

| YEAR 6                     | Autumn 1   | Autumn 2 | Spring 3  | Spring 4  | Summer 5   | Summer 6   |
|----------------------------|--|----------|---|---|--|--|
| Art                        | <b>Portraiture</b><br>Skills: understanding proportion, scale, measurements, tone and shading and colour mixing.<br>Media: pencil, paint, collage, printing and mixed media.   |          | <b>Art Through the Ages</b><br>Skills: understanding and evaluating the work of others, recording observations in a variety of forms using a range of techniques.<br>Media: pencil, paint and collage.                |   | <b>Burgerman Objects</b><br>Skills: 3D form, scale/proportion, designing, self-target setting and independently choosing materials.<br>Media: paint, paper-cut and mixed media.            |  |
| Design and Technology (DT) | <p style="text-align: center;"><b>Each group will rotate on a termly basis between these activities:</b></p> <b>Food:</b> Making balanced products. Make a range of both sweet and savoury products that meet the requirements of the Eatwell guide.<br><b>Textiles:</b> Tie Dye Drawstring Bag Project- Exploring fabric dyeing, how to use a sewing machine, constructing and assembling a drawstring bag.<br><b>Resistant Materials:</b> Learning about plastics, using knowledge to make a vacuum formed boat. |          |   |   |  |  |
| English                    | <b>Kensuke's Kingdom by Michael Morpurgo</b><br>Exploring character, themes and settings within the novel.<br><br>Developing our skills of non-fiction writing and writing to inform   |          | <b>Genres</b><br>Identifying the features of different genres<br>Reading examples ( <i>The Man with the Yellow Face</i> ) to explore authorial technique and language.<br><br>Using the features in their own writing | <b>Embedding Reading, Writing and Grammar</b><br><br>Exploring reading extracts for comprehension and SPaG (Spelling, Punctuation and Grammar) terminology. | <b>Writing for a range of purposes</b><br><br>Using the topic of Titanic as the focus, pupils will explore the features of a range of text types and apply these within their own writing. | <b>Media</b><br><br>Using animation as a stimulus for creative writing |
| French                     | Questions to get to know people; preferences; describing yourself and others; Christmas songs.   |          | New Year; seasons; weather; Carnaval (cross-curricular project with English); Easter in France.   |   | Parts of the body; colours and adjective agreements; project to create and describe your own monster.  |  |

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| <b>Geography</b>                             | <b>Biomes</b><br>What and where the world's large-scale ecosystems can be found.<br>How human's use threatens the future of different ecosystems.   |                         | <b>Energy &amp; Sustainability</b><br>Where our energy comes from and how we plan for the future.                                  |   | <b>Enquiry in Geography</b><br>Fieldwork skills for geographers.<br>Planning for and carrying out fieldwork in our local community. |   |
| <b>History</b>                               | How did the Norman Conquest impact England?   | Why did people Crusade? | Who held power in the Medieval World?  | How significant was the Silk Road in shaping Medieval Europe? | How did the Tudors change Religion in England?  | What does Miranda Kaufmann's Black Tudors tell us about early Modern Britain? |
| <b>Computing</b>                             | <b>Rotation Block (all groups complete the same activities)</b><br>Internet & Research (How the internet works, how to conduct accurate and efficient research)<br>Gaming in Scratch (How to make simple games and animations)<br>Imagine Logo (Practising algorithms by drawing shapes and patterns) |                         |  |   |   |   |
| <b>Mathematics</b>                           | Time<br>Number: Place Value<br>Number: Four operations<br>Fractions<br>Geometry: Position and direction   |                         | Number: Decimals and percentages<br>Algebra: An introduction<br>Measure: Units, perimeter, area and volume<br>Ratio and proportion |   | Geometry: Angles<br>Revision<br>SATs<br>Investigations  |   |
| <b>Music</b>                                 | <b>The Fanfare</b><br>Composing skills whilst learning about British traditions   |                         | <b>World Tour</b><br>Introduction to music from around the world   |   | <b>The Orchestra</b><br>Learning about the instruments, and performing famous orchestral piece                                      |   |
| <b>Philosophy, Ethics and Religion (PER)</b> | Relationships   |                         | Religion - rules and moral values  |   | Poverty - fair trade and charity  |   |

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| <b>Physical Education (PE)</b> | Table Tennis<br>Football<br>Netball<br>Gymnastics  |  | Basketball<br>Sportshall Athletics<br>Tag Rugby<br>Dodgeball/Handball  |  | Striking & Fielding (Cricket & Rounders)<br>Athletics<br>(Throwing, Jumping, Running Events) |  |
| <b>Science</b>                 | Basic skills:<br>Variables, comparing, research, graphs<br><br>Animals Including Humans:<br>Circulatory system, transporting water and nutrients, healthy lifestyle, exercise, drugs and alcohol | Separating Substances:<br>Separating mixtures, solutions, separating solutions<br><br>Light:<br>How we see, reflecting light, refraction, spectrum, colours, shadows | Basic skills:<br>Observation, pattern seeking, identifying, grouping, classifying, problem solving<br><br>Living things and their Habitats:<br>Classifying, Linnean system, microorganisms | Evolution and Inheritance:<br>Inheritance, adaptation, evolution | Electricity:<br>Circuits and symbols, volts  | Reversible and Irreversible Change:<br>Changes, cooking, oxidation |