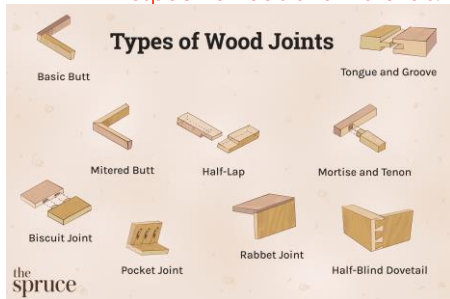




YEAR SIX

TOPIC(S) / 50 Things	<p>MYSTERIOUS MAYA</p> <p>13 Learn a new language 31. Receive an award from school 34. Take part in a sporting competition 39. Sing in public</p>	<p>HOLA MEXICO!</p> <p>13 Learn a new language 24. Bake a cake 31. Receive an award from school 34. Take part in a sporting competition 35. Take on a school responsibility</p>	<p>SURVIVAL OF THE FITTEST</p> <p>8. Dress up for World Book Day 13 Learn a new language 31. Receive an award from school 34. Take part in a sporting competition 49. Read a book somewhere unusual</p>	<p>LEST WE FORGET</p> <p>13 Learn a new language 31. Receive an award from school 34. Take part in a sporting competition</p>	<p>SINK OR SWIM</p> <p>13 Learn a new language 31. Receive an award from school 34. Take part in a sporting competition 50. Learn how to be safe on the road on your bike</p>	<p>EXTREME EARTH</p> <p>1. Run a business enterprise project 13 Learn a new language 15. Help raise money for charity 29. Sing round a campfire 31. Receive an award from school 33. Swim a length of the pool (25metres)</p>
	<p>Middleworld by J & P Voelkel</p>	<p>Holes by Louis Sachar</p>	<p>Pig Heart Boy by Malorie Blackman</p>	<p>War Horse by Michael Morpurgo</p>	<p>The Titanic Detective Agency by Lindsay Littleton</p>	<p>Floodland by Marcus Sedgwick</p>
ENGLISH	<p>WRITING EXPECTATIONS (FIRST WEEK)</p>	<p>WRITING TO INFORM <i>Non-Chronological Report</i></p> <p>GS MODEL TEXT – <i>Desert Creatures</i></p> <p>GS NON-CHRONOLOGICAL REPORT UNIT GUIDE <i>(The Galapagos Flying Lizard)</i> Follow Whole Unit Guide</p>	<p>WRITING TO ENTERTAIN <i>Recount - Diary Entry</i></p> <p>GS MODEL TEXT – <i>My Heart A Ticking Time Bomb</i></p> <p>GS RECOUNT DIARY UNIT GUIDE <i>(The Boy From Floor 17)</i> Use this as a basis for the lesson foci but change the theme to 'Pig Heart Boy'.</p>	<p>WRITING TO ENTERTAIN <i>Story – Flashback</i></p> <p>GS MODEL TEXT – <i>The Piano</i></p> <p>GS SETTING DESCRIPTIONS UNIT GUIDE (Wartime) Follow Whole Unit Guide</p>	<p>WRITING TO INFORM <i>Newspaper Report</i></p> <p>GS MODEL TEXT – <i>Titanic Sinks (Y5)</i></p>	<p>WRITING TO PERSUADE <i>Campaign Leaflet</i></p> <p>GS MODEL TEXT – <i>Vote for Aphrodite (Y5)</i></p> <p>Vote for Zoe</p>
	<p>PVPG LESSONS</p>	<p>POETRY</p> <p><i>Personification Poems (Anti-Bullying theme)</i></p>	<p>WRITING TO DISCUSS <i>Balanced Argument</i></p> <p>GS MODEL TEXT – <i>Should Animal Organs Be Used In Modern Medicine?</i></p>	<p>POETRY</p> <p><i>Free Verse (War Poems theme)</i></p>	<p>WRITING TO INFORM <i>Explanation</i></p> <p>GS MODEL TEXT – <i>How Did Some Passengers Survive The Sinking Of The Titanic?</i></p>	<p>POETRY</p> <p><i>Narrative Poems (End of Y6 theme)</i></p>
MATHS	<p>NUMBER: Place Value NUMBER: Addition, Subtraction, Multiplication and Division NUMBER: Fractions GEOMETRY: Position and Direction CONSOLIDATION</p>		<p>NUMBER: Decimals NUMBER: Percentages NUMBER: Algebra MEASUREMENT: Converting Units MEASUREMENT: Perimeter, Area and Volume NUMBER: Ratio CONSOLIDATION</p>		<p>STATISTICS GEOMETRY: Properties of Shapes CONSOLIDATION THEMED PROJECTS</p>	
	SCIENCE	WORKING SCIENTIFICALLY				
<p>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments</p>						

