

Year 6 2021-2022

Theme	Anglo-Saxons	Improving our Environment	On the move	Viking Invasion	I am a Geographer	Power, Empire and Democracy
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hook for learning	<ul style="list-style-type: none"> Archaeological dig Meet an Anglo-Saxon 	<ul style="list-style-type: none"> Local Litter Pick. R4GM Manchester education centre and materials recovery facility. 	<ul style="list-style-type: none"> Google Earth Charity Speaker 	<ul style="list-style-type: none"> Jorvik Viking centre 	<ul style="list-style-type: none"> Local Area Study. Shakespeare Play 	<ul style="list-style-type: none"> Blackpool Adventure day
<p>English Genre and Key Texts</p> <p>Text - Outcome -</p>	<p>Text – Poetry Please: The Seasons by various. If All the World Were by Joe Coelho Outcome – Poetry about the seasons. (To entertain)</p> <p>Text – How to Train Your Dragon (Cressida Cowell) Outcome – Fantasy quest story. (To entertain)</p> <p>Text – Fantastic Beasts and Where to Find Them by JK Rowling. Outcome – Dual Voice Informative Writing (Screenplay). (To entertain)</p>	<p>Text – SeaBean by Sarah Holding. Outcome – Creating a new chapter, replicating the author's style. (To entertain)</p> <p>Context – Reducing Waste Outcome – Persuasion: Multi-genre unit focusing on a campaign to reduce waste. (To persuade)</p>	<p>Text – The Arrival by Shaun Tan Outcome – 1. Multi-genre storytelling through multiple text types. (To entertain) 2. Poetry based on text. (To inform)</p> <p>Text- Little Leaders by Vashti Harrison Outcome-Biography on a chosen famous, exceptional or prominent person (to inform/ entertain.)</p>	<p>Text: What is Right and Wrong? Who Decides? Where Do Values Come From? And Other Big Questions -Michael Rosen & Annemarie Young Outcome- Formal discussion focusing on debate, argument and structure. (To discuss.)</p> <p>Text: Moth – An Evolution Story/ Fox – A Life Cycle Story – Isabel Thomas. Outcome- narrative non-fiction as a dual-purpose writing genre, conveying factual information through story writing (to inform/entertain.)</p>	<p>Text – Original and retellings of Shakespeare by Marcia Williams Outcome – Retelling of a Shakespearean comedy and tragedy play. (To entertain)</p> <p>Context – Journalism: Critical literacy & bias Outcome – Create a series of journalistic text based around one news story. (To inform)</p>	<p>Text – History's Mysteries - National Geographic Kids Outcome – Independent project. Pupils will choose their own subject matter to research, making decisions about their writing purposes and how they will present their findings.</p> <p>Text: Book of Hopes – Katherine Rundell Outcome – creating a reflective piece based on our school journey. (To inform)</p>
Maths	Number and Place value	Fractions	Decimals Percentages	Measurements-converting units	Statistics	How is maths used in a real-life context? (Maths projects)

