

Yr 6	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Literacy	<p>To understand the features of and how to create character descriptions, narrative pieces, interviews, police reports, journals and newspaper reports through the following activities for a desired audience</p> <ul style="list-style-type: none"> • Journalism – Cluedo - who done it? • Narrative – description of a character using the characters from a Series of Unfortunate Events • Description of a setting using Tunnels – description of the world, journal writing • Narrative writing – ghost stories using Goosebumps • Use poems within guided reading sessions • Non fiction writing linked to historical figures of Leicester • Narrative - short playscripts – based on sci fi – War of the Worlds link with ICT 	<p>To understand the features of and how to create character descriptions, narrative pieces, interviews, police reports, journals and newspaper reports through the following activities for a desired audience</p> <ul style="list-style-type: none"> • Narrative – focus on a book eg Skellig • Formal letters and informal (incorporate into all topics this term) • Non-fiction writing – reports linked to South American rainforests – persuasive writing, diaries, journals 	<p>To understand the features of and how to create character descriptions, narrative pieces, interviews, police reports, journals and newspaper reports through the following activities for a desired audience</p> <ul style="list-style-type: none"> • Non- fiction – Mayan Civilization • Dracula – narrative told by letters and diaries • Performance Poetry – own versions of Revolting rhymes - Rainforest Rap
Numeracy	<p>To understand how to use and apply the following</p> <ul style="list-style-type: none"> • 6 digit numbers • Decimals • Converting fractions and decimals • Addition of whole numbers • Addition of decimals and whole numbers • Missing number problems • Finding missing angles and lengths • Using brackets • Converting grams to kilograms • Converting lengths • Finding time intervals • Subtraction strategies • Decimal subtraction • Multiplication - mental, short and long • Negative numbers 	<p>To understand how to use and apply the following</p> <ul style="list-style-type: none"> • Reading and writing 7 digit numbers • Subtracting large numbers • 2 and 3 place decimal numbers • Equivalent fractions and decimals • Multiplying fractions • Multiplying decimal numbers • Multiplying 3 and 4 digit numbers • 2d shapes and angles • Addition – mental • Addition – column • Subtraction – mental • Subtraction – column • Identifying factors and multiples • Identifying prime numbers • Division - long • Calculating change 	<p>To understand how to use and apply the following</p> <ul style="list-style-type: none"> • 7 digit numbers • Decimal place value • Multiplying and dividing by 10, 100 and 1000 • Rounding numbers • Positive and negative numbers • Adding and subtracting whole numbers and decimals • Fractions and percentages • Algebra • Scaling by multiplying and dividing • Multiplying by integers and decimals • Using division to find fractions of amounts

	<ul style="list-style-type: none"> • Comparing fractions • Fractions and mixed numbers • Area and perimeter • Finding volume • Nets • Dividing by whole numbers • Addition and subtraction of fractions • Fractions and percentages • Multiplying and converting fractions • Dividing fractions by whole numbers 	<ul style="list-style-type: none"> • Adding and subtracting decimal numbers • Calculating averages • Reading line graphs • Reading pie charts • Reading coordinates and translating shapes • Calculating angles • Solving decimal problems • Dividing by 2 digit numbers • Describing functions and number sequences • Identifying ratios • Word problems • Algebra puzzles 	<ul style="list-style-type: none"> • Dividing 4 digit numbers by 2 digit numbers • Multiplication and division investigation • Dividing with decimal remainders • Coordinates • Adding and subtracting fractions • Multiplying and dividing with fractions • Ratio • Reading scales and measure problems • Properties of 2d shapes • Measuring and calculating angles • Area perimeter and volume • Intervals of time • Interpreting graphs • Money investigations • Magic square • Fibonacci Sequences • Word problems and mixed calculations • Percentage problems
Science	<p><u>Animals, including humans</u></p> <p>To use a combination of theoretical and practical science so that the children are able to use, test and apply science in the following topics</p> <ul style="list-style-type: none"> • identify and name the main parts of the human circulatory system, and explain 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><u>Evolution and inheritance</u></p>	<p><u>Living things</u></p> <p>To use a combination of theoretical and practical science so that the children are able to use, test and apply science in the following topics</p> <ul style="list-style-type: none"> • Continue classification. Investigate the animals and plants found within South American environments. How do animals plants differ here than in UK. • 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 • give reasons for classifying plants and animals based on specific characteristics • Study of invertebrates and plants in local area, children try to classify 	<p><u>Electricity</u></p> <p>To use a combination of theoretical and practical science so that the children are able to use, test and apply science in the following topics</p> <ul style="list-style-type: none"> • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • 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 • Use recognised symbols when representing a simple circuit in a diagram <p><u>Light</u></p>

