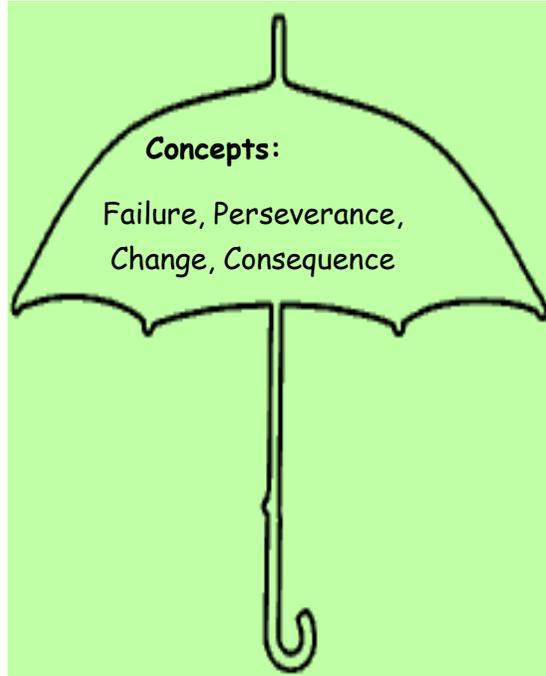


Explore

Geography and DT focus
Explorers, Survival and Discovery
Should we disturb the past?



Authentic Outcome:
Travel Agency:
Set up in class / hall and
pupils decide who to
book a holiday with.
(Mantle of the expert)

Discover

History focus **The Victorians and the British Empire** Including an introduction to British colonisation

WW2 and The Empire Windrush



Authentic Outcome:
VE Day Celebrations:
Band (LC), dancing &
food (DT)

Create

Arts focus

A Magical Ending

Can dreams ever be a reality?



Authentic Outcome:
End of Year show:
Cinderella Rockerfella
Thriftwood
Harry Potter World



Year	Autumn Term - Key Skills	Spring Term - Key Skills	Summer Term - Key Skills
English (Texts) Literacy Shed - 23degrees 5 mins	TEXT: Floodland - Class Novel Genres: Adventure stories - Suspense, setting & Character description Travel Agency Leaflets Information texts - UK Coastal Area, Iceland, Caribbean Biography - Robert Falcon Scott Poetry - Northern Lights Diary - Recount	TEXT: Letters from the lighthouse Film Stimulus: Goodnight Mr Tom Genres: Diaries - Anne Frank Persuasive writing: war posters Newspapers Explanation Texts Poetry: Black out or tracing paper overlay Balanced Arguments	TEXT: The Nowhere Emporium & Elsewhere Emporium Genres: Playscripts Fantasy stories including flashback Poetry Instructions for Potions Discussion Shakespeare Week
Maths	Power Maths / White Rose <ul style="list-style-type: none"> Place Value Number - four operations Fractions 	White Rose / Power Maths Decimals, percentages & fractions Measures: area & perimeter, conversion Algebra Angles	White Rose / Power Maths SATs practise Geometry Coordinates - translation, symmetry Revision Statistics
Science	Evolution & Inheritance (Survival) <ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things. Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaption may lead to evolution. 	Living things & their habitats <ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. 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 	Light <ul style="list-style-type: none"> 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. 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. Use the idea that light travels in straight lines to explain why shadows have the



	<ul style="list-style-type: none"> • Making drinkable water: filtration 	<p>offspring vary and are not identical to their parents.</p> <ul style="list-style-type: none"> - Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>Animals including humans</p> <ul style="list-style-type: none"> - Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood. - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. - Describe the ways in which nutrients and water are transported within animals, including humans. 	<p>same shape as the objects that cast them.</p> <p>Complex Circuits - Outcome D&T project (Fairground ride)</p> <ul style="list-style-type: none"> • Recognise that a switch opens and closes a circuit. • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuits. • Compare and give reasons for variations in how components function including brightness of bulbs etc. <p>Use recognised symbols when representing a simple circuit.</p>
Geography	<p>Exploration: Starts in UK - Coastal erosion / Iceland / Caribbean</p> <ul style="list-style-type: none"> • Name and locate the key topographical features of the UK including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. • Investigate natural disasters- earthquakes, natural disasters. <p>Travel Agents</p> <ul style="list-style-type: none"> • locate the main countries in Africa, Asia and Australasia/Oceania. 	<p>Allies & Axis Countries</p> <ul style="list-style-type: none"> • Name and locate Counties and cities of the UK (link this to WW2 topic for next term - with a focus on London) • Understand the significance of Latitude and longitude and use maps to identify these. 	



