

YEAR 6 PLANNING

Topic - taught through Literacy and foundation subject lessons

Science - taught weekly and may or may not link to topic
(Working Scientifically objectives to be covered within each unit)

Other subjects

RE/ Computing - Each subject will have a terms worth of weekly lessons that again, may or may not link to topic

French - weekly lessons with French specialist using the 'Early Start' scheme

Music – Musical Futures

PE – See separate long term PE plan

SRE – Teaching SRE with confidence and Teaching Alcohol & Drugs Education with confidence scheme of work

Curriculum Objectives

**WOW moments
/ trips**

**High quality
texts / writing
opportunities**

Year 6 Boot Camp

	<u>Topic</u>		
Autumn 1	<u>History</u>	Residential trip	<i>Holes</i> by Louis Sachar
	<p>Hi2/2.2 Extended chronological study</p> <p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> a. <i>the changing power of monarchs using case studies such as John, Anne and Victoria</i> b. <i>changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</i> c. <i>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</i> 	<p>Design assault courses</p> <p>Chn lead parent 'fit camp'</p> <p>PT visit</p> <p>Visit Wymondham gym</p>	

	<p>d. a significant turning point in British history, for example, the first railways or the Battle of Britain</p> <p>- Changes in medicine</p>		
	<p>Science</p> <p>Sc6/2.2 Animals including humans</p> <p>Sc6/2.2a identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Sc6/2.2b recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Sc6/2.2c describe the ways in which nutrients and water are transported within animals, including humans.</p>		
	<p>Computing</p> <p>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>		
	<p>PATHS / PSHE</p> <p>Yr 6 SRE & Drugs and Alcohol Education</p>		
I wonder...			
A u	Topic		

<p><u>Art & Design</u></p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <ul style="list-style-type: none"> - Mixed breed dogs 	<p>Trip to the Natural History Museum</p>	<p><i>Wonder</i> by R.J. Palacio</p> <p><i>Voices in the park</i> by Anthony Browne</p> <p>Multi-layered narratives</p>
<p><u>Science</u></p>		
<p>Sc6/2.3 Evolution</p> <p>Sc6/2.3a recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Sc6/3.2b recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Sc6/2.3c identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>		
<p><u>R.E</u></p>		
<p>Christianity</p>		
<p><u>Computing</u></p>		
<p>-</p>		

From bean to bar...

Spring 1	<u>Topic</u>	
	<p><u>Geography</u></p> <p>Ge2/1.1 Locational Knowledge</p> <p>Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Ge2/1.2 Place Knowledge</p> <p>Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p> <p>Ge2/1.3 Human and Physical Geography</p> <p>Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Ge2/1.4 Geographical Skills and Fieldwork</p> <p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><i>Charlie & the chocolate factory</i> by Roald Dahl</p> <p><i>The curious incident of the dog in the night-time</i> by Mark Haddon</p>
	<p><u>History</u></p> <p>Hi2/2.5 Non-European Study</p> <p>Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from:</p>	

- a. early Islamic civilization, including a study of Baghdad c. AD 900;
- b. Mayan civilization c. AD 900; or
- c. Benin (West Africa) c. AD 900-1300

Science

Sc6/4.2 Electricity

Sc6/4.2a associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit

Sc6/4.2b 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

Sc6/4.2c use recognised symbols when representing a simple circuit in a diagram

R.E

Islam

Music

Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music

Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory

Mu2/1.4 use and understand staff and other musical notations

Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Mu2/1.6 develop an understanding of the history of music.

- Musical Futures

WW2

Spring 2 & Summer 1

Topic

Art & Design

Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas

Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Ar2/1.3 about great artists, architects and designers in history.

- Designers of WW2 planes/ tanks
- Blitz art
- WW2 documentary photographers e.g. Don Mccullin

Science

Sc6/4.1 Light

Sc6/4.1a recognise that light appears to travel in straight lines

Sc6/4.1b 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

Sc6/4.1c 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

Sc6/4.1d use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

- Link to periscopes / WW2 spies

Computing

Letters from the Lighthouse by Emma Carroll

Diary of Anne Frank

	<p>Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>- <i>Link to the Enigma code</i></p>		
	<p>R.E</p>		
	<p>Judaism</p>		
<p>Our Kingdom</p>			
<p>Summer 2</p>	<p><u>Topic</u></p> <p><u>Geography</u></p> <p>Ge2/1.1 Locational Knowledge</p> <p>Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Ge2/1.2 Place Knowledge</p> <p>Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p>	<p>How Hill trip</p> <p>Parents help make models of Great Britain</p>	<p><i>Floodland</i> by Marcus Sedgwick</p> <p><i>The Hobbit</i> by J.R.R. Tolkien</p>

	<p>Ge2/1.4 Geographical Skills and Fieldwork</p> <p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		
	<p><u>Art & Design</u></p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>		
	<p><u>Science</u></p> <p>Sc6/2.1 Living Things and their habitats</p> <p>Sc6/2.1a 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</p> <p>Sc6/2.1b give reasons for classifying plants and animals based on specific characteristics.</p>		
	<p><u>Computing</u></p>		