	<ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago (Twycross zoo) Dinosaurs <p>Stem Week</p> <ul style="list-style-type: none"> To use a variety of sources to understand and apply the work of a palaeontologist To research facts and figures about dinosaurs to make scientific theoretical statements To research the adaptation of dinosaurs to create (based on their understanding of the benefits of features) the ultimate dinosaur using clay. To understand theories of extinction of the dinosaurs and to make judgements about the probability of the validity of the theories. To use their understanding of area and perimeter to solve dinosaur enclosure problems. To use scale to draw dinosaurs. To design an “RV” suitable for a palaeontologist based on the knowledge gained from research. <p>Scientists to consider – Darwin and Wallace – evolution Mary Anning – Palaeontologist</p>	<p>Scientists to consider – Carl Linnaeus (plants) Came up with a classification system and a naming system using genus and species</p> <p>Evolution and inheritance</p> <ul style="list-style-type: none"> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (brief outline of genes – dominant) Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<ul style="list-style-type: none"> understand 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 same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. How does light behave – predict, make Shadow puppets, rainbows, investigate how objects appear to bend in water <p>Scientists to consider –</p> <ul style="list-style-type: none"> Michael Faraday
History	<p>A history of Leicestershire</p> <ul style="list-style-type: none"> Children research key moments in Leicestershire’s history to understand how Leicestershire has changed over the years. To research key figures in Leicestershire’s history – Richard III 	<p>Non-fiction writing linked to historical figures of Leicester</p> <ul style="list-style-type: none"> To understand the theories behind the disappearances of the Princes in the Tower To judge the validity of the evidence 	<p>A non-European society that provides contrasts with British history</p> <ul style="list-style-type: none"> Mayan civilization c. AD 900

	<ul style="list-style-type: none"> To understand the events of the War of the Roses leading to the Battle of Bosworth and the reasons and impacts of the events <p>Richard III – visit guildhall and exhibition</p>	<ul style="list-style-type: none"> To recognise bias and how evidence can be manipulated To make conclusions based on evidence and create persuasive arguments 	
Geography	<p><u>South America</u></p> <ul style="list-style-type: none"> To understand the physical geography of South America including: climate zones, biomes and vegetation belts, rivers, mountains To study the human geography, including: types of settlement and land use and to understand how human life has developed and impacted on the continent To understand how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p><u>South American - Rainforests</u></p> <ul style="list-style-type: none"> To understand where rainforests are located and why through physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, To understand the human impact on rainforests, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water To understand how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p><u>Geographical studies</u></p> <ul style="list-style-type: none"> To understand how to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge <p><u>Local Study</u></p> <ul style="list-style-type: none"> Compare hours of sunshine to South America so that children understand the differences between our locality and that of countries in South America. – linked to World Week
RE	<p><u>Why is charity and generosity important to us?</u></p> <p>In each topic we explore and recognise that each person has the right to their own beliefs, values and traditions. In our topic we reflect this by asking the questions: What are your own views and actions concerning charity? How do we support charities at school? How do you help others?</p> <p>Key concepts are: How and why do Sikh charities try to change the World? How and why do Hindu charities try to change the World? How and why do Muslim charities try to change the world?</p>	<p><u>A study of the Sikh faith and beliefs</u></p> <p>In each topic we explore and recognise that each person has the right to their own beliefs, values and traditions. In our topic we reflect this by asking the questions: What do you already know about Sikhism? Which symbols are important in your life? What is your own special place and why? What are your own key values and beliefs?</p> <p>Key concepts covered are: How many Gods do Sikhs have? What are the main Sikh beliefs? Who founded Sikhism? Explore the meaning of Guru. How many Gurus do Sikhs have and can you name them in order?</p>	<p><u>What difference does it make to believe in Sewa (service), Ahimsa (harmlessness), Grace, and/or Ummah (community)? To be edited</u></p> <p>In each topic we explore and recognise that each person has the right to their own beliefs, values and traditions. In our topic we reflect this by asking the questions: What are your own commitments? Why are they important to you? How do you show your commitment? How do ideas on non-violence apply in your own life? How do ideas on helping and serving others apply in your own life?</p>

