

Year 6

	Autumn 1 Around the world in half a term	Autumn 2 Local History – Pots & Pits	Spring 1 It's a small World...or is it?	Spring 2 Great British History	Summer 1 This is Our Earth – link to Location in Spring Term	Summer 2 People from the past
Science	Living Things in Their Habitats	Light	Animals Including humans – circulation system	Electricity	Evolution & Inheritance	Animals Including humans – the impact of lifestyle
Computing	Internet Communication Internet communication Recognising how the WWW can be used to communicate and be searched to find information.	Webpage creation Webpage creation Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.	Introducing Spreadsheets Introduction to spreadsheets Answering questions by using spreadsheets to organise and calculate data.	Variables in Games Variables in games Exploring variables when designing and coding a game.	3D Modelling 3D modelling Planning, developing, and evaluating 3D computer models of physical objects.	Sensing Sensing Designing and coding a project that captures inputs from a physical device.
Geography	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	
History		Where did all the miners go? Local History (The impact of closure of the mines) – turning points in British History (1984-1985)		Vikings & Anglo-Saxons (to Edward)		World War Two
D&T	Textiles Combining different fabric shapes (including computer-aided design) <i>Christmas gift bags</i>		Food - 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>		Electrical Systems More complex switches and circuits (including programming, monitoring and control) <i>6c – Fairgrounds or 6d – Controllable Vehicles</i>	
Art	Drawing 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) Ongoing: Explain the style of how my work and how it has been influenced by a famous artist or designer.		Painting 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. Ongoing: Explain the style of how my work and how it has been influenced by a famous artist or designer.		Sculpture Model and develop work through a combination of pinch, slab, and coil. Work around armatures or over constructed foundations. Confidently carve a simple form. Ongoing: Explain the style of how my work and how it has been influenced by a famous artist or designer.	

<p>PSHE</p>	<p>How can we keep healthy as we grow? Health and wellbeing</p> <ul style="list-style-type: none"> Looking after ourselves Growing up Becoming independent Taking more responsibility 		<p>How can the media influence people? Living in the wider world</p> <ul style="list-style-type: none"> Media literacy and digital resilience Influences and decision making On-line safety 		<p>What will change as we become more independent? How do friendships change as we grow? Relationships</p> <ul style="list-style-type: none"> Different relationships Changing and growing Adulthood Independence Moving to secondary school 	
<p>RE</p>	<p>2.6b: Commitment - <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: Words of wisdom - <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: Taking Part - <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: Belief in Action - <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: The importance of hope - <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: Justice: rich and poor - <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>PE</p>	<p>Gymnastics Invasion - football</p>	<p>Dance Ball games - netball</p>	<p>Invasion – tag rugby Striking & Fielding - rounders</p>	<p>Invasion - hockey Striking & Fielding - cricket</p>	<p>Athletics Net – Tennis</p>	<p>OAA Net - Badminton</p>
<p>Music</p>	<p>Hey, Mr. Miller</p> <ul style="list-style-type: none"> Compose a syncopated melody using the notes of the C major scale. Sing a syncopated melody accurately and in tune. Sing and play a class arrangement of the song with a good sense of ensemble. Listen to historical recordings of big band swing and describe features of the music using music vocabulary. 	<p>Christmas Concert Performance - singing</p> <ul style="list-style-type: none"> Children will use their voices to sing traditional and modern Christmas songs. 	<p>Twinkle</p> <ul style="list-style-type: none"> Decipher a graphic score. Play Twinkle, twinkle, little star. Create variations using a wide variety of composing techniques. Improvise. 	<p>Race</p> <ul style="list-style-type: none"> Create an accompaniment. Create an extended melody with four distinct phrases. Experiment with harmony. Structure ideas into a full soundtrack. 	<p>Class Leavers Assembly Performance</p> <ul style="list-style-type: none"> Children to practise and perform an assembly celebrating their time in school using skills developed through the year. 	
<p>Spanish</p>	<p>Unit 1 Saying hello and goodbye Asking and saying your name Asking and saying how you are Numbers 1 – 10</p>		<p>Unit 2 Recap numbers 1-10 Numbers 1-20 Asking and saying your age Asking and saying where you live Colours – pink, red, blue, yellow, orange, brown, green, white, black, grey, purple</p>		<p>Unit 3 Describing hair and eyes using colours, long, short. I have ____ eyes. I have ____ hair. Days of the week Recap numbers 1-20</p>	