	<p>Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <ul style="list-style-type: none"> • Understand the significance of Latitude and longitude and use maps to identify these. • Explore environmental regions, key physical and human characteristics. Major cities, mountain ranges, rivers, lakes, landmarks. 		
DT	<p>Explorers: Make a Travel Bag</p> <ul style="list-style-type: none"> • Cut materials with precision • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Evaluate the design of products so as to suggest improvements • Make products through stages of prototypes, making continual refinements. <p>Shelters:</p> <ul style="list-style-type: none"> • Waterproof • Structure • Materials 	<p>Matchbox Mini - Creations</p>  <p>Food Preparation: VE day celebrations - sandwiches & cake</p>	<p>Create a dish (Harry Potter Banquet)</p> <ul style="list-style-type: none"> • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Understand the importance of correct storage and handling of ingredients (using knowledge of microorganisms). <p>Fairground Rides</p> <p>Prop - Making</p> <ul style="list-style-type: none"> • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding). • how mechanical systems such as cams or pulleys or gears create movement



			<ul style="list-style-type: none"> Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles
History	<p>Researching Explorers in History:</p> <p>Robert Falcon Scott Matthew Henderson</p>	<p>The Victorians and the British Empire Including an introduction to British colonisation WW2 (Holocaust)and The Empire Windrush To include diverse representation of soldiers, in particular African, Caribbean and Indian people.</p> <ol style="list-style-type: none"> Use dates accurately and increasingly use chronology to structure work. Identify and describe characteristic features of different periods and beliefs and attitudes of people living in societies (stereotypical). Use generalised information to support arguments about main events and changes. Give reasons for, and results of, main historical events and changes to expand knowledge base enabling a developing understanding of links between events and developments within/across periods. Show how some aspects of the past have been interpreted in different ways. Make inferences and deductions. 	



		<p>7. Begin to group and order information.</p> <p>8. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</p>	
Music	<p>Composer: Ludwig Van Beethoven: Symphony no.5 1st movement (1808) Pyotor Ilyich Tchaikovsky: The Nutcracker - Waltz of the flowers Russian Dance (1892)</p> <p>Skills</p> <ul style="list-style-type: none"> • Musical language when listening to and appraising a piece of music: pitch, tempo, dynamics, pulse, crescendo • Develop an understanding of the history and context of music • Discuss the different dimensions of music within a piece of music, using musical language. 	<p>Wartime music - Cheery - keeping up morale Create Jingle for an Advert</p> <p>Composer: Vaughan Williams: The Lark Ascending (1914) Gustav Holst: Mars from The Planets (1914)</p> <p>Skills</p> <ul style="list-style-type: none"> • Recognise the names of a variety of musical instruments and the different sounds they make • What a motif is • What improvise and compose means • Appreciate and understand a wide range of high quality live and recorded music from different traditions and composers • Listen with attention to detail and recall sounds with increasing aural memory 	<p>Composer: Benjamin Britten: Storm interlude (1945) Anna Clyne: Night Ferry (1980)</p> <p>Harry Potter Ostinato lesson; Hedwig's theme, John Williams, composing music to represent characters in Harry Potter.</p> <p>Skills</p> <ul style="list-style-type: none"> • Identify orchestral instruments played, recognising the sounds they make • Appraise the music: discuss what the music sounds like using music vocabulary • Recognise the connection between sound and symbol in musical notation • Learn names of notes. Write notes down on paper and play the written music on a glockenspiel
Art	<p>Half in Half portraits of Explorers in History Chalk & pastels - Northern lights</p>	<p>Perspective Old & New Chalk & Charcoal</p>	<p>Fantasy Silhouettes</p>



