

**Year 6 Yearly Plan 2020-2021**

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|  | **Autumn 1** | **Autumn 2** | | | **Spring 1** | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| **English** | **Horror Stories**  Children look at a range of horror stories and a short film, Alma. They identify the features which they will use to plan and create their own horror story  **Autobiography & biography**  Children research the life of a famous person from BAME background that they admire and write a biography. Children also write an autobiography of their time at primary school.  **Class Novel**  Children read The Hunger Games and use the text to inspire the writing of:  • a letter  • a newspaper report  • an argument.  • An emotion poem | | | | **Explanation**  Children read and write an explanation text based on the experience of an evacuee during WW2 and explore the relevant features.  **Quest Story**  Children read extracts from The Lion, the Witch and the Wardrobe and use this to written a Quest story where the reader chooses the pathway. They then write their own chapter for a class quest. | | | **Revision**  Children participate in writing workshops gaining experience of different aspects of grammar and written genres.  **Debate (Environment)**  Children watch the windmill farmer. They research wind farms and debate their effects on the landscape. They write letters of complaint to the farmer about how his wind farm is spoiling the countryside and messages of support for his beautiful crop and his efforts to help the environment.  **Play scripts**  Children create Play scripts to build their leavers performance for the end of the years.  **Modern poetry**  Children read modern poetry and learn by heart, reflecting on how this links with our school vision. They create an Elmridge version to recite in a poetry performance. | | | |
| **Revision**  Children participate in writing workshops gaining experience of different aspects of grammar and written genres.  **Non-chronological report**  Children read different examples of non-fiction texts and identify the features which they will use to produce their own report based upon the classic poem The Jabberwock. | | |
| **Maths** | **Place Value,**  Children will understand what each digit represents in a 7-digit number. They will order and compare numbers and write place value additions and subtractions.  **Calculation**  Children will be estimating to check answers to calculations with some degree of accuracy. They Know times tables up to 12 and associated division facts.  They develop written and mental methods of long multiplication and long division.  They will identify common factors, multiples and prime numbers.  **Problem solving**  Relating to addition and subtraction, multiplication, division and place value.  **Number: fractions**  Children will simplify fractions and use common multiples to express fractions in the same denomination. They will compare and order fractions and use the concept of equivalent fractions and adding and subtracting fractions with different denominations. They will multiply single pairs of proper fractions and divide proper fractions by whole numbers.  **Geometry: Position and direction**  Children will describe positions on the full coordinate grid (all four quadrants).  They will draw and translate simple shapes on the coordinate plane and reflect them in the axes | | | | **Number: decimals, percentages**  Children will identify the value of each digit in numbers given to 3 decimal places. They will multiply 1 digit numbers with up to 2 decimal places by whole numbers and use written division and multiplication methods in cases where the answer has up to 2 decimal places. Recall and use equivalences between simple fractions, decimals and percentages.  **Algebra**  Children will use simple formulae. They will generate and describe linear number sequences and express missing number problems algebraically. They will find pairs of numbers that satisfy an equation with 2 unknowns and enumerate possibilities of combinations of 2 variables.  **Measurement**  Children will convert between miles and kilometres and calculate, estimate and compare volume of cubes and cuboids using standard units including cubic centimetres and cubic metres extending to other units.  **Ratio**  Children will be solving problems involving: the relative size of 2 quantities where missing values can be found by using integer multiplication and division facts and the calculation of percentages and the use of division for comparison.  **Statistics**  Children will interpret and construct pie charts and line graphs and use these to solve problems. They will calculate and interpret the mean as an average. | | | **Geometry: Properties of shape**  Children will draw 2D shapes using given dimensions and angles. They will recognise, describe and build simple 3D shapes including making nets. They will compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. They will illustrate and name parts of circles including the radius, diameter and circumference and will know that the diameter is twice the radius. They will recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.  **Consolidation and SATS preparation**  In these lessons the children will cover concepts that are already familiar to them as a reminder for their SATS in May.  **Consolidation, investigations and preparation for KS3**  Children will build on their problem solving and reasoning skills in preparation for their new schools and the challenges of KS3. | | | |
