

<p><b><u>Maths</u></b></p> <p><b>Place Value</b></p> <p><b>Addition, Subtraction, Multiplication and Division</b></p> <p><i>See subject overview.</i></p>	<p><b>Year 6</b></p> <p><b>Autumn 1</b></p> <p><b>THE GLOBE</b></p>	<p><b><u>Science</u></b></p> <p><b>Evolution</b></p> <p>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>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>
<p><b><u>PHSE &amp; RSE</u></b></p> <p><i>See subject overview.</i></p>	<p><b><u>English</u></b></p> <p>A Monster Calls—Narrative</p> <p>Write own version of famous Shakespeare Playscript.</p> <p>The Origin of the Species—Non-Chronological Report</p> <p><b>Key Poem:</b> Explore a range of famous quotes from Shakespeare plays and the books listed above as linked reading texts.</p>	
<p><b><u>MfL</u></b></p> <p><b>What is the Date?</b></p> <p><i>See subject overview.</i></p>		
<p><b><u>Physical Education</u></b></p> <p><b>Intermediate swimming</b></p> <p><b>Gymnastics</b></p> <p><i>See subject overview</i></p>	<p><b><u>History</u></b></p> <p>Apply historical vocabulary to a range of contexts, time periods and historical concepts.</p> <p>Note the connections, contrasts and trends over time in two or more periods of history.</p> <p>Ask valid questions about the cause and consequences of events.</p> <p>Describe the positive and negative impacts of an individual, event or period of history on modern society.</p> <p>Explain how the lives of significant individuals or significant historical events have contributed to national or international achievements or have impacted lives today.</p>	<p><b><u>Music</u></b></p> <p><b>Guitars—Dudley Performing Arts</b></p> <p>See subject overview.</p> <p><b>Key Piece of Music:</b> Greensleeves—composer unknown.</p>
<p><b><u>Computing</u></b></p> <p><b>Coding</b></p> <p><i>See subject overview.</i></p>		<p><b><u>Art</u></b></p> <p><b>Set Design</b></p> <p><i>See Subject Overview</i></p> <p><b>Key Piece of Art:</b> Scene from A Midsummer Night's Dream—Edwin Landsee</p>
<p><b><u>Culture, Diversity and Equality</u></b></p> <p>Beliefs of different cultures around the beginning of life on Earth.</p>		
<p><b><u>Mindful Moments</u></b></p> <p>Simple self-care techniques, including...benefits of hobbies and interests.</p> <p>The benefits of physical exercise, being outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness.</p> <p>That there is a normal range and scale of emotions that all humans experience in relation to different experiences and situations.</p>	<p><b><u>Religious Studies</u></b></p> <p><b>What is your creed?</b></p> <p>Explore the idea of a personal creed.</p> <p>A small set of fundamental beliefs which guide one's life.</p> <p>Examples of creeds, eg. John Maysfield's creed, the Olympic creed, 1 Cor 15:3-4, the Apostle's creed.</p> <p>What is your creed? Why?</p>	<p><b><u>Learning through Nature</u></b></p> <p><b>Science</b></p> <p>Sort leaves into broad groups giving reasons for classification based on characteristics.</p> <p>Use a dichotomous key to identify trees in a learning area.</p> <p>Use the dichotomous tree to collect data about tree species in response to a question.</p> <p>Use the key to identify fruits, seeds and plants.</p> <p>Investigate the diversity of invertebrates found in the outdoor area.</p> <p>Take action to increase the biodiversity of the outdoor area.</p>
	<p><b><u>Enrichment Experience</u></b></p> <p>Sycamore Adventure Centre</p>	

