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	• Archaeological dig	• Local Litter Pick. • R4GM Manchester education centre and materials recovery facility.	• Google Earth • Charity Speaker	• Jorvik Viking centre	• Local Area Study. • Shakespeare Play	• Blackpool • Adventure day
English *Genre and Key Texts* **Text -** **Outcome -**	**Text –** Poetry Please: The Seasons by various. If All the World Were by Joe Coelho **Outcome –** Poetry about the seasons. (To entertain) **Text –** How to Train Your Dragon (Cressida Cowell) **Outcome –** Fantasy quest story. (To entertain) **Text –** Fantastic Beasts and Where to Find Them by JK Rowling. **Outcome –** Dual Voice Informative Writing (Screenplay). (To entertain)	**Text** – SeaBean by Sarah Holding. **Outcome –** Creating a new chapter, replicating the author's style. (To entertain) **Context –** Reducing Waste **Outcome –** Persuasion: Multi-genre unit focusing on a campaign to reduce waste. (To persuade)	**Text** – The Arrival by Shaun Tan **Outcome – 1.** Multi-genre storytelling through multiple text types. (To entertain) **2.** Poetry based on text. (To inform) **Text-** Little Leaders by Vashti Harrison **Outcome-** Biography on a chosen famous, exceptional or prominent person (to inform/ entertain.)	**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.) **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.)	**Text** – Original and retellings of Shakespeare by Marcia Williams **Outcome –** Retelling of a Shakespearean comedy and tragedy play. (To entertain) **Context – Journalism:** Critical literacy & bias **Outcome –** Create a series of journalistic text based around one news story. (To inform)	**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. **Text:** Book of Hopes – Katherine Rundell **Outcome –** creating a reflective piece based on our school journey. (To inform)
Maths	**Number and Place value** **Number –** Addition and Subtraction	**Fractions** **Geometry-** Position and direction	**Decimals** **Percentages** **Algebra**	**Measurements- converting units** **Perimeter, area and volume**	**Statistics** **Geometry-** Properties of shape **Revision** – SATs	How is maths used in a real-life context? (Maths projects)

	Calculations – Multiplication and Division					
Science	**Physics** **Electricity** • 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.	**Biology** **Evolution & inheritance** • 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.	**Physics** **Light** • 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.	**Biology** **Classifying living things** • 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.	**Biology** **Functions of the human body** • 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.	**Chemistry** **Chemical Reactions** • 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).
Computing	**We are online safety ambassadors** Reviewing and editing our online safety rules. **We are adventure gamers:** Making a text-based adventure game	**We will not share inappropriate images** Inappropriate use of technology and the internet – nude selfies. **We are computational thinkers:** Mastering algorithms for searching, sorting and mathematics	**We are safe social networkers** Understanding that internet safety skills must always be switched on **We are advertisers:** Creating a short television advert	**We are respectful of others** Respecting the personal information and privacy of others **We are network technicians:** Exploring computer networks including the internet	**We are online safety problem solvers** Using our skills to resolve unfamiliar situations **We are travel writers:** Using media and mapping to document a trip	**We are safe gaming experts** Creating and delivering advice on safe online gaming **We are publishers:** Creating a yearbook or magazine
Geography		**Improving the environment** Recognising the importance of renewable energy and reducing waste, and the actions that humans can take to improve the environment.	**On the move** Understanding push and pull factors in migration from the Northern Triangle to the USA,		**I am a geographer** Posing questions, completing fieldwork and presenting a geographical investigation.	

			and Syria to countries in Europe; understanding the benefits of migration to the UK.		
History	**European history: Settlement by Anglo-Saxons** Using artefacts identified at Sutton Hoo to explore what life was like for Anglo-Saxons			**European history: Viking invasions** Understanding who the Vikings were and how their reputation has changed over time; making arguments as to whether they deserve a violent reputation		**Global history: Power, empire and democracy** A short introduction to the rise and fall British Empire, and its legacy in Britain from the 1960s to today
Art	**Drawing** • 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 *Anglo-Saxon Manuscript*			**Sculpture** • Recreate 2D images in 3D, looking at one area of experience- form and surface *Viking Hoard*	**Digital Art** • Use a digital art programme , making decisions about how and where to place images, text and using colour to convey a message *Design Magazine cover* *highlighting an emotive topic – e.g. equality/discrimination*	
Design and Technology		**Structures** • Understand why structures sometimes fail • Investigate and use techniques to reinforce and strengthen structures • Design and make a structure for a specific tasks *Design and build an aqueduct*	**Mechanisms: electrical and computer control** • Understand how products can be driven by electricity • Use motors to control speed and direction of movement			**Textiles** • Design for a range of needs – appearance, safety, size, warmth • Use patterns, templates and detailed working drawings

			• Develop structures with cladding and finishing techniques			• Develop finishing techniques
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	Religion: Islam Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God?	Religion: Christianity Theme: Christmas Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Religion: Christianity Theme: Beliefs and Meaning Key Question: Is anything ever eternal?	Religion: Christianity Theme: Easter Key Question: Is Christianity skill a strong religion 2000 years after Jesus was on Earth?	Religion: Islam Theme: Beliefs and moral values Key question: Does belief in Akhirah (life after death) help Muslims lead good lives?	
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	**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	**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	**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	**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	**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

	accompany the style and character of their dance **Fitness** • To make up and remember stretch exercises that increase the range of movement safely • To stretch the muscles raising the heart rate slowly • To breathe and gradually calm the body down after exercise	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	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 game	**Hockey** • To understand the importance of passing in a team game • To use all passing, tackling, shooting and receiving skills in a game situation • To evaluate their own performance and that of the their teammates	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	performance based on suggestions **Net and Wall** • To demonstrate a forearm shot to a partner (with a net) • To demonstrate a backhand shot to a partner (with a net) • To demonstrate an overarm serve to a partner (with a net)
MFL	**¡Soy yo!** All about me!	**Mi cuerpo.** My body. Celebrations: A Spanish Christmas.	**Animales: zoológico y animales en casa.** Números Españoles 10 - 20	**Mi familia y yo:** Me and my family. Números Españoles 20 - 30	**¿Te gusta? Mis aficiones:** What hobbies do you like? Transporte: How to get around!	**Mis vacaciones de Verano.** Packing for my summer holidays!
PSHE	What are the barriers to my learning and how can I overcome them?	How can I challenge negative thoughts and feelings? What is stereotyping? How can the internet positively and negatively affect our mental health?	How do drugs affect the mind and body? How do I manage peer pressure? What is basic emergency first aid skills?	How is my mental and physical wellbeing connected? How do I keep physically healthy? Can I plan and prepare a healthy meal?	Why is it important to be critical of the media online and offline? How do people manage money? What do I want to be?	What changes happen in my life? What happens in a loving relationship and what is forced marriage? How is a baby made?
Theme Days / Key Events	Robin Wood	Pantomine		Jorvik	Shakespeare play	- Theme park trip - Field trip - Graduation