	<p>How and why do Christian charities try to change the World?</p> <p>How and why do Worldview charities try to change the World?</p>	<p>Why is Guru Nanak Dev Ji important to Sikhs?</p> <p>Can you retell some parts of Guru Nanak's life story? (Guru Nanak and the cobra, Guru Nanak going to heaven, Guru Nanak and Mardana)</p> <p>What did Guru Nanak teach people about how to live their lives?</p> <p>What is Vaisakhi and how is it celebrated?</p> <p>What is the Khalsa and why is it important to Sikhs?</p> <p>What is the Sikh holy book?</p> <p>Where and how do Sikhs worship? What is the sangat?</p> <p>Why is langar important in Sikhism?</p> <p>What is the khanda and what are the 3 parts of the Khanda?</p> <p>Some children will go on to explore:</p> <p>Can you name some Gurburabs and what happens in them?</p> <p>How do karma, reincarnation, <i>mukti and haumain link to being close to God?</i></p> <p>What are Nam japna, Kirat Karna, Vand Chhakna?</p>	<p>How do ideas on community apply in your own life?</p> <p>Do ideas on God's forgiveness and love apply in your own life?</p> <p>Key concepts covered are:</p> <p>What is Ahimsa?</p> <p>Which religions practice Ahimsa?</p> <p>How do Hindus practice Ahimsa in their everyday life's?</p> <p>How does belief in Ahimsa link to Hindu teachings?</p> <p>What are the benefits and challenges of being a Hindu in Britain today?</p> <p>What is Sewa?</p> <p>Why is Sewa important to Sikhs?</p> <p>How would Sikhs perform Sewa in everyday life?</p> <p>How does belief in Sewa link to Sikh teachings?</p> <p>What are the benefits and challenges of being a Sikh in Britain today?</p> <p>What is Ummah?</p> <p>Why is Ummah important to Muslims?</p> <p>How does Ummah support people around the world?</p> <p>How does Ummah link to Islamic teachings?</p> <p>What are the benefits and challenges of being a Muslim in Britain today?</p> <p>What is Grace?</p> <p>Why is Grace important to Christians?</p> <p>How do Christians show Grace to others?</p> <p>How does Grace link to Christian teachings?</p> <p>What are the benefits and challenges of being a Christian in Britain today?</p>
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DT	<p><u>Structures – bird’s nests</u></p> <ul style="list-style-type: none"> • Look up nesting habits of local birds • Investigate what makes good nesting materials • To Investigate the strength of materials and shapes of nests • Design, test and improve 		<p><u>Product – Fairground buzzer game</u></p> <ul style="list-style-type: none"> • Investigate range of existing of existing products • understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers or motors • Design, adapt, make and evaluate product for specific client
Art	<p>Children to learn to use the followings skills</p> <p>Drawing -</p> <ul style="list-style-type: none"> • Selects appropriate media and techniques to achieve a specific outcome • Uses a range of materials to produce line, tone and shade <p>Painting</p> <ul style="list-style-type: none"> • Explores the effect of light and colour, texture and tone on natural and man-made objects • Uses techniques, colours, tools and effects to represent things seen, remembered or imagined • Investigates symbols, shapes, form and composition • Uses different methods, colour and a variety of tools and techniques to express mood <p>Paper mache</p> <ul style="list-style-type: none"> • Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings • Recreates images in 2D and 3D, looking at one area of experience, e.g. recreate a landscape painting, focus on textures <p>Collage</p> <ul style="list-style-type: none"> • Can arrange and rearrange colours, spaces and texture for effect before completion of the final composition • Can produce pieces can express mood. 	<p>Children to learn to use the followings skills</p> <p>Drawing -</p> <ul style="list-style-type: none"> • Selects appropriate media and techniques to achieve a specific outcome • Uses a range of materials to produce line, tone and shade • To explore tone using pastel and inks <p>Painting</p> <ul style="list-style-type: none"> • Explores the effect of light and colour, texture and tone on natural and man-made objects • Uses techniques, colours, tools and effects to represent things seen, remembered or imagined • Investigates symbols, shapes, form and composition • Uses different methods, colour and a variety of tools and techniques to express mood <p>Pastels, oil pastels</p>	<p>Children to learn to use the followings skills</p> <p>Drawing -</p> <ul style="list-style-type: none"> • Selects appropriate media and techniques to achieve a specific outcome • Uses a range of materials to produce line, tone and shade <p>Painting</p> <ul style="list-style-type: none"> • Explores the effect of light and colour, texture and tone on natural and man-made objects • Uses techniques, colours, tools and effects to represent things seen, remembered or imagined • Investigates symbols, shapes, form and composition • Uses different methods, colour and a variety of tools and techniques to express mood <p>Clay</p> <ul style="list-style-type: none"> • Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings • Recreates images in 2D and 3D, looking at one area of experience, e.g. recreate a landscape painting, focus on textures <p>Textiles</p> <ul style="list-style-type: none"> • creates fabric hangings <p>Collaborative art</p> <ul style="list-style-type: none"> • Experiments with approaches used by other artists to crate shared art
Computing	<p>ICT Generic skills to be used across all terms</p> <ul style="list-style-type: none"> • be able to choose and combine the use of appropriate ICT tools to complete a task 		

