

Year 6

Topic	Conflict	Frozen	Coastlines
Core text	Goodnight Mr Tom The Machine Gunners Lest we Forget poem	Mission Survive Ice Palace Too many mittens	Light Keeper's rescue Biography of Mary Anning The Story of Captain Cook
First hand experience (hook)	Air raid shelter role play	Ice sculptor	<u>Visit to Filey</u>
Fabulous Finish	<u>Visit to the Cenotaph</u> Remembrance service	Winter theme party	Art gallery
Vocabulary Development			Coastline , docks, harbour, lighthouse , beach , shingle , shells, cave, rocks. sand dunes, pebbles, erosion , landslide, bay, sea wall , sea defences , tide , fossils Evolution
Language function and structure (Speak well wheel)			
Writing	Descriptive (character) Non-chronological Report (notes) Diaries Newspaper Narrative with a historical setting Poetry (Remembrance Day) Biography	Discursive Descriptive (setting) Crazy explanation (imaginary) Diaries	Report – newly discovered sea creature Narrative – use Katie Morag illustrations as stimulus to create story suitable for older children Poetry – sea poems / sea shanties Persuasive – leaflet promoting Filey
GPS	Adjectives, verbs, nouns (different ones), adverbs, questions, tenses, colons and semi colons, direct and indirect speech, inverted commas, consonant, vowel	Why, first person, antonyms, synonyms, adjectives, verbs, pronouns (different ones), conjunctions	Why, first person, antonyms, synonyms, adjectives, verbs, pronouns (different ones) and conjunctions.
Maths (White Rose)			
Maths topic links	Solve problems involving the calculation of percentages and make comparisons Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Reasoning – applying skills in context Measures – Mass and capacity	Use negative numbers in context, and calculate intervals across zero. Negative Numbers (Temperatures)	Data Handling – graphs based on frequency Tide/time line graphs Tide timetable problems/Filey bus Fibonacci sequences (shells as a starting point)

<p>Science</p> <ul style="list-style-type: none"> Scientific enquiry 	<p>Compare and group together everyday materials based on evidence from comparative and fair tests.</p> <p>Keeping warm during an air raid.</p> <p>Recognise that light appears to travel in straight lines</p> <p>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</p> <p>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</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests <p>How was light blocked out during the blackouts?</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>How to preserve food during rationing</p>		<p>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</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <ul style="list-style-type: none"> reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations <p>Find out about animals from either polar region. Use sorting diagrams (Venn and Carroll) to group animals according to given criteria.</p> <p>Find out about biodiversity in the Arctic and Antarctic. Make a list of similarities and differences.</p> <p>Construct food chains for chosen animal or plant from the frozen land. Describe the diagram using scientific vocabulary</p>	<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary <p>Create a working lighthouse</p>	<p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <ul style="list-style-type: none"> identifying scientific evidence that has been used to support or refute ideas or arguments. <p>Human evolution</p> <p>Coast life study</p>	
<p>Science – Rising Stars</p>	<p>Light</p>	<p>Staying alive</p>	<p>Dinosaur hunters</p>	<p>Classifying critters</p>	<p>Electricity</p>	<p>We’re evolving</p>

<p>Art or Design and Technology</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing and painting Learn about great artists, architects and designers in history. LS Lowry study - charcoal and pastels</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Prepare and cook war time foods. Look at recipes. Examine how to keep food fresh and preserved.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Make a simple toy from 1940s using scrap wood – wooden doll, train or paper plane.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Create an Anderson shelter</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas. Use Brusho or similar dyes to recreate the Northern Lights.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. Discover the artwork of the Inuit. Use as inspiration and make a simple block print using two or three colours. Add black ink for detail.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Create a full size igloo. Find ways to join the boxes sturdily – add in an entrance and doorway.</p>	<p>Learn about great artists, architects and designers in history. Create seascapes in the style of Turner</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Rockpools made from clay Pencil sketches of shells/fossils found in Filey</p>
<p>Geography</p>	<p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use a map of the UK. Children are to use their evacuation label to locate where they are from on the map.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Name and locate cities across the UK which were bombed during the Blitz. Add in significant geographical features like mountains, railways etc.</p>	<p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Describe and understand Physical geography including climate zones, ... rivers, mountains, volcanoes and earth quakes and the water cycle Read a range of polar travel brochures and leaflets. Make notes of what activities are on offer.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Filey Brigg</p> <p>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 of the United Kingdom and the wider world Planning a route to Filey</p>

