) Managing Change (18)	
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	