	<p>Number – Addition and Subtraction</p> <p>Calculations – Multiplication and Division</p>	<p>Geometry- Position and direction</p>	<p>Algebra</p>	<p>Perimeter, area and volume</p>	<p>Geometry- Properties of shape</p> <p>Revision – SATs</p>	
<p>Science</p>	<p>Physics</p> <p>Electricity</p> <ul style="list-style-type: none"> Use apparatus to construct and control a circuit, and describe how the circuit may be affected when changes are made to it. Use recognised symbols to represent simple series circuit diagrams. 	<p>Biology</p> <p>Evolution & inheritance</p> <ul style="list-style-type: none"> Describe how fossils provide evidence for evolution. Use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved. 	<p>Physics</p> <p>Light</p> <ul style="list-style-type: none"> Use the idea that light from light sources, or reflected light, travels in straight lines and enters our eyes, to explain how we see objects. Use the idea that light travels in straight lines to explain the formation, shape and size of shadows. 	<p>Biology</p> <p>Classifying living things</p> <ul style="list-style-type: none"> Explain how observable features, similarities and differences between types of plants, animals and micro-organisms are used to group and classify them and give reasons why this is useful. 	<p>Biology</p> <p>Functions of the human body</p> <ul style="list-style-type: none"> Name, locate and describe the functions of the main parts of the circulatory system, i.e. heart, blood vessels and blood. Describe the effects of diet, exercise, drugs and lifestyle on how the human body functions. 	<p>Chemistry</p> <p>Chemical Reactions</p> <ul style="list-style-type: none"> Identify, with reasons, whether changes in materials are reversible or not. Recognise when a chemical reaction has taken place (e.g. colour change; production of an odour; change in temperature; release of gas or formation of a solid).
<p>Computing</p>	<p>We are online safety ambassadors Reviewing and editing our online safety rules.</p> <p>We are adventure gamers: Making a text-based adventure game</p>	<p>We will not share inappropriate images Inappropriate use of technology and the internet – nude selfies.</p> <p>We are computational thinkers: Mastering algorithms for searching, sorting and mathematics</p>	<p>We are safe social networkers Understanding that internet safety skills must always be switched on</p> <p>We are advertisers: Creating a short television advert</p>	<p>We are respectful of others Respecting the personal information and privacy of others</p> <p>We are network technicians: Exploring computer networks including the internet</p>	<p>We are online safety problem solvers Using our skills to resolve unfamiliar situations</p> <p>We are travel writers: Using media and mapping to document a trip</p>	<p>We are safe gaming experts Creating and delivering advice on safe online gaming</p> <p>We are publishers: Creating a yearbook or magazine</p>
<p>Geography</p>		<p>Improving the environment</p> <p>Recognising the importance of</p>	<p>On the move</p> <p>Understanding push and pull factors in migration</p>		<p>I am a geographer</p> <p>Posing questions, completing fieldwork and presenting a</p>	

		renewable energy and reducing waste, and the actions that humans can take to improve the environment.	from the Northern Triangle to the USA, and Syria to countries in Europe; understanding the benefits of migration to the UK.		geographical investigation.	
History	<p>European history: Settlement by Anglo-Saxons</p> <p>Using artefacts identified at Sutton Hoo to explore what life was like for Anglo-Saxons</p>			<p>European history: Viking invasions</p> <p>Understanding who the Vikings were and how their reputation has changed over time; making arguments as to whether they deserve a violent reputation</p>		<p>Global history: Power, empire and democracy</p> <p>A short introduction to the rise and fall British Empire, and its legacy in Britain from the 1960s to today</p>
Art	<p>Drawing</p> <ul style="list-style-type: none"> • Develop an understanding of calligraphy as a graphic art form • Build up drawings of whole or parts of items • Embellish decoratively using layers of materials <p><i>Anglo-Saxon Manuscript</i></p>			<p>Sculpture</p> <ul style="list-style-type: none"> • Recreate 2D images in 3D, looking at one area of experience- form and surface <p><i>Viking Hoard</i></p>	<p>Digital Art</p> <ul style="list-style-type: none"> • Use a digital art programme , making decisions about how and where to place images, text and using colour to convey a message <p><i>Design Magazine cover highlighting an emotive topic – e.g. equality/discrimination</i></p>	
Design and Technology		<p>Structures</p> <ul style="list-style-type: none"> • Understand why structures sometimes fail • Investigate and use techniques to reinforce and strengthen structures • Design and make a structure for a specific tasks 	<p>Mechanisms: electrical and computer control</p> <ul style="list-style-type: none"> • Understand how products can be driven by electricity • Use motors to control speed and direction of movement • Develop structures with cladding and finishing techniques 			<p>Textiles</p> <ul style="list-style-type: none"> • Design for a range of needs – appearance, safety, size, warmth • Use patterns, templates and detailed working drawings • Develop finishing techniques