	<p>ALL LIVING THINGS AND THEIR HABITATS</p> <p>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>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>EVOLUTION AND INHERITANCE</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>ANIMALS, INCLUDING HUMANS</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>		<p>ELECTRICITY</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>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.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>LIGHT</p> <p>Recognise that light appears to travel in straight lines 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.</p> <p>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.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>
PSHE	<p>BEING ME IN MY WORLD</p> <p>Understand that my actions affect people nationally and globally.</p>	<p>CELEBRATING DIFFERENCE</p> <p>Explain ways in which difference can be a source of conflict or a cause for celebration.</p>	<p>DREAMS AND GOALS</p> <p>Describe some ways in which I can work with other people to help make the world a better place.</p>	<p>HEALTHY ME</p> <p>Evaluate when alcohol is being used responsibly, antisocially or being misused.</p>	<p>RELATIONSHIPS</p> <p>Recognise when people are trying to gain power or control.</p>	<p>CHANGING ME</p> <p>Describe how a baby develops from conception through the nine months of pregnancy and how it is born.</p>
ART AND DESIGN		<p>COLOUR PATTERN FORM</p> <p>Research the Day of the Dead festival and sugar skulls. Record observations of colour and pattern. Look at modern craft people influenced by The Day of the Dead.</p> <p>Design and make a paper mache sugar skull mask. Use observations to inform how the design could be embellished with a range of materials, not just with colour and pattern.</p>		<p>FORM DRAWING</p> <p>Research Salvador Dali's paintings of War, including 'The Face of War' and 'Premonition of Civil War'.</p> <p>Experiment with drawing images in the style of Dali, which reflect the mood of WW1 and WW2.</p> <p>Design and create a mod roc sculpture, which expresses the feelings of war, in the Dali style.</p>		<p>PRINTING</p> <p>Research Banksy, his art and his message.</p> <p>Experiment with making stencils and printing block colour and overlaying colour.</p> <p>Design and make an image, which expresses personal opinion relating to Global Warming.</p>
COMPUTING	<p>DIGITAL LITERACY</p> <p>Online Safety</p> <p>Look in the address bar of a website to check for security; identify the lock symbol in an address bar; explain why someone might have an online friendship; explain what the SMART acronym means; explain what a stereotype is; compare gender stereotypes.</p>	<p>INFORMATION TECHNOLOGY</p> <p>Spread sheets</p> <p>enter formulae into cells; edit data and discuss the effect on results; use further functions including AVERAGE, MIN and MAX; create graphs. They should also be able to design their own spreadsheet for a specific purpose.</p>	<p>DIGITAL LITERACY</p> <p>Know your network</p> <p>describe what a computer network is and identify what devices connect to a network; identify three types of networks (LAN, MAN, WAN), explain how networks are defined and list two network topologies; list protocols and explain what they are used for and provide an example IP address; explain the difference between the</p>	<p>COMPUTER SCIENCE</p> <p>Kodu</p> <p>Follow instructions given in the Kodu programming environment, describe the actions of a sequence of Kodu commands, use tools to change the size of the ground and raise or lower the landscape, decompose code into smaller parts and explain it in their own words, create a race track with an end goal for a game and</p>	<p>COMPUTER SCIENCE</p> <p>Scratch</p> <p>Create a sequence of story scenes with added audio, structure and sequence an animation of characters in each scene, use the 'repeat' command to create animation effect and make a character visible or invisible at the correct times.</p>	<p>24-25</p> <p>USING AND APPLYING</p> <p>Select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>25-26</p> <p>3D Modelling</p>

			Internet and World Wide Web; explain what cloud computing is and provide examples of what cloud computing is used for; explain ways to communicate online and explain what streaming is; identify different types of malware and explain how these can affect a computer network.	program a character to follow a path.		Draw and manipulate 3D models independently, use inference points to draw lines and shapes, use a wide range of SketchUp tools and concepts including: the Dimensions Toolbar and Guides; Tape Measure; Zoom Extents; Line; Select; 3D Warehouse.
YEAR SIX	DESIGN AND TECHNOLOGY	<p>Mysterious Mayans Maya inspired Exercise/Playground equipment for children</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <ul style="list-style-type: none"> To begin to understand different types of joining and recognise and apply a butt joint and a mitre joint. To confidently use tools including a saw, vice, tack hammer, nails and a hot glue gun under close adult supervision. Continue year 3/4 activities thinking of additional elements – Refinement Decorative combinations Respect for tools and materials. 	<p>People and places WWI/II Rations Victory in Europe Cakes.</p> <ul style="list-style-type: none"> Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. Demonstrate a range of baking and cooking techniques. <ul style="list-style-type: none"> Create and refine recipes, including healthy seasonal ingredients, methods, cooking times and temperatures. <ul style="list-style-type: none"> Measure and calculate ingredients to scale up or down. Following a simple recipe with several elements (baking a cake, making a filling, icing / decorate) Whisking, using a balloon whisk or handheld mixer Using heat on a hob, oven and microwave under supervision. 	<p>Boost Robotics Coding</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors.] Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages. Apply their understanding of computing to program, monitor and control their products.</p> <ul style="list-style-type: none"> To add a mechanical element to a model following instructions, switches, bulbs and motors. To use computer software to control a model made out of toys. To design their own model which will interact with computer software. 		
		<p>To name and locate Mexico using maps, atlases and globes and digital/computer.</p> <p>To describe and understand key aspects of physical geography: rainforests, deserts, mountains, rivers.</p>	<p>Locate world countries using maps (focus on Europe, North and South America and Russia. Concentrate on environmental regions, key physical and human characteristics and major cities.</p>	<p>Climate change What causes climate change Climate change impact (planet, people and wildlife) Taking action against climate change</p> <p>Orienteering Skills</p>		

