

 YEAR 6	AUTUMN		SPRING		SUMMER	
	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii
THEME	Crime and Punishment	Wonderful Water	Power	The SATs journey (King Kong)	Evolution	Journeys/Moving on
KEY EXPERIENCES		Visit to Min-y-Don River trip	Shakespeare workshop?	SATs!	Chester Zoo?	Transition End of Year Production
LITERACY	<p><u>Mystery and Suspense</u></p> <ul style="list-style-type: none"> Focus text – Watertower – Gary Crew. Newspaper report Descriptive extracts. <p><u>Explanatory texts</u></p> <ul style="list-style-type: none"> Link to topic work. <p><u>Letter Writing/Emails</u></p> <ul style="list-style-type: none"> Letter to Min-Y-Don <p><u>Newspaper Report/Recount writing</u></p> <ul style="list-style-type: none"> Newspaper report/ recount based on Min-y-Don experience. 		<p><u>Historical Narrative</u></p> <ul style="list-style-type: none"> Census information (Chester records office). Pupils plan and write a diary extract from a child in the Victorian workhouse. <p><u>Authors and Texts</u></p> <ul style="list-style-type: none"> Shakespearean text (Macbeth) <p><u>Poetry</u></p> <ul style="list-style-type: none"> Imagery. Pupils analyse, unpick, plan and write a poem. Exploring form. <p><u>Revision/Evidence Collection</u></p> <ul style="list-style-type: none"> Various genres. 		<p><u>Persuasive texts</u></p> <ul style="list-style-type: none"> Linked to school rules. <p><u>Short Stories with Flashbacks</u></p> <ul style="list-style-type: none"> e.g. Wonder by RJ Palacio, Scooby Doo stories/animations, The Piano, etc. Including retelling same story from different points of view. <p><u>Biography/Autobiography</u></p> <ul style="list-style-type: none"> Diary writing. <p><u>Revision/Evidence Collection</u></p> <ul style="list-style-type: none"> Various genres. 	
MATHS	Number- Place Value Number- Addition, Subtraction, Multiplication and Division Fractions Geometry- Position and Direction Consolidation		Number- Decimals Number- Percentages Number- Algebra Measurement Converting units Measurement Perimeter, Area and Volume Number- Ratio Consolidation		Geometry- Properties of Shapes Problem solving Statistics Investigations Consolidation	
SCIENCE	<p>Animals including humans: (Interdependence and adaptation) Describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), and to a variety of plants (including reproduction).</p> <ul style="list-style-type: none"> Describe the changes as humans develop from birth to old age. Recognise the impact of diet, exercise, drugs and lifestyle on the way human bodies function. Recognise that living things produce offspring of the same kind, but 	<p>Living Things and their Habitats:</p> <ul style="list-style-type: none"> Explain the classification of living things into broad groups according to common, observable characteristics and based on similarities and differences, (plants, animals & micro-organisms). The children explore food chains and webs and how plants and animals adapt to their environment. They learn how to read and construct identification keys. 	<p>Electricity:</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>Light</p> <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 	<p>Evolution</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. 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. 	

