

## Year 6

Theme	Cottonopolis	Arctic Blast	Improving the Environment	Your Country Needs You!	This is me!	53° North
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Hook for learning</b>	Trip to Quarry Bank Mill	Theatre trip	R4GM Manchester education centre and materials recovery facility. NEED TO BOOK IN SEPTEMBER	WWII day	Visit to university to meet scientists	- Blackpool - Field trip
<b>English Genre and Key Texts</b>	<ul style="list-style-type: none"> <li>- Persuasion (to persuade)</li> <li>- Poetry (link to This is the Place) (to entertain)</li> <li>- Instructions? (to inform)</li> <li>- Information text (QBM) (to inform)</li> </ul> <p>Text- Cogheart</p> <p>Supplementary texts: Oliver Twist (Charles Dickens) This is the Place (Tony Walsh) Cozy Classics The Sweeps Boy (Eldridge) Workhouse: A Victorian Girl's diary (Pamela Oldfield) Victorian Britain (100 facts Jeremy Smith) How life changed in Victorian times (Knapp) The worse children's jobs in history Wordsworth (poetry) The Wreckers (poetry)</p>	<ul style="list-style-type: none"> <li>-Narrative (to entertain)</li> <li>-Non-chronological report (to inform)</li> <li>- Review of theatre trip? (to discuss)</li> </ul> <p>Text- The Lion, The Witch and The Wardrobe.</p> <p>Supplementary texts: Pugs of the Frozen North (Phillip Reeve) A Christmas Carol (Charles Dickens) Sky Song (Abi Elphinstone) Northern Lights (Philip Pullman) Non-fiction related to Arctic animals.</p>	<ul style="list-style-type: none"> <li>-Narrative Alma (to entertain)</li> <li>- Persuasive speech linked to Greta Thunberg/ David Attenborough environmental (to discuss/inform/persuade)</li> <li>- Formal letter complaining about fracking (to inform/persuade)</li> </ul> <p>Text – Sky dancer</p> <p>Supplementary texts: Dear Greenpeace (Simon James) One plastic bag (Isatou Ceesay and the recycling women of Gambia) Here we are (Oliver Jeffers) This Moose belongs to me (Oliver Jeffers) The tin forest (Helen Ward) Planet Earth (David Attenborough)</p>	<ul style="list-style-type: none"> <li>- Diary entry/letter as Willie (to inform)</li> <li>- Explanation of evolution (to explain)</li> <li>- Information leaflet for/against evacuation) (to discuss)</li> </ul> <p>Text- Goodnight Mister Tom</p> <p>Supplementary texts: My Secret War Diary (Marcia Williams) The Origin of the Species (Sabena Radeva) Anne Frank's diary Once (Morris Gleitzman) Rose Blanche (Christophe Gallaz) What are we fighting for? (Poems Brain Moses and Roger Stevens) The Lion and the Unicorn (Shirley Hughes)</p>	<ul style="list-style-type: none"> <li>- Auto/biography (to inform)</li> <li>- Short story Francis (to entertain)</li> <li>- Speech linked to I have a dream (to persuade/discuss)</li> <li>- Science experiment linked to chemical reactions (to inform)</li> <li>- Letter to persuade linked to The Day the Crayons Quit (to persuade)</li> </ul> <p>Text - Wonder</p> <p>Supplementary texts: I have a dream (Martin Luther King) Facts related to autobiography Red (Drew Daywalt) Stories for boys who dare to be different (Ben Brookes) Goodnight stories for Rebel girls (Elena Favilli) The day the Crayons Quit (Oliver Jeffers) People of peace (Sandrine Mirza) The People awards (Lily Murray) How to Fly with Broken Wings (Jane Elson)</p>	<ul style="list-style-type: none"> <li>- Local area land use proposal (to persuade/to inform)</li> <li>- Leaflet linked to theme park maths (to persuade)</li> </ul> <p>Text - Wonder</p> <p>Supplementary texts: I have a dream (Martin Luther King) Facts related to autobiography Red (Drew Daywalt) Stories for boys who dare to be different (Ben Brookes) Goodnight stories for Rebel girls (Elena Favilli) The day the Crayons Quit (Oliver Jeffers) People of peace (Sandrine Mirza) The People awards (Lily Murray)</p>

