

## YEAR 6 (2021-2022)

Term	Theme	English	Science	History	Geography	Art	D.T	MFL	Music	ICT	R.E.	P.E.	P.S.H.E.
Autumn Term 1	<b>The World at War!</b>	<p><b>Recounts</b> <i>Anne Frank Diary</i> by A. Frank</p> <p><b>Novel as a theme</b> <i>Kensuke's Kingdom</i> by M. Morpurgo <i>Goodnight Mr. Tom</i> by Michelle Magorian</p>	<p><b>Living things and their habitats:</b> Look at the classification system in more detail. Introduce the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Through direct observations (where possible), classify animals into commonly found invertebrates (e.g. insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). Discuss the reasons why living things are placed in one group and not another. Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.</p>	<p><b>World War II</b> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>			<p><b>Structures / Electrical</b> (air-raid shelters).</p>	<p><b>Time</b> Speak in sentences using familiar vocabulary.</p>	<p><b>I'll be there</b> (Charanga)</p>	<p><b>Programming /Coding</b> (Bletchley Park)</p>	<p><b>Christianity (God)</b>  How do Christians mark the 'turning points' on the journey of life?</p>	<p><b>Invasion Games.</b></p>	<p><b>How do we keep healthy as we grow?</b></p>
Autumn Term 2	<b>80 Days around the World!</b>	<p><b>Persuasion</b> <i>current destinations/ attraction using various NF sources from different media.</i></p> <p><b>Classic Fiction</b> <i>Wizard of Oz</i> by F. Baum – 'No place like home'</p>	<p><b>Ibid.</b></p>		<p><b>The Seven Continents</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p><b>Printing</b> Cultural symbols from around the World. <b>Artist: Beni Mansur</b></p>		<p><b>Time</b> Understand more complex phrases and sentences.</p>	<p><b>Classroom Jazz (2)</b> (Charanga)</p>	<p><b>Digital Research</b></p>	<p><b>Hindu dharma</b> Is there one journey or many?</p>	<p><b>Dance</b></p>	<p><b>How do we keep healthy as we grow?</b></p>
Autumn Term 3	<b>Terrible Tudors!</b>	<p><b>Non-Chronological Reports</b> <i>supplemented with hybrid texts – various based on NF Tudors</i></p> <p><b>Older literature</b> <i>Shakespeare's works and the Globe Theatre</i></p>	<p><b>Animals, Including Humans</b> <b>Circulatory System and Exercise</b> Build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.</p>	<p><b>Tudors</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>			<p><b>Mechanisms</b> Pageant carriage/ Barge/ ship to replace Mary Rose.</p>	<p><b>Hobbies</b> Listen for gist. Pick out main details from a passage.</p>	<p><b>A New Year Carol</b> (Charanga)</p>	<p><b>Text and Images</b> Tudor monarch 'hall of fame'.</p>	<p><b>Islam</b>  What is Hajj and why is it important to Muslims?</p>	<p><b>Gymnastics</b></p>	<p><b>How can the media influence people?</b></p>

Spring Term 2	<b>London Calling!</b>	<p><b>Explanation Texts</b> <i>Why? Encyclopaedia, by DK, with others related to the capital</i></p> <p><b>Detective Stories/ Crime Fiction</b> <i>'The London Eye Mystery' by Siobhan Dowd</i></p>	<p><b>Electricity</b> (<i>The Bright Lights of 'London Town'</i>) Build on the work in year 3, exploring the way that light behaves, including light sources, reflection and shadows. Talk about what happens and make predictions.</p>		<p><b>London</b> Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p><b>Drawing/ painting (famous landmarks of the capital).</b> Learn about great artists, architects and designers in history <b>Artist: Friednesrech &amp; Stephen Wilshire</b></p>		<p><b>Food</b> Speak with increasing spontaneity.</p>	<p><b>Happy</b> (Charanga)</p>	<p><b>Digital Literacy</b></p>	<p><b>Christianity (Jesus)</b> Why do Christians believe Good Friday is 'good'?</p>	<p><b>Striking &amp; Fielding Games – Rounders</b></p>	<p><b>How can the media influence people?</b></p>
5	<b>A blast from the Ancient Past!</b>	<p><b>Instruction Texts</b> <i>Various NF related to Ancient Bagdad</i></p> <p><b>Poems on a theme.</b></p> <p><b>Poems with Imagery</b> <i>anthology, but applied to Ancient Bagdad</i></p>	<p><b>Light</b> Build on the work in year 3, exploring the way that light behaves, including light sources, reflection and shadows. Talk about what happens and make predictions.</p>	<p><b>Bagdad (an ancient culture).</b> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared. A non-European society that provides contrasts with British history.</p>		<p><b>3D Sculpture</b> <b>Artist: Michelle Reader</b></p>		<p><b>Breakfast</b> Perform to an audience with accurate pronunciation and intonation.</p>		<p><b>Data handling</b></p>	<p><b>Buddism</b> What do we mean by a 'good life'? <b>Temple visit/ school visitor.</b></p>	<p><b>Striking and Fielding Games – Cricket.</b></p>	<p><b>What will change as we become more independent?</b></p> <p><b>How do friendships change as we grow?</b></p>
6	<b>Our Living World!</b>	<p><b>Discussion and debate animal welfare e.g. WWF/Blackpool Zoo websites/ Newspaper Articles – different reading mediums.</b></p> <p><b>Stories with flashbacks</b> <i>novel related to year's transition unit – determined annually.</i></p>	<p><b>Evolution &amp; Inheritance</b> (Madagascar)</p>		<p><b>Plate Tectonics</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		<p><b>Food Technology. Tracy visit – school kitchen hygiene.</b></p>	<p><b>Weather</b> Listen attentively and understand more complex phrases and sentences.</p>	<p><b>Reflect, rewind and Replay</b> (Charanga)</p>	<p><b>Multi-media / Sound</b></p>	<p><b>Christianity:</b> What do we commit ourselves to on our journey?</p>	<p><b>Athletics/ Orienteering.</b></p>	<p><b>What will change as we become more independent?</b></p> <p><b>How do friendships change as we grow?</b></p>