	<p>Sketching: drawing maps</p>		<ul style="list-style-type: none"> • create and evaluate a sculpture. Incorporate form, pattern, and texture. Use a wide variety of tools and refine skills. Use imagination and experience to influence work. Evaluate and edit using artistic language. • Use a variety of techniques to create form and texture i.e. shading and perspective. • use the colour wheel to use "harmonious colours" and "contrasting colours". • Continuously refer back to artists, architects and designers in history for inspiration or comparison. <p>Pottery - plate or dish 3D clay and glazing Through the Keyhole Art Contrasting colour & context</p>
Computing	<p>Purple Mash Scheme of Work: Coding</p> <ul style="list-style-type: none"> • To use the program design process, including flowcharts, to develop algorithms for more complex programs <p>Internet safety</p> <ul style="list-style-type: none"> • Children demonstrate the safe and respectful use of a range of different technologies and online services. <p>Researching Explorers</p>	<p>Purple Mash Scheme of Work: Spreadsheets</p> <ul style="list-style-type: none"> • To use a spreadsheet to investigate probability • Using the formula wizard to add a formula to a cell to automatically make a calculation in that cell. • To create graphs showing the data collected. 	<p>Purple Mash Scheme of Work: Quizzing</p> <ul style="list-style-type: none"> • To learn how to use the question types • To make a quiz that requires someone to search a database. • To create a picture-based quiz for young children. <p>Binary</p>



	<ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • Children readily apply filters when searching for digital content. 	<ul style="list-style-type: none"> • To type in a formula for a cell to automatically make a calculation in that cell. • Using a spreadsheet to create computational models and answer questions. <p>Text Adventures</p> <ul style="list-style-type: none"> • To make a story-based adventure. • To introduce map-based text adventures. • To code a map-based text adventure. • Children make clear connections to the audience when designing and creating digital content. <p>Network</p> <ul style="list-style-type: none"> • To learn about what the Internet consists of. • To find out what a LAN and a WAN are. • To find out how the Internet is accessed in school. 	<ul style="list-style-type: none"> • To know what the terms binary and denary mean and how they relate to the number system • To relate binary to the on and off states of electrical switches. • To convert numbers from decimal to binary. • To convert numbers from binary to decimal. <p>Blogging</p> <ul style="list-style-type: none"> • To identify the purpose of writing a blog. • To understand how to write a blog. • To understand how to contribute to an existing blog.
PSHE	<p>FIRST AID Choking / Basic Life support: Primary survey & recovery position</p> <p>Racism / Sexism / Stereotypes / Equality Unconscious Bias / Being Anti-racist</p> <p>DIGITAL LITERACY</p>	<p>Forming and maintaining healthy relationships Consent What is harassment?</p> <p>Managing Risk: Legal & illegal drugs Influences & pressure</p>	<p>TALKING MENTAL HEALTH - WHAT MAKES ME HAPPY/SAD MH - DEPRESSION AND SELF-HARM</p> <p>FGM (BOOK: ANISO DOESN'T WANT TO GO ON HOLIDAY)</p> <p>PEER ON PEER ABUSE RISKY BEHAVIOURS</p>



	<p>Talking safely online / digital citizen Privacy rules / What's Cyberbullying? Selling stereotypes</p>	<p>Drugs & alcohol in the media</p> <p>Stereotypes Extremism Radicalisation</p> <p>Role Models Spending, saving & making money What could you do with £5 Balanced lifestyles Puberty - recap & review</p>	<p>RISK AVERT (LESSONS 2 & 3) "It's not Banter" Damaging Rumours</p> <p>SEXUAL HARRASMENT CSE - ALRIGHT CHARLIE (MESMAC) HOW BABIES ARE MADE (MEDWAY) CRUCIAL CREW (COUNTY LINES/KNIFE CRIME)</p> <p>TRANSITION</p>
RE	<p>Christianity Humanism Islam</p> <ul style="list-style-type: none"> To understand how the Entry into Jerusalem gives clues that Jesus was the Messiah. To explain why Christians believe Jesus is the Prince of Peace. To understand how the Transfiguration encourages Christian's faith in Jesus as the Son of God. To talk about how a Christian's life can be transformed by following Jesus. To understand what it means to be a Humanist. To talk about how the Golden Rule influences the life of a Humanist. 	<p>Christianity Judaism Islam</p> <ul style="list-style-type: none"> To understand where Christians find evidence for belief in the resurrection. To talk about how the resurrection makes Christians part of a global Christian community. To explain differences in the way that Christians put their beliefs into practice. To talk about how being part of the global Christian community helps Christians to stand up to injustices in the world. To understand why the Exodus has always been so important to the Jewish people. 	<p>Christianity Judaism Islam</p> <ul style="list-style-type: none"> To talk about the meaning and message of Psalm 8. To talk about the place of the Ten Commandments in today's world. To talk about the place of the Five Pillars of Islam in today's world. To understand Christian attitudes to the human stewardship of creation. To talk about what it means to wear Jewish clothing in today's world. To talk about what it means to wear Muslim clothing in today's world.