				Letters from the Lighthouse (Emma Carroll)		How to Fly with Broken Wings (Jane Elson)
<b>Maths</b>	Number and Place value – up to 10000000 Calculations – four operations on whole numbers	Fractions Decimals Measurements	Measurements Word problems Percentages Ratio	Algebra Area and perimeter Geometry Position and movement	Graphs and averages Number and place value – negative numbers SATs	How is maths used in a real life context? (theme park maths)
<b>Science</b>	Electricity Physics  Can you have a lightbulb moment?  <ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>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</li> <li>use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	Living things and their habitats Biology  Can all living things be classified?  <ul style="list-style-type: none"> <li>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</li> <li>give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	Evolution and inheritance Biology  Where do we come from?  <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, but normally offspring vary and are not identical to their parents</li> <li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	Animals including Humans Biology  What keeps us alive?  <ul style="list-style-type: none"> <li>identify and name 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 their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	Light Physics  How bright can you shine?  <ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>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</li> <li>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</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	How do our bodies work? SRE Chemical Reactions Chemistry  No NC statement for this unit  <ul style="list-style-type: none"> <li>This unit will focus heavily on 'working scientifically' to look at chemical reactions</li> <li>Reactions when elements are exposed to fire</li> <li>Reactions when elements are exposed to acid</li> <li>Reactions when elements are exposed to water</li> </ul>
<b>Computing</b>	We are online safety ambassadors	We will not share inappropriate images Inappropriate use	We are safe social networkers Understanding that	We are respectful of others Respecting the personal	We are online safety problem solvers Using our skills to resolve unfamiliar situations	We are safe gaming experts Creating and delivering advice

	<p>Reviewing and editing our online safety rules</p> <p>We are adventure gamers Making a text based adventure game</p>	<p>of technology and the internet – nude selfies</p> <p>We are computational thinkers Mastering algorithms for searching, sorting and mathematics</p>	<p>internet safety skills must always be switched on</p> <p>We are advertisers Creating a short television advert</p>	<p>information and privacy of others</p> <p>We are network technicians Exploring computer networks including the internet</p>	<p>We are travel writers Using media and mapping to document a trip</p>	<p>on safe online gaming</p> <p>We are publishers Creating a yearbook or magazine</p>
<b>Geography</b>		<p>The Arctic and Antarctica: poles apart?</p> <ul style="list-style-type: none"> <li>Types of settlement and land use.</li> <li>Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> </ul>	<p>Improving the environment.</p> <ul style="list-style-type: none"> <li>The distribution of natural resources including energy, food, minerals and water.</li> <li>Land use, types of settlement.</li> <li>- Looking at our environment and our lifestyles, what might our environment look like in the future? Examples of renewables (wind/ solar).</li> <li>- Think about human geography, land use, types of settlement, our effect on the environment in your local area. Sustainable settlement</li> </ul>			<p>Where on Earth are we? Local geography/53° latitude.</p> <p>Geographical study and investigation based on a question. Such as:</p> <ul style="list-style-type: none"> <li>As a member of the local council what would you build on this land in our local area and why?</li> <li>Their learning should include fieldwork to see the local area, survey of what people think about the local area and presenting their scheme of work.</li> </ul>
<b>History</b>	<p>The Victorians: Golden Age or Dark Age?</p> <ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>A significant turning point in British history, for example,</li> </ul>			<p>WWII - Evacuation: a positive or negative measure?</p> <ul style="list-style-type: none"> <li>A local history study</li> <li>Identify a range of causes for a specific event and explain them</li> </ul>	<p>1960's Segregation: Is it still relevant today? Who helped shape our world?</p> <ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>Explain how a primary or secondary resource is useful to us as researchers and start to verbalise how they could include bias.</li> </ul>	

	<p>the first railways or the Battle of Britain</p> <ul style="list-style-type: none"> <li>• Explain how ideas, objects and practices have developed in historical periods</li> <li>• Recognise, explain and research differences between people, places or things considering how the time period may impact on these differences.</li> </ul>				<ul style="list-style-type: none"> <li>• Recognise, explain and research differences between people, places or things considering how the time period may impact on these differences.</li> </ul>	
<b>Art</b>	<p>Victorian Silhouettes in the style of Charles Burns and Michael Herbert.</p> <p>Clay Cameo's</p> <ul style="list-style-type: none"> <li>• Explain why I have used different tools to create art</li> <li>• Use a range of e-resources to create art</li> <li>• Explain the style of my work and how it has been influenced by famous artists.</li> <li>• Use feedback to make amendments and improvements to my art</li> </ul>	<p>Create a landscape of the Northern Lights using a range of techniques including: water colour and Batik.</p> <ul style="list-style-type: none"> <li>• Explain why I have chosen specific techniques to create my art</li> <li>• Use feedback to make amendments and improvements to my art</li> </ul>			<p>This is Me!</p> <ul style="list-style-type: none"> <li>• Research a range of artists and their styles and techniques which make their work distinctive.</li> <li>• Overprint to create different patterns</li> <li>• Create a piece of artwork which best represents me.</li> </ul>	
<b>Design and Technology</b>			<p>Make a new product from litter</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of the</li> </ul>	<p>Anderson Shelter</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of the qualities</li> </ul>		<p>Charity Cake Fundraiser:</p> <ul style="list-style-type: none"> <li>• Demonstrate a range of</li> </ul>