HISTORY	<p>A non-European society that provides contrasts with British history.</p> <p>Mayan's Writing Mayan's Maths and the calendar Cities and Architecture Trade Religion Technology Everyday life Farming</p>		<p>WWI Causes of war The western front The home front War is over Remembrance</p> <p>WWII The battle of Britain Churchill and key moments Home Front Anne Frank and the Holocaust VE Day</p>		<p>Introduction to shipwrecks Famous shipwrecks Focus on Titanic Why was it so significant? Who was on board What was life on board Who, or what is to blame What has changed</p>		
	MFL	<p>Review</p> <p>Review of Years 4, 5 and 6</p>	<p>Telling the time</p> <p>The time Daily Routine</p>	<p>Describing Myself</p> <p>Describing myself physically Describing my personality</p>	<p>What to wear?</p> <p>Clothes Shopping for clothes</p>	<p>Getting around</p> <p>In town and directions At the cafe</p>	<p>What do you do?</p> <p>Occupations A letter from France</p>
	MUSIC	<p>Music and Technology MMS</p> <p>Can you tell the difference between the live sounds and digital sounds?</p>	<p>Developing Ensemble skills MMS</p> <p>You are all used to singing and playing together in a band or ensemble now. You will have gained confidence, so when you are playing together in this unit make sure to use dynamics and expression, read a notated instrumental part.</p>	<p>Creative composition MMS</p> <p>By using chords in compositions, we can create music that is more harmonically interesting. We can also create accompaniment for a melody using chords</p>	<p>You've Got a friend Original scheme</p> <p>All the learning in this unit is focused around one song: You've Got A Friend by Carole King</p>	<p>Musical styles connect us MMS</p> <p>Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of notes</p>	<p>Farewell Tour MMS</p> <p>Yemu-Hip Hop Spooky Song</p>
YEAR SIX	PE	<p>Handball</p> <p>To consolidate pupils ability to use passing and moving skills to keep possession and score.</p>	<p>Football</p>	<p>Health Related Fitness</p> <p>To take pupils through 4 health related fitness assessments.</p> <p>To record their scores, ready to compare them against their scores recorded at the end of the programme in week 6.</p>	<p>Dance Carnival</p> <p>To create group movements selecting and applying choreography into a routine.</p> <p>To be able to use their bodies to perform technical movements with control and rhythm.</p>	<p>Tennis</p>	<p>Swimming The Littledown</p>
		<p>Matching and Mirroring</p> <p>To apply "excellent gymnastics" to everything pupils do and explore the concept of matching.</p>	<p>Prejudice and Discrimination</p>	<p>Netball</p>	<p>Tag Rugby</p>	<p>Competitions</p>	<p>Communication and Tactics/Orienteering</p> <p>To look at what makes an effective team with the focus being on creating tactics as a team.</p> <p>To learn why they need to work as a team to create simple tactics.</p> <p>To introduce the concept of a map or a plan and to be able to use a key correctly to help us navigate.</p>

RE	<p>Theme: Beliefs and Practices</p> <p>Key Question: What is the best way for a Muslim to show commitment to God?</p> <p>Religions: Islam</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: Do Christmas celebrations help Christians understand who Jesus was and why he was born?</p> <p>Religions: Christianity</p>	<p>Theme: Beliefs and Meaning</p> <p>Concept: Salvation</p> <p>Key Question: Is anything ever eternal?</p> <p>Religions: Christianity</p>	<p>Theme: Easter</p> <p>Concept: Gospel</p> <p>Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p>Religions: Christianity</p>	<p>Theme: Beliefs and Morals</p> <p>Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Religions: Islam</p>	<p>Theme: Humanism</p>
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