	<ul style="list-style-type: none"> To explain how Shahadah (the first pillar of Islam) demonstrates belief in Allah. To explain how Salah (the second pillar of Islam) demonstrates belief in Allah. 	<ul style="list-style-type: none"> To talk about how the Exodus enables understanding of the plight of refugees today. To explain how the Zakah (the third pillar of Islam) supports the global Muslim community. To explain the difference that the fasting of sawm (the fourth pillar of Islam) makes to the global Muslim community. To explain how the pilgrimage of Hajj (the fifth pillar of Islam) connects the global Muslim community. 	
PE	<p>Orienteering</p> <ul style="list-style-type: none"> Plan effectively to visit as many control markers in a given time Plan effectively, taking safety and danger into account . Work cooperatively with a small team or partner to navigate a course. <p>Hockey</p> <ul style="list-style-type: none"> Travel with the ball keeping it under control when dribbling with increased consistency. Link movements such as dribbling, passing and shooting together fluently while on the move. Receive and stop the ball using different parts of the hockey stick. 	<p>Dodgeball</p> <p>Leadership in Sport</p> <p>Netball</p> <ul style="list-style-type: none"> Understand basic rules of netball and positions Catch the ball and to keep feet grounded. Throw the ball at a given target using accuracy. Throw the balling using a chest pass, shoulder pass and bounce pass. Shoot from different distances and positions. Choose suitable tactics to defend, attack, pass and receive the ball when playing a game. 	<p>Rounders</p> <p>Athletics</p> <ul style="list-style-type: none"> Perform different techniques for throwing over a distance. Throw with accuracy to hit a target within javelin and shot put. Perform a fluent sprinting start technique and link smoothly to a running motion. Perform the hand over of a baton within a relay competition fluently. Perform a range of jumping techniques for standing long jump and speed bounce. Develop the technique to perform a triple jump.



	<ul style="list-style-type: none"> • Make shots and passes with reasonable accuracy and consistency. <p>Gymnastics</p> <ul style="list-style-type: none"> • Create routines with up to 8 elements: change of direction, rolling actions, travelling, counter balances, counter tension balances, jumps and clear body shape. 	<p>Gymnastics</p> <ul style="list-style-type: none"> • Apply routines to a range of equipment, moving at different heights. <p>Link movements in a routine together smoothly, with precision and accuracy.</p>	<p>Dance</p> <ul style="list-style-type: none"> • Create short sequence of movements showing imagination and creativity, linking phrases smoothly. • Explore and perform actions creatively in response to music stimulus. • Demonstrate the ability to move fluently with variation in speed, height and direction. • Create and perform routines for different dance styles.
French	<p>French speaking and other countries around the World (Geography)</p> <p>Travelling including directions (Geography)</p> <p>Places- in the town and countries (Geography)</p> <ul style="list-style-type: none"> • Describe people, places, things and actions orally and in writing. • Appreciate songs, stories, poems and rhymes. • Use familiar vocabulary, phrases and basic language structures. 	<p>Places- in the town and countries. French speaking and other countries around the World</p> <ul style="list-style-type: none"> • Learn and write phrases from memory • Adapt phrases learnt from memory to create new sentences to express ideas. • Broaden vocabulary and develop their ability to understand new words that are shown in familiar written material- including using dictionary. (year 6) • Listen attentively to spoken language by joining in and responding. • Read carefully and show understanding of words, phrases and simple writing • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. 	<p>Numbers 0-100</p> <p>Travelling including directions</p> <ul style="list-style-type: none"> • Engage in conversations of increasing length without visual prompts (S/L) • Ask and answer questions. (S/L) • Express opinions and respond to those of others. (S/L) • Seek clarification and help. • Speak in sentences. • present ideas and information orally to a range of audiences. (S/L)





William Martin CofE Schools and Nursery & St James CofE Primary School
2021-22 Planning for year 6