| **Science** | **Staying alive**  The children will create an enquiry that compares and  categorises different forms of exercise by taking  accurate pulse measurements to gather data as well as researching how our circulatory system works. | | | **Classification**  In this topic children will give reasons for classifying plants and animals based  on specific characteristics by creating a field guide to the  organisms found in the local habitat. | **Electrifying**  Using scientific symbols to draw electrical circuits children will use knowledge of complete circuits to fix a broken one.  They will plan and investigate how the amount of power effects the components | | **Evolution**  In this topic children will identify scientific evidence that has been used to support the idea that living things have changed over time and that fossils provide information about living things that inhabited the Earth in the context of the evolution of plants and animals. | **Light**  In this topic the children will Investigate how a prism changes a ray of light and how light enables us to see colours. | | | **Scientists and inventors**  In this unit we learn about Scientists and Inventors, helping the children to create quality scientific work that shows progression in skills. Children will have the opportunity to explore and learn more about the world around them such as recording and interpreting data on the effects of penicillin  using a scatter graph. |
| **Computing** | **Python**  This topic focuses on creating art using the programming language Python, which is used in business and industry (eg: Instragram is built using Python) and children often like the connection that it is a ‘real’ programming language. | | | **Big Data 1**  This topic focuses on learning how QR codes work and what their limitations are as well as understanding how the data contained within a QR can be used by computers. | **Bletchley Park 1**  This topic focuses on different types of codes and how to decipher them, what is meant by hacking and how important code breaking was in WW2. | | **Bletchley**  **Park 2**  This topic focuses on radio plays and soundtracks as well as understanding how computers have evolved and changed the world and predicting what computers will look like in the future. | **Big Data 2**  This topic focuses on the safe storage and transfer of data, analysing data and presenting ideas for our designs for a Smart School. | | | **Skills Showcase**  This topic pulls together skills that the children have learned throughout other topics this year and challenges them to create a website, create and edit a video, use CAD to design a product and code and debug a program. |
| **PSHCE** | **Bullying / Stressed out**  These sessions will focus on discussing why people are bullied, how we can prevent bullying in school and the importance of having a positive self-image.  We will look at how stress can affect people mentally and physically and create a mind map to illustrate our understanding of what stress is. | | | **Righting Wrongs / Working for peace.**  We will research famous people who have suffered discrimination and faced adversity for who they are. We will discuss why disagreements happen and the importance of trust. | **Democracy / Why do we pay taxes?**  We will explore the meaning of  ‘democracy,’ and the ways in which citizens can participate  in democratic life in Britain.  Pupils explore the meaning of  ‘democracy,’ and the ways in which citizens can participate  in democratic life in Britain.  The children will learn that the government collects taxes from the people and businesses of the UK to pay for public  Services and they will consider how this money should be spent. | | **Fake news / Stephen Lawrence**  In these lessons pupils will learn what is meant by ‘fake news’  and the risks that it poses to them and society. Pupils will  be introduced to the concept of bias and will think about  how they can critically examine news articles.  In the second theme we willtalk and write about our opinions, and explain our views,  on issues that affect us and society and torealise the consequences of anti-social and  aggressive behaviours such as bullying and racism has on  individuals and communities**.** | **Challenging Sterotypes / Knife crime**  In these lessons the children will work to understand the term stereotype, to identify stereotypes  and to consider the negative effects of stereotypes. We will then look at how to  challenge stereotypes through research and  discussion and how we can learn from those who have challenged stereotypes.  In the second theme we will consider what the consequences of violent crime are,  how can we keep safe,  how can we resist peer pressure and  consider what we want to achieve in the future? | | | **Hygeine during puberty / Y6 transition**  These sessions will encourage the children to understand the value of developing healthy habits as well as visiting the implications of not following basic hygiene routines whilst revisiting the changes that occur to us throughout life.  In our second topic we will talk about our transition to Year 7 and a new school from getting into good habits with studying to how to keep in touch with our friends from primary school. |