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	<p>normally offspring vary and are not identical to their parents.</p> <ul style="list-style-type: none"> Describe how adaptation leads to evolution. <p>Recognise how and why the human skeleton has changed over time</p>	<ul style="list-style-type: none"> 		<p>have the same shape as the objects that cast them.</p>	
<h1>HISTORY</h1>	<p>Balance of British/European History/ World History and a Local Study <i>To investigate and interpret the past/ To build an overview of world history/ To understand chronology</i></p>				
	<p>History of country Theme in British History Crime and Punishment</p> <ul style="list-style-type: none"> Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past. 		<ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and terms accurately in describing events. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. Use original ways to present findings. 		
<h1>GEOGRAPHY</h1>	<p><i>To investigate places/ To investigate patterns/ To communicate geographically</i></p>				
	<p>Additionally, Min-y-Don visit covers many KS2 Geog skills.)</p> <ul style="list-style-type: none"> Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Use the eight points of a compass, four-figure grid references, symbols and a key to communicate knowledge of the United Kingdom and the world. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 	<p>UK Geography – (study of the United Kingdom and its relation to the rest of the continent and world).</p> <ul style="list-style-type: none"> Understand some of the reasons for geographical similarities and differences between countries. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent. Name and locate the countries of North and South America and identify their main physical and human characteristics. 	<p>World Geography – (Travel/transitions/end of year production)</p> <ul style="list-style-type: none"> Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Describe how locations around the world are changing and explain some of the reasons for change. Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. Describe and understand key aspects of: physical geography, including: climate, zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. 		
<h1>RE</h1>	<p>Christianity (Leaders, The creation, Prayers)</p> <ul style="list-style-type: none"> Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. Explain their own ideas about the answers to ultimate questions. Explain why their own answers to ultimate questions may differ from those of others. Show an understanding of the role of a spiritual leader. 	<p>Islam</p> <ul style="list-style-type: none"> Explain how some teachings and beliefs are shared between religions. Explain how religious beliefs shape the lives of individuals and communities. 	<p>Christianity (Journeys, Moving On, Faith, Stories of Faith)</p> <ul style="list-style-type: none"> Explain why different religious communities or individuals may have a different view of what is right and wrong. Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). Express their own values and remain respectful of those with different values. 		

<h2 style="text-align: center;">COMPUTING</h2>	<ul style="list-style-type: none"> • Programming 1 – Using Scratch • Technology in our Lives 1 – How the Internet Works • Programming 2 – Use programming to simulate real life. • Handling Data 3 – Use technology to measure fitness 		<ul style="list-style-type: none"> • Multimedia 1 – Create a promotional video • Handling Data 1 – Analysing data 		<ul style="list-style-type: none"> • Technology in our Lives 3 – How we can use online tools for different purposes • Multimedia 2 – Using PowerPoint to make a non- linear presentation 	
<h2 style="text-align: center;">ART AND DESIGN</h2> <p>(*developmental work linked to topic may be displayed in topic books/elsewhere)</p>	<p>Focus artist -</p>	<p>Focus artist – Painting (linked to Min-Y-Don)</p> <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. <p>Develop a personal style of painting, drawing upon ideas from other artists.</p>	<p>Focus artist - Digital Media: (with Min-y-Don photographs and videos)</p> <ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations) • 	<p>Kandinsky Collage</p> <p>Mix textures (rough and smooth, plain and patterned).</p> <ul style="list-style-type: none"> • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. 	<p>Focus artist – Holbein portraits</p> <p>Textiles</p> <ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. <p>Combine previously learned techniques to create pieces.</p> <p>William Morris</p> <ul style="list-style-type: none"> • 	<p>Taking inspiration (artist TBC)</p> <ul style="list-style-type: none"> • Give details about the style of some notable artists and designers. • Show how the work of those studied was influential. <p>Create original pieces that show a range of influences and styles.</p>
<h2 style="text-align: center;">DESIGN TECHNOLOGY</h2>	<p>Computing (making a game)</p> <p>Write code to control and monitor models or products</p>		<p>Electricity: (making a game)</p> <ul style="list-style-type: none"> • Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips) 	<p>Materials:</p> <ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools. • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape. 	<p>Textiles:</p> <ul style="list-style-type: none"> • Create objects (such as a cushion) that enjoy a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to add decoration) • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion) 	<p>To design, make, evaluate and improve:</p> <ul style="list-style-type: none"> • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.

	<ul style="list-style-type: none">• <i>Change behaviours to suit different situations. Develop expertise and deep interest in some things.</i>	<ul style="list-style-type: none">• <i>Show a willingness to be wrong.</i>• <i>Know which ideas are useful and have value.</i>	<p><i>challenging circumstances.</i></p> <ul style="list-style-type: none">• <i>Stick at an activity even in the most challenging of circumstances.</i>	<ul style="list-style-type: none">• <i>Reflect upon the reasons for failures and find ways to bounce back.</i>• <i>Identify areas for improvement.</i>		<ul style="list-style-type: none">• <i>Consider oneself to be lucky and understand the need to look for luck.</i>• <i>See possibilities and opportunities even after a disappointment.</i>
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