			<p>qualities of materials to choose appropriate tools</p> <ul style="list-style-type: none"> <li>Follow and refine my plans</li> <li>Consider culture and society in my plans and designs</li> <li>Ensure products have a high quality finish</li> <li>Test and evaluate my product against clear criteria</li> </ul>	<p>of materials to choose appropriate tools</p> <ul style="list-style-type: none"> <li>Follow and refine my plans</li> <li>Test and evaluate my product against clear criteria</li> </ul>		<p>baking and cooking</p> <ul style="list-style-type: none"> <li>Use market research to inform plans and ideas</li> <li>Work within a budget</li> <li>Ensure products have a high quality finish</li> </ul>
<b>Music</b>	<p><b>World Unite</b> 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.</p>	<p><b>Journeys</b> 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.</p>	<p><b>Growth</b> '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.</p>	<p><b>Roots</b> 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, and the</p>	<p><b>Class Awards</b> 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.</p>	<p><b>Moving On</b> 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.</p>
<b>RE</b>	<p>Judaism and Hinduism:</p> <ul style="list-style-type: none"> <li>Why do some people believe God exists?</li> <li>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</li> </ul>	<p>Christianity, Islam, Judaism and Hinduism:</p> <ul style="list-style-type: none"> <li>What do religions say to us when life gets hard?</li> <li>Consider this from a non religious view point also.</li> <li>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right</li> </ul>	<p>Christianity and non-religious:</p> <ul style="list-style-type: none"> <li>What matters most to Christians and Humanists?</li> <li>What are their main beliefs and teachings?</li> <li>How does this have an impact on their daily lives?</li> <li>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between</li> </ul>	<p>Christianity and Islam:</p> <ul style="list-style-type: none"> <li>If God is everywhere, why go to a place of worship?</li> <li>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</li> </ul>	<p>Christianity, Hinduism and Islam:</p> <ul style="list-style-type: none"> <li>What is 'ahimsa' (harmlessness), 'grace' and 'ummah' (community) and what difference does it make to believe in them?</li> <li>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</li> </ul>	<p>Christianity, Islam and non-religious:</p> <ul style="list-style-type: none"> <li>Is it better to express your beliefs through arts and architecture or in charity and generosity?</li> <li>Plan and carry out a fund raiser for a chosen charity</li> <li>Explore and describe a range of beliefs, symbols and actions so that they can understand</li> </ul>

		and wrong and what is just and fair, and express their own ideas clearly in response.	different religions and worldviews.			different ways of life and ways of expressing meaning.
<b>PE</b>	Outdoor and Adventurous: <ul style="list-style-type: none"> <li>Plan a route and a series of clues for someone else</li> <li>Plan with others taking account of safety and danger</li> <li>Accurately describes the performance of their team/group and their contribution to it.</li> </ul>	Games: <ul style="list-style-type: none"> <li>To play to agreed rules</li> <li>Explain rules, and umpire</li> <li>Lead others in a games situation</li> <li>Competes enthusiastically and fairly within the rules, respecting the officials and the opposition.</li> </ul>	Gym: <ul style="list-style-type: none"> <li>Combine my own work with that of others</li> <li>Link sequences to specific things</li> </ul>	Dance: <ul style="list-style-type: none"> <li>Develop sequences in a specific style</li> <li>Chose my own music and style</li> </ul>	Athletics: <ul style="list-style-type: none"> <li>Successfully applies relevant skills and components of fitness to a personal challenge or a small-sided game situation.</li> </ul>	Invasion: Executes effective defending tactics in a game situation.
<b>MFL</b>	The clothes I wear.  Instrucciones de clase.  Greetings- Hola. ¿Que tal?  Numbers 0-30  Days of the week	Celebrations: A Spanish Christmas and New Year.  Mi familia: Talking about my family.	What I like and dislike.  Me gusta/no me gusta porque:	Jobs in the future.  Mi futura ocupación:	Describing my house and furniture.  Donde yo vivo: Mi case/su casa.	Planning a trip to a Spanish-speaking country.  Una vacaciones de Española:.
<b>Theme Days / Key Events</b>	- Quarry Bank Mill - Robinwood	-Theatre trip	- Parent day - R4GM Manchester education centre and materials recovery facility.	-Parent day - WWII afternoon - Mosque visit	University trip	- Theme park trip - Field trip - Graduation
<b>Authors</b>	Peter Bunzl: Cogheart	CS Lewis: The Lion, The Witch and The Wardrobe.	Gill Lewis: Sky dancer	Michelle Magorian: Goodnight Mr Tom	R.J. Palacio: Wonder	R.J. Palacio: Wonder

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