<p><b><u>Maths</u></b></p> <p><b>Fractions A</b></p> <p><b>Fraction B</b></p> <p><b>Converting Units</b></p> <p><i>See subject overview.</i></p>	<p><b>Year 6</b></p> <p><b>Autumn 2</b></p> <p><b>FORENSIC</b></p>		<p><b><u>Science</u></b></p> <p><b>Animals Including Humans</b></p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood .</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>
<p><b><u>PSHE &amp; RSE</u></b></p> <p><i>See subject overview.</i></p>	<p><b><u>English</u></b></p> <p>Goldilocks—Newspaper Report</p> <p>Story with an issue or dilemma: modern version of The Balaclava Boys.</p> <p>The Graveyard—Narrative</p> <p><b>Key Poem:</b> Billy McBone/Scissors – Allan Ahlberg and The British – Benjamin Zephaniah</p>		<p><b><u>Music</u></b></p> <p><b>Guitars—Dudley Performing Arts</b></p> <p><i>See subject overview</i></p> <p><b>Key Piece of Music:</b> This Is me – The Greatest Showman</p>
<p><b><u>MfL</u></b></p> <p><b>At School</b></p> <p><i>See subject overview.</i></p>	<p><b><u>History</u></b></p> <p>They begin to produce structured work, making appropriate use of dates and terms.</p> <p>Describe and make links between events, people and some features of past societies and periods in the context of their developing chronological framework.</p> <p>Pupils show their knowledge and understanding of local, national and international history.</p> <p>To select and deploy information and make appropriate use of historical terminology to support and structure their</p>		<p><b><u>Art</u></b></p> <p><b>Making Monotypes</b></p> <p><i>See Subject Overview</i></p> <p><b>Key Piece of Art:</b> The False Mirror/The So of Man Rene Magritte</p> <p>The Mona Lisa – Leonardo da Vinci</p>
<p><b><u>Physical Education</u></b></p> <p><b>Advanced Swimming</b></p> <p><b>Tag Rugby</b></p> <p><i>See subject overview</i></p>	<p><b><u>Religious Studies</u></b></p> <p><b>Why is the Qur'an called Holy?</b></p> <p>Revisit the story of Muhammad's Night of Power.</p> <p>The belief that Muhammad was a receiver of divine revelation.</p> <p>Muhammad as the last in line of a long chain of prophets.</p> <p>Humankind's history of forgetting God.</p> <p>How Muslims revere the book.</p>		<p><b><u>Learning through Nature</u></b></p> <p><b>Geography</b></p> <p>Identify control points on a map.</p> <p>Orientating a map using an 8 point compass.</p> <p>Follow a cross country trail.</p> <p>Pacing skills and using the 8 point compass to give directions and estimate positions on a map.</p> <p>Use degrees and pacing to identify control markers and collect information about rivers of the world.</p>
<p><b><u>Computing</u></b></p> <p><b>Quizzing</b></p> <p><i>See subject overview.</i></p>	<p><b><u>Enrichment Experience</u></b></p> <p><b>Remembrance Service</b></p> <p><b>Alternative Christian Church</b></p>		
<p><b><u>Culture, Diversity and Equality</u></b></p> <p>Apartheid and Nelson Mandela.</p> <p>Text: Me, my dad and the end of the Rainbow</p>			
<p><b><u>Mindful Moments</u></b></p> <p>Pupils can recognise, discuss and celebrate their own and others' achievements and successes.</p> <p>Pupils will understand what bullying is and what it looks like offline and online.</p> <p>Know the potential impacts of mental wellbeing of being bullied.</p> <p>Know and demonstrate helpful ways to deal with differences and manage disagreements and conflict.</p>			

### Maths

Ratio

Algebra

Decimals

*See subject overview.*

### PHSE & RSE

*See subject overview.*

### MfL

The Planet

*See subject overview.*

### PE

**Outdoor Adventurous Activity**

**Netball**

*See subject overview*

### Computing

**Communication**

*See subject overview*

### Culture, Diversity and Equality

George Washington Gibbs – first African-American to reach the Antarctic.

Matthew Henson

Text: Pea's Book of Best Friends

### Mindful Moments

Pupils will learn about first, second and third class tickets for the journey on board the Titanic and look at the differences in comfort, luxuries and living conditions.

Pupils will listen to 'What a Wonderful World' and reflect on how the lyrics of the song provided an uplifting message during a turbulent time in the US.

Pupils will listen to 'Ol Man River' performed by Paul Robeson, taking note of the way the song makes them feel and the lifestyle it seems to convey.

## **Year 6**

## **Spring 1**

## **ICEBERG AHEAD**

### English

Scot of the Antarctic – diary

Kensuke's Kingdom—adventure

Thinker's Rap—poetry

**Key Poem:** Warned – Sylvia Stults

### Geography

Describe the environmental regions, key physical and human characteristics, countries and major cities of Europe and North and South America

Explain how time zones including night and day affect the human and physical geography of a place.

Appreciate the geographical similarities and differences of different places and how the physical and human geography of places affects how people live.

Discuss how human activity has impacted on or changed the physical and/or human features of a place over time ie. types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.

Explain the impact of climate zones, biomes and vegetation belts on the physical environment.

Evaluate the effect of commercial activity on the environment and consider ways to sustain or improve the environment.

### Religious Studies

**Why do Jews celebrate the Sabbath?**

Revisit earlier work on Judaism.

The Sabbath as a break from surviving to celebrating life.

Embracing life in food, song, dance and drink.

The story of the fox and the grapes.

How the Sabbath is celebrated.

Why do Jews celebrate the Sabbath?

### Science

**Living Things and Their Habitats**

Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.

### Music

**Guitars—Dudley Performing Arts**

*See subject overview.*

**Key Piece of Music:** What a Wonderful World, Louis Armstrong

### Art

**Activism**

*See Subject Overview*

**Key Piece of Art:** Winged Victory of Samothrace (Sculpture – Lou-

### Learning through Nature

**Outdoor Adventurous Activity-**

Work with a partner to successfully orient a map.

Identify objects for a scavenger hunt quickly from a written description.

Safely perform a pyramid balance in a small group.

To work efficiently as part of a team to complete a range of tasks.

To create a fun and challenging game for others to complete.

To listen to others to refine and adapt ideas to complete a complex task.