| **PE** | **Team building and problem solving**  **Handball** | | **Health related fitness**  **Dodgeball** | | **Dance – WW2**  **Health related fitness** | | **Gymnastics counter balance counter tension**  **Cricket** | **Leadership**  **Tri-Golf** | | | **Rounders**  **Athletics** |
| **Spanish** | **Everyday life / Time / Daily life of a superhero**  In these lessons the children will revisit ‘me’, school subjects and opinions. For the lessons on time the children will remember and use numbers up to 60 and understand o’clock phrases in Spanish. For the final lessons this half term we will talk and answer questions about our daily routines in Spanish. | | **Where I live, Where you live/Hopes and roles**  In these lessons the children will learn nouns for rooms in a house as well as reading and understanding simple descriptions of rooms leading on to following and understanding a story about a haunted house in Spanish.  In the second topic we will recognise and understand familiar and unfamiliar nouns relating to professions | | **Playing and enjoying sport**  In this topic the children will create opinions about different sports and understand and write simple information about sports. | | **All the fun of the fair / Favourites**  In these lessons children will create a simple description of a fairground ride and write simple sentences about a funfair.  In our second topic the children will say and write a sequence of short sentences about themselves. | | **Café culture**  This half term the children will gain an understanding of Spanish café culture by asking for snacks and drinks politely, understanding information regarding Spanish food and meals then taking part in a café role play and following a story in Spanish about going to a restaurant. | | **Class performance and presentation**  This half term will enable the children to revisit some familiar Spanish language in order to perform a magician spell in Spanish and display learning on a poster. |
| **Music** | **Happy!**  All the learning in this unit is focused around one song: Happy, a Pop song by Pharrell Williams. The unit of work presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. | | **Classroom jazz**  All the learning is focused around two tunes: Bacharach  Anorak and Meet The Blues. A. Listen to and Appraise the two main tunes and other supporting tunes  B. Musical Activities - learn about the interrelated dimensions of music through  1. Playing instruments and  2. Improvising  C. Perform and share. | | **A New Year Carol**  All the learning is focused around one song from Benjamin Britten’s Friday Afternoons: A New Year Carol.  Other learning within the unit gives the children the opportunity to research Benjamin Britten’s life and to listen to many of his other works through links to Fridayafternoonsmusic.co.uk | | **TBC**  The details for this half term have not yet been released but our website will be updated with details as soon as these are received. | | **Music and me!**  This unit focuses on inspirational women working in music, and part of Brighter Sound’s pioneering gender equality initiative Both Sides Now.  Children can build up their experience by writing their own music.  Throughout this series, the children will explore the concept of ‘identity’ – the various elements that shape us. In this unit, we start with gender, with reference to social and cultural differences.  They will be invited to try out different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years. | | **Rewind, repeat and replay.**  This unit of work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. |
| **History** | **Early Islamic Civilisation**  In this topic we will be asking ourselves ‘What can we learn from Early Islamic civilization?’  1. How different was Baghdad to London around 900AD?  2. What was in the House of Wisdom?  3. Who was Ibn Battuta and how did his Rihla help us?  4. Who was Al-Zahrawi and what could we learn from Muslim  medicine?  5. What did early Islamic civilisation leave behind? | | | | **WW2**  In this topic we will be asking ourselves ‘ Was the Battle of Britain a key turning point in World War 2?’ The children will learn the timeline of events in WW2, how children were evacuated, what rationing was and the role that women played in the war efforts before moving on to The Holecaust and other key events. | | | | **Crime and Punishment**  In this topic we will be asking ourselves ‘How has crime and punishment changed since Anglo-Saxons times to now?’ We will look at the legacy left by the Romans before moving on to look at Anglo Saxon laws and justice, the tortuous ways of the Tudors, Highwaymen and Victorian prisons before comparing these with modern day punishments. | | |