			<p>Use atlases to find some of the names of both polar regions and other significant geographical features. Add on to a map.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Work in research teams to look at the differences and similarities between the Arctic and Antarctic.</p>			
History	Study of an aspect or theme of British history that extends pupils chronological knowledge beyond 1066 Create a timeline of event leading up to and after WW2. Include key events during the battle.	Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Find out what conditions were like on board the Titanic.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 History of the RNLI (following visit) Biography of Captain James Cook			
Music	Play and perform in ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Play traditional war time songs by Vera Lynn, look at the lyrics. Why are they important during wartimes? Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Listen to a range of WW2 sounds including the Blitz, gas mask drills etc – how do these make you feel?	Improvise and compose music for a range of purposes using the interrelated dimensions of music. Create a piece of music which reflects the Northern Lights. Use every day and classroom objects.	Improvise and compose music for a range of purposes using the inter related dimensions of music Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians Sounds of the waves Sea shanties			
Computing topic links	Historical timeline		Titanic research Arctic research		Sea shanties Map the route to Filey	
Computing – Rising Stars	We are computational thinkers	We are publishers	We are adventure gamers	We are advertisers	We are network engineer	We are travel writers
PE - Rising stars	Invaders	Dynamic Dance	Gym Sequences	Active Adventure	Young Olympians	Nimble Nets
PSHEC Oasis 9 habits	Growth mind set Only one you How to catch a star	Ethos 1 – A passion to include 9 Habits – Hopeful 9 Habits - Joyful	Ethos 2 – A desire to treat everyone equally 9 Habits – Patience 9 Habits - Compassion	Ethos 3 – healthy relationships 9 Habits – Forgiving	Ethos 4 – A deep sense of hope 9 Habits – Considerate 9 Habits – Self Control	Ethos 5 – perseverance 9 Habits – Humility 9 Habits - Honest

Commando Joe	Nancy Wake – The white mouse		Ernest Shackleton – Endurance		Kira Salak – Gorilla in the mist	
Safeguarding in the curriculum Right to be safe	Online safety, recipe for a safer internet & child friendly acceptable use Healthy eating – breakfast, lunch boxes Oral hygiene & toothbrush club (EYFS) International fitness day 27.9.17	Firework safety Anti Bullying w/c 13.11.17 Road safety w/c 20.11.17 Giraffe’s can’t dance Smartest giant in town	Stranger danger NSPCC, Child line Safer internet day 6.2.18 Huge bag of worries	Mental health First aid Augustus and his smile	Drugs and alcohol SRE Walk to school week w/c 14.5.18	Water safety Sun safety Cycle safety
British values in the curriculum Right to respect	Eid Roald Dahl day International day of peace Harvest Festival Have you filled your bucket today?	Black History Month Anti bullying week Remembrance Day Children in Need St Nicholas’ Day 6.12.17 Christmas Up and down For every child (rights)	Chinese New Year Pancake Day Lent We are all born free	World Book Day Fairtrade fortnight Mother’s Day Easter The world came to my place today	St George’s Day Roma Day If the world were a village	Queen’s birthday Father’s Day Gay Pride Recycling Week What if everybody did that? 10 things I can do to help my world
RE	Sheffield SACRE agreed syllabus & Oasis scheme					
Spanish	I languages Year 6					