

**Year 6**

	<b>Autumn 1</b> <b>Around the world in half a term</b>	<b>Autumn 2</b> <b>Local History – Pots &amp; Pits</b>	<b>Spring 1</b> <b>It's a small World...or is it?</b>	<b>Spring 2</b> <b>Great British History</b>	<b>Summer 1</b> <b>This is Our Earth – link to Location in Spring Term</b>	<b>Summer 2</b> <b>People from the past</b>
<b>Science</b>	Living Things in Their Habitats	Light	Animals Including humans – circulation system	Electricity	Evolution & Inheritance	Animals Including humans – the impact of lifestyle
<b>Computing</b>	<b>Internet Communication</b> Internet communication Recognising how the WWW can be used to communicate and be searched to find information.		<b>Introducing Spreadsheets</b> Introduction to spreadsheets Answering questions by using spreadsheets to organise and calculate data.		<b>3D Modelling</b> 3D modelling Planning, developing, and evaluating 3D computer models of physical objects.	<b>Sensing</b> Sensing Designing and coding a project that captures inputs from a physical device.
<b>Geography</b>	Location – Longitude, latitude, equator, hemisphere, time zones etc		Place – Similarities & Differences between UK and a place in N or S America		H&P P - Climate zones, biomes & Vegetation Belts	
<b>History</b>		<b>Where did all the miners go?</b> Local History (The impact of closure of the mines) – turning points in British History (1984-1985)		Vikings & Anglo-Saxons (to Edward)		World War Two
<b>D&amp;T</b>	<b>Textiles</b> Combining different fabric shapes (including computer-aided design) <i>Christmas gift bags</i>		<b>Food</b> - Celebrating culture and seasonality (including cooking and nutrition requirements for KS2) <i>Prepare and cook a predominately savoury meal using a range of cooking techniques.</i>		<b>Electrical Systems</b> More complex switches and circuits (including programming, monitoring and control) <i>6c – Fairgrounds or 6d – Controllable Vehicles</i>	
<b>Art</b>	<b>Drawing</b> Develop further perspective in their work using a single focal point and horizon. Use different techniques for different purposes i.e. shading, hatching within their own work. Develop an awareness of composition, scale/proportion Draw for a sustained period of time over on one piece (sessions) <b>Ongoing:</b> Explain the style of how my work and how it has been influenced by a famous artist or designer.		<b>Painting</b> Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. <b>Ongoing:</b> Explain the style of how my work and how it has been influenced by a famous artist or designer.		<b>Sculpture</b> Model and develop work through a combination of pinch, slab, and coil. Work around armatures or over constructed foundations. Confidently carve a simple form. <b>Ongoing:</b> Explain the style of how my work and how it has been influenced by a famous artist or designer.	

<p><b>PSHE</b></p>	<p><b>How can we keep healthy as we grow?</b> <b>Health and wellbeing</b></p> <ul style="list-style-type: none"> <li>Looking after ourselves</li> <li>Growing up</li> <li>Becoming independent</li> <li>Taking more responsibility</li> </ul>		<p><b>How can the media influence people?</b> <b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>Media literacy and digital resilience</li> <li>Influences and decision making</li> <li>On-line safety</li> </ul>		<p><b>What will change as we become more independent?</b> <b>How do friendships change as we grow?</b> <b>Relationships</b></p> <ul style="list-style-type: none"> <li>Different relationships</li> <li>Changing and growing</li> <li>Adulthood</li> <li>Independence</li> <li>Moving to secondary school</li> </ul>	
<p><b>RE</b></p>	<p>2.6b: <b>Commitment</b> - <u>Investigate</u> ceremonies associated with joining or belonging to a faith community and <u>talk about</u> the meaning of commitment</p>	<p>2.3b: <b>Words of wisdom</b> - <u>Explore</u> on the meaning of stories drawn from religious sources and <u>reflect upon</u> the significance of key words, phrases or expressions</p>	<p>2.4b: <b>Taking Part</b> - <u>Find out</u> about the activities of a local religious community and <u>make links</u> with key religious teachings</p>	<p>2.5b: <b>Belief in Action</b> - <u>Make links</u> between beliefs and action and <u>reflect</u> on how this might have local, national and international impact</p>	<p>2.5a: <b>The importance of hope</b> - <u>Raise questions</u> about issues which cause people to wonder and <u>investigate some answers</u> to be found in religious writings and teachings -</p>	<p>2.5c: <b>Justice: rich and poor</b> - <u>Investigate</u> stories about God's relationship with people and <u>suggest how</u>, for some people, this helps them to make sense of life</p>
<p><b>PE</b></p>	<p>Gymnastics Invasion - football</p>	<p>Dance Ball games - netball</p>	<p>Invasion – tag rugby Striking &amp; Fielding - rounders</p>	<p>Invasion - hockey Striking &amp; Fielding - cricket</p>	<p>Athletics Net – Tennis</p>	<p>OAA Net - Badminton</p>
<p><b>Music</b></p>	<p><b>Hey, Mr. Miller</b></p> <ul style="list-style-type: none"> <li>Compose a syncopated melody using the notes of the C major scale.</li> <li>Sing a syncopated melody accurately and in tune.</li> <li>Sing and play a class arrangement of the song with a good sense of ensemble.</li> <li>Listen to historical recordings of big band swing and describe features of the music using music vocabulary.</li> </ul>	<p><b>Christmas Concert Performance - singing</b></p> <ul style="list-style-type: none"> <li>Children will use their voices to sing traditional and modern Christmas songs.</li> </ul>	<p><b>You to me are everything</b></p> <ul style="list-style-type: none"> <li>Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.</li> <li>Use music vocabulary and knowledge to discuss similarities and differences in pieces of music.</li> <li>Learn some simple choreography to accompany a disco song.</li> </ul>	<p><b>Twinkle Variations</b></p> <ul style="list-style-type: none"> <li>Decipher a graphic score.</li> <li>Play <i>Twinkle, twinkle, little star</i>.</li> <li>Create variations using a wide variety of composing techniques.</li> <li>Improvise.</li> </ul>	<p><b>Class Leavers Assembly Performance</b></p> <ul style="list-style-type: none"> <li>Children to practise and perform an assembly celebrating their time in school using skills developed through the year.</li> </ul> <p><b>Additional Unit: Race</b></p> <ul style="list-style-type: none"> <li>Create an accompaniment.</li> <li>Create an extended melody with four distinct phrases.</li> <li>Experiment with harmony.</li> <li>Structure ideas into a full soundtrack.</li> </ul>	
<p><b>Spanish</b></p>	<p>Unit 5 <b>Recap describing hair and eyes etc.</b> Members of the family – father, mother, sister, brother, parents Giving someone's name – His name is _____. Her name is _____. Describing someone's characteristics – He is _____. She is _____. Big, nice, shy, funny, talkative</p>		<p>Unit 6 Numbers 21 to 31 <b>Recap days of the week</b> Months of the year Asking and saying when your birthday is.</p>		<p>Unit 7 <b>Recap greetings from Year 3 (Autumn &amp; Spring).</b> <b>Recap numbers 1-31</b> <b>Recap days of the week / months of the year.</b> <b>Recap descriptions (including colours).</b></p>	