	<ul style="list-style-type: none"> • be able to critical evaluate the fitness for purpose of work as it progresses • have experience of a range of ICT equipment and software • describe and discuss their work and explain how and why they have used ICT <p>E-safety</p> <ul style="list-style-type: none"> • use and practise their wordprocessing skills in a range of contexts • use email as a communication tool to collaborate with other pupils • be aware that computer viruses can be sent via email <ul style="list-style-type: none"> • be aware of email safety rules • annotate their work samples using prompt questions • use appropriate ICT vocabulary <p>Visit – Warning Zone visit</p>		
	<p>Most children will:</p> <ul style="list-style-type: none"> • continue to use a digital camera or digital video camera to take appropriate pictures or video for a specific purpose: • continue to use cassette recorders / Dictaphones/sound buttons as appropriate • continue to use the sound files in other applications • continue to use more sophisticate music software to plan, create, evaluate, edit and play their own compositions • Use a more complex database to explore patterns and relationships in data eg In a minibests database - Is there a relationship between habitat and diet? • independently set up and use a datafile to carry out an investigation • amend and delete data from records • use editing tools to alter the design of a graph • organise, refine and present information appropriate to the audience 	<p>Most children will:</p> <ul style="list-style-type: none"> • use a wider range of tools within an art package as necessary • continue to manipulate images using an art package or other software • know when it is appropriate to use an art package and when another medium would be more suitable • select and use a range of software and hardware tools to produce a presentation or digital film for a specific audience eg present an account of their residential trip to their peers • use a more complex search engine to find information on CD ROMs and the Internet • check the accuracy of information be aware of privacy and other issues related to using the Internet 	<p>Most children will:</p> <ul style="list-style-type: none"> • use on-screen control software to plan, create and run a more complex set of instructions • use information from a sensor (input) to initiate parts of the control program • plan and create a control system to answer a task • know when it would be appropriate to use a control system • create more complex patterns using repeated simple procedures • know when it would be appropriate to use a sensing device eg in a science experiment • be able to use a range of sensors as appropriate • be able to use formulae and functions in a spreadsheet • alter the format of a spreadsheet • change data to satisfy 'What if' queries

			<ul style="list-style-type: none"> • use a spreadsheet to solve simple problems eg the relationship between the perimeter and area of a quadrilateral
PE	<ul style="list-style-type: none"> • Use running, jumping, catching and throwing in isolation and in combination • Play competitive games, applying basic principles • Develop flexibility & control in gym and dance 	<ul style="list-style-type: none"> • Use running, jumping, catching and throwing in isolation and in combination • Play competitive games, applying basic principles • Develop flexibility & control in gym 	<ul style="list-style-type: none"> • Use running, jumping, catching and throwing in isolation and in combination • Play competitive games, applying basic principles • Develop flexibility & control in dance & athletics • Take part in Outdoor & Adventurous activities Compare performances to achieve personal bests • Swimming proficiency at 25m (KS1 or KS2)
Music	Singing – listen to detail and recall orally To explore pitch and rhythm	Singing To understand how to create, refine and develop own compositions and record them in a meaningful way Rainforest Raps War of the Worlds	Singing To explore the work of famous composers and make judgements about their work. To use their understanding of composer’s work to create their own versions
French	Content: Can I understand imperatives in the form of classroom instructions? Can I describe the contents of a pencil case? Skills focus: I can understand longer and more complex phrases or sentences, read and understand the main points and some detail from a short, written passage. I can match sound to sentences and paragraphs. I can recognise patterns in the foreign language and use language known in one context or topic in another context or topic.	Content: Can I learn common items of clothing and use this knowledge to describe what I wear to school? Can I give my opinion on school uniform, saying why I like it or not? Skills focus: I can understand the main points in a written story, including longer and more complex phrases or sentences. I use context and previous knowledge to help my understanding and reading skills. I can write in some detail using a model, applying most words correctly. I can notice and match agreements on adjectives.	Content: Can I discuss different genres of music? Can I give my opinion on different genres of music? Can I give a reason (or more) to justify my opinion of music? Skills focus: I can participate in a simple conversation about music. I can read and respond to an extract from a song and listen for enjoyment and re-constitute a sentence or paragraph from the song. I can present information on an aspect of culture (a song).
Possible Trips/ visitors	Twycross Zoo – animal evolution workshop and plants and animals from south America – end of term First Aid Warning Zone	Theatre trip	Year 6 trip – Skern