		<i>Design and build an aqueduct</i>				
Music	Journeys The theme of challenging journeys in life resonates through this selection of songs with thoughts of change and transition, and binds them in an optimistic and uplifting song cycle performance.	World Unite Get into the groove by exploring rhythm and melody in singing, movement and dance. The children learn about beat, syncopation, pitch and harmony, and take a trip around the world to celebrate the universal language of music.	Roots A complete musical performance about the effects of the slave trade on a West African village. The integrated music features traditional Ghanaian songs and percussion rhythms.	Growth 'The street' is the setting for this unit of buskers and flash mobs. The children explore Ravel's Bolero through rhythmical mine, learn songs with instrumental accompaniments, and create a dance to build into a thrilling street performance.	Class Awards An ideal opportunity to celebrate the children's achievements at the end of primary school with a musical awards show customised for your class. Individual awards are presented along with fanfare, rap, song and famous music in a final grand ceremony.	Moving On Two songs, one looking back, one looking forward, and a musical devise for linking them provide a moving celebration of the children's happy memories and their hopes for the future.
RE	What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?		Is it better to express your beliefs in arts and architecture or in charity and generosity?		What do religions say to us when life gets hard?	
PE	Dance • To control movements, show clarity, fluency and accuracy • To include and know the language of extension, tension, flow, timing, and unison in their phrases • To select their own music to accompany the style and character of their dance Fitness • To make up and remember stretch exercises	Gymnastics • To edit an existing sequence along a different pathway • To edit an existing sequence to include a piece of apparatus • To reverse the order of a sequence Football • To control the ball with my chest • To be introduced to kick ups to improve my ball control • To apply the W technique when playing as a goalkeeper	Dance • To be able to create their own success criteria for a dance • To be able to analyse their own dance and explain why they included a style or skill • To help other groups by suggesting improvements to their dance Basketball • To apply the W catching technique to my game situations • To use the different point zones to score whilst playing a	Gymnastics • To devise, perform and repeat sequences that include travel, body shapes and balances. • To organize a sequence to a time limit • To make up a sequence using all: floor, mats and apparatus that is available Hockey • To understand the importance of passing in a team game • To use all passing, tackling, shooting and receiving skills	Athletics • To lead a range of warm up activities explain how warming up affects their performance • To sustain a 7 second sprint • To sustain a 120 second run Net and Wall • To demonstrate the correct technique for bowling in cricket • To demonstrate the correct technique for batting in cricket • To understand why a bowler should vary where they bowl the ball	Athletics • To show consistency with take-off and landing of jumps • To understand the principles of relay change over and use the skills in a relay event • To discuss a partners jumping technique and refine their own performance based on suggestions Net and Wall • To demonstrate a forearm shot to a partner (with a net) • To demonstrate

	<p>that increase the range of movement safely</p> <ul style="list-style-type: none"> • To stretch the muscles raising the heart rate slowly • To breathe and gradually calm the body down after exercise 		game	<p>in a game situation</p> <ul style="list-style-type: none"> • To evaluate their own performance and that of their teammates 		<p>a backhand shot to a partner (with a net)</p> <ul style="list-style-type: none"> • To demonstrate an overarm serve to a partner (with a net)
MFL	<p>¡Soy yo!</p> <p>All about me!</p>	<p>Mi cuerpo.</p> <p>My body.</p> <p>Celebrations: A Spanish Christmas.</p>	<p>Animales: zoológico y animales en casa.</p> <p>Números Españoles 10 - 20</p>	<p>Mi familia y yo:</p> <p>Me and my family.</p> <p>Números Españoles 20 - 30</p>	<p>¿Te gusta? Mis aficiones:</p> <p>What hobbies do you like?</p> <p>Transporte: How to get around!</p>	<p>Mis vacaciones de Verano.</p> <p>Packing for my summer holidays!</p>
PSHE	<p>What are the barriers to my learning and how can I overcome them?</p>	<p>How can I challenge negative thoughts and feelings?</p> <p>What is stereotyping?</p> <p>How can the internet positively and negatively affect our mental health?</p>	<p>How do drugs affect the mind and body?</p> <p>How do I manage peer pressure?</p> <p>What are basic emergency first aid skills?</p>	<p>How is my mental and physical wellbeing connected?</p> <p>How do I keep physically healthy?</p> <p>Can I plan and prepare a healthy meal?</p>	<p>Why is it important to be critical of the media online and offline?</p> <p>How do people manage money?</p> <p>What do I want to be?</p>	<p>What changes happen in my life?</p> <p>What happens in a loving relationship and what is forced marriage?</p> <p>How is a baby made?</p>
Theme Days / Key Events	Robin Wood	Pantomime		Jorvik	Shakespeare play	<ul style="list-style-type: none"> - Theme park trip - Field trip - Graduation