| **Geography** | **Our changing World**  Children draw upon their prior learning on seas and oceans  to learn about the ways in which the world around them is changing. From coastal erosion to political changes, there are many factors at work. Children will learn about the structure of the UK and how its shape and geography have changed over time. Children then predict the future and look at which might change again in their lifetimes. | | | | **The Americas**  Children draw upon their knowledge of comparing the UK with other countries to find out about the continents of North and South America, and the countries that form them. They look in detail at some of the contrasting regions of the Americas, finding out about the landscape, climate and locations of each area. There is the opportunity to carry out a detailed fieldwork study of the children’s local area to help them to identify the similarities and differences between a region of the Americas and where they live. Children will also develop their map and atlas skills and practise reading and writing coordinates. | | | | **The UK**  Children draw upon their knowledge of the UK and how places have evolved to identify and describe the main physical and human features of the UK and begin to appreciate similarities and differences in people’s views of the UK. Through fieldwork, children describe and begin to explain some of the impacts of international influences on the locality and look at migration. | | |
| **Art** | **Art and Design skills**  In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation; working as a group to design a hat, creating zentangle patterns and subsequent prints, painting in the style of impressionist painters and exploring the piece ‘Nighthawks’ by Edward Hopper. | | | | **Make my voice heard**  In this collection of lessons the children will be exploring art with a message. We will look at the famous ‘Guernica’ by Picasso and the confronting works of Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, pupils create their own artworks that speak to the viewer. | | | | **Photography**  Through developing their photography skills, children cover useful artistic concepts in a new context, looking at: composition, colour, light, abstract images and underlying messages. By familiarising themselves with new photography artists, children can gain a new perspective on the way they look at the people and objects around them, capturing and presenting images in different ways. | | |
| **DT** | **Making a felt phone case – textiles**  In these lessons children will learn how to write their own design criteria. They will design products with the user in mind thinking about aesthetics and functionality. Annotated designs will be used to communicate ideas as well as step by step plans.  Children will learn how to make a paper template and how to sew a running stitch, backstitch, whip stitch and blanket stitch. Finally, when they have made their felt phone case, children will learn how to write a detailed evaluation. | | | | **Marble Run**  In these lessons the children will be given opportunities to develop their understanding of more complex free standing structures  and how they can be strengthened and reinforced. Children will gain knowledge and understanding about how to join and shape  materials. Children will then apply these skills, using an iterative design process, to create their marble runs. Finally, children will test and  evaluate their marble runs against design criteria. | | | | **Great British Food**  In these lessons children will learn about national sweet and savory dishes from England, Scotland and Wales before comparing the influences and similarities between cuisines from other countries. Finally, the children will plan their own meal and shop for a meal. | | |
| **RE** | **What do religions say to us when life gets hard?**  This investigation enables pupils to learn in depth from different religious and spiritual ways of life about teaching about hard times, focussing on exploring death.  The investigation implements the principal aim of RE, which is to engage pupils in systematic enquiry into significant  human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. | | | | **Is it better to express your religion in arts and**  **architecture or in charity and generosity?**  This investigation enables pupils to learn in depth from two different religions about why their holy buildings and works of art matter to them as expressions of devotion to God and worship, and about how they practice generosity and charity. Muslim and Christian examples are sometimes criticised by non‐  religious people: this critique is examined too. Of course, the rather polarising title can receive the response ‘both matter’, as the final lesson will show, but the controversy is good for the pupils’ learning. | | | | **What matters most to Christians and to Humanists?**  This investigation enables pupils to learn in depth from Christianity and from Humanism, a non-religious way of life. If  it is pupils’ first encounter with Humanism, then teaching will need to secure their understanding of what a nonreligious way of life means, both similar to and different from Christianity. | | |