



Year 6 2017/18

	Autumn Term 1	Autumn Term 2	Spring Term		Summer Term 1	Summer Term 2
Name	Jurassic Hunters.	Myths and Legends.	It's a time walk! (Evacuee)		Living on the edge! Disasters	The great outdoors. (Coasts/Rivers)
Hook	Trip-Lyme Regis		Trip-Northe Fort		Trip- Butcher Coppice (3days)	
Theme	Fossils Ancient Greece		World War II		Coast & Rivers	
Trips visitors	Lyme Regis- 21 st September 2017 Assembly 11 th November 11am Senior Citizen Christmas Party		Northe Fort WW2		Butchers Coppice	
Maths	Number and place value Number Fractions, decimals and % Measurement		Measure Geometry Statistics Revision- SAT's		SAT's revision	
Religious Education	Creation Sacraments (assess) Use of religious vocabulary; make links between stories & beliefs. Compare our ideas and answers about difficult questions.	ISLAM Week Prayers, Saints & Feasts Advent Give reasons for certain acts and symbols. Make links how feelings and beliefs affect behaviours.	Christmas Revelation (assess) Make links how feelings and beliefs affect behaviours.	Judaism Week Lent Holy Week Give reasons for actions by believers. Compare our ideas and answers about difficult questions.	Easter (assess) Pentecost Hinduism/ Sikhism Week Give reasons for actions by believers. Make links how feelings and beliefs affect behaviours.	Mission Prayers, Saints & Feasts Describe ways in which religion is lived out by believers. Make links how feelings and beliefs affect behaviours.
Science	Working Scientifically Evolution and Inheritance. To recognise that living things have changed over time and that fossils provide information		Working Scientifically Animals including humans. identify and name the main parts of the human circulatory system, and describe the functions of		Working Scientifically KS2 science curriculum revision Human reproduction and relationships.	



	<p>about living things that inhabited the Earth millions of years ago.</p> <p>To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Living things and their habitats.</p> <p>To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Light</p> <p>To 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>Electricity</p> <p>To 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>To use recognised symbols when representing a simple circuit in a diagram.</p>	<p>the heart, blood vessels and blood</p> <p>Material and change.</p> <p>To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>To demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	
Geography	<p>Locational Knowledge-</p> <p>To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>environmental regions, physical characteristics, countries and major cities.</p> <p>Place Knowledge-</p> <p>To understand geographical similarities and</p>	<p>Human and physical geography-</p> <p>To describe and understand key aspects of physical geography- the water cycle.</p>	<p>Geographical skills/ fieldwork-</p> <p>To 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>Coast and rivers</p> <p>To 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,</p>



	differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country.		coasts and rivers); and understand how some of these aspects have changed over time
History	Ancient Greece To study of Greek life and achievements and their influence on the western world	World War 2 To study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	
Design Technology	Fairground ride/ electric Make/ Evaluate/ Technical Knowledge. To apply their understanding of how to strengthen, stiffen and reinforce more complex structure. To understand and use electrical systems in their products	Scones- cooking and nutrition- WW11 To become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes.	Chocolate and its wrapper. Design, make, evaluate and Technical Knowledge
Art and Design	Poppies/ Jurassic coastline- Sketch/paintings Clay pots- sculpture. To create a sketch to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.		Coast/ rivers/ wildlife- Local Kinson Walk. To create a sketch to record their observations and use them to review and revisit ideas
Computing	Internet safety- Cyber bullying	Pro- bot- maths/angles	Movie maker-Butcher Coppice. Scratch
Music	Exploring lyrics & melody History of Blues music	History of Ragtime music Music in silent movies	Summer show
Physical Education Games, Dance & Gymnastics	Indoor athletics Invasion games Gymnastics	Net and wall games Dance	Striking and fielding games Athletics, <i>Swimming</i> Outdoor- Butcher Coppice
Personal,	New beginnings	Good to be me	Relationships (Sex Education) Journey of Love.



Social & Health Education (PSHE)	Getting on and falling out Anti- Bullying Week	Going for goals	Changes
Spanish	Numbers 1-100, review months, dates, asking for and giving birthday, "all about me". Types of jobs, asking and saying where some work. Adjectives for describing personality and physical description (hair and eyes). Verbs in the 3rd person singular and plural: --> tiene (has), es (is), tienen (have), son (are).	Develops the same linguistic skills learnt already, in different contexts. There is a focus on shapes, colours and prepositions of place. Pupils will also learn the parts of the body and face and use this language to describe the work of a famous Spanish artist (e.g. Picasso). Colours	They learn how to say 'Tengo un/una...que se llama...', reviewing family vocabulary. Have a ...called... and apply this also in the context of pets. Saying which kind of animal you prefer and why. Like/don't like... and why. Telling the time. Looking at the time difference between UK and Spain.