# Year 6

## Spring 2

### THE BLITZ

#### Maths

#### Shape

#### Geometry

*See subject overview*

#### PHSE & RSE

*See subject overview.*

#### Mfl

#### Healthy Lifestyle

*See subject overview.*

#### Physical Education

#### Outdoor Adventurous Activity

#### Tennis

*See subject overview*

#### Computing

#### Web page/Blogging

*See subject overview*

#### Culture, Diversity and Equality

Flight Lieutenant Ulric Cross (Trinidad – RAF)

Esther Bruce (Volunteer Fire watcher – Guyana)

Sam King (RAF)

Lilian Bada (Women's Auxiliary Air Force)

#### Mindful Moments

Pupils are encouraged to show empathy to those families who lost loved ones during the war. They will reflect on their own lives and experiences and explore how they can cope with loss and bereavement.

Pupils are encouraged to show empathy towards Anne Frank and how she was persecuted for being who she was. Pupils will understand the importance of respecting everyone's religion, race, gender, culture and age.

#### English

Varmints—Narrative

Letters from the Lighthouse—Recount/Interview

Anglo-Saxon Battle—Speech

**Key Poem:** The Evacuee, Shirley Tomlinson

#### History

Establish a broad chronological overview adding depth and detail, remembering key facts and dates and checking for accuracy.

Ask valid questions about the cause and consequences of events.

Describe the positive and negative impacts of an individual event or period of history on modern society.

Appreciate bias in source materials and understand the importance of interpreting source information.

Investigate complex historical periods presenting conclusions through thoughtful selection and organisation of historical information.

#### Religious Studies

#### Do we have a soul?

How can life be explained?

How are living things different from, or are they the same as lifeless physical matter like clay, stone and rock?

Do we have a non-physical extra – a soul which explains life?

The creation of Adam 'the breath of life' Gen 2:7.

#### Enrichment Experience

**Imperial War Museum, London**

#### Science

#### Light

Recognise that light appears to travel in straight lines.

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.

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.

Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

#### Music

#### Guitars—Dudley Performing Arts

*See subject overview.*

**Key Piece of Music:** White Cliffs of Dover, Run Rabbit Run, We'll Meet Again, Don't Fence Me In.

#### Design Technology

#### War-time Celebration Cake

*See subject overview*

**Key Piece of Art:** The Blitz by LS Lowry

#### Learning through Nature

#### History

Develop a chronologically secure knowledge and understanding of British and local history relating to significant events in World War 2.

Devise historically valid questions about change, cause, similarity, difference and significance relating to events that happened during world war 2.

Understand how our knowledge of the past is constructed from a range of sources.

Study an aspect of British history that extends beyond 1066 and is significant turning point in human history.

## Maths

Shape

Geometry

Themed projects

*See subject overview*

## PHSE & RSE

*See subject overview.*

## MfL

**The Weekend / Me in the World**

*See subject overview.*

## Physical Education

Yoga

Dance.

## Computing

**Vector Drawing and Spreadsheets**

*See subject overview*

## Culture, Diversity and Equality

Understand work of a range of charitable organisations around the world and their impact of humans and the environment.

RSPB, Wateraid, Oxfam, UNICEF, RSPCA

## Mindful Moments

It is common for people to experience mental ill health. For many who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Where and how to seek support (including recognising triggers for seeking support), including whom in school they should speak to if they are worried about their own or others mental wellbeing of ability to control their emotions (including issues arising online).

## **Year 6**

### **Summer 1 & 2**

## **DIGITAL DRAGON'S DEN / ENTERPRISE PROJECT**

## English

Double page spread about endangered animals—Non-Chronological Report

TV/Internet advert to raise awareness of charitable cause—persuasive script.

Information leaflet about a charity—persuasive writing.

**Key Poem:** 'If' by Rudyard Kipling

## Enterprise Skills

Mission Statement

Website designs

Information leaflets and posters

Developing a Campaign

TV Adverts

Dragon's Den Pitch

Effective public speaking

## Religious Studies

### **Why go on pilgrimage?**

Why do Muslims go on pilgrimage? Pilgrimage as a journey from which you return as better person. The shoemaker's pilgrimage. Why do Christians go on pilgrimage? The pilgrimage to Lourdes. Seeking a physical cure or a spiritual cure?

### **What do you think God is like?**

How has God been shown in art? What are your ideas about God? What questions about God are important to you or which you wonder about? Is God real? Is right to wonder why God doesn't show himself? Does God just sit back

## Enrichment Experience

Residential (to be confirmed)

## Science

### **Electricity**

Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.

Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.

Use recognised symbols when representing a simple circuit in a diagram.

## Music

**Guitars—Dudley Performing Arts**

*See subject overview.*

**Key Piece of Music:** He Ain't Heavy, He's my Brother.

## Art

### **Logo Development**

**Key Piece of Art:** The Terracotta Army—created by Emperor Qin Shi

## Learning through Nature

### **Art**

Exploring how line can be used to capture the essence of nature.

Exploring the use of line to recreate patterns from nature.

Exploring a limited palette technique to record nature's tones and shades

Finding colours in leaves and exploring how these can be recorded using the wet-on-wet watercolour technique.

Exploring pattern and special organisation by studying the style of William Morris using leaves and plants.

Use clay to create tiles to capture the essence of place inspired by nature.