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|  | **Y6 – Sparrowhawkes 2021-22** |
|  | **Autumn 1 (8 Weeks)** | **Autumn 2 (7 weeks)** | **Spring 1 (6 weeks)** | **Spring 2 (6 weeks)** | **Summer 1 (5 weeks)** | **Summer 2 (7 weeks)** |
| Topic | Plastic Pollution | Crime and Punishment Through The Ages | World Cities / Ancient Egypt |
| Experiences | Build A Shelter Crucial Crew (growing up and responsibilities- link to PSHE) | Residential | National Justice Museum | Shakespeare Company- Play |  | Transition |
| Texts | Trash (links to Global Citizenship /PSHE) | Stories From Shakespeare  | The Red Pyramid |
| Literacy | Non-chronological reportNews reportSetting descriptionLetter Formal PoetryDiary | Persuasive WritingCharacter DescriptionLetter – formal and informal PostcardsNon-Chron Reports | Newspaper ReportCharacter descriptionRecount/diaryBiographyStoryPoetry |
| Science | **Light**Sc6/4.1a recognise that light appears to travel in straight linesSc6/4.1b use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyeSc6/4.1c explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyesSc6/4.1d use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them | **Animals including humans**Sc6/2.2a identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and bloodSc6/2.2b recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function – links to PSHESc6/2.2c describe the ways in which nutrients and water are transported within animals, including humans. | **Electricity**Sc6/4.2a associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuitSc6/4.2b 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 switchesSc6/4.2c use recognised symbols when representing a simple circuit in a diagram. | **Evolution**Sc6/2.3a recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years agoSc6/3.2b recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parentsSc6/2.3c identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. | Real Love Rocks/Growing up, relationships and puberty – link to PSHE |  **Living Things and their habitats**Sc6/2.1a 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 animalsSc6/2.1b give reasons for classifying plants and animals based on specific characteristics |
| Working Scientifically- throughoutSc6/1.1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessarySc6/1.2 taking measurements, using a range of scientific equipment, with increasing accuracy and precisionSc6/1.3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphsSc6/1.4 using test results to make predictions to set up further comparative and fair testsSc6/1.5 using simple models to describe scientific ideasSc6/1.6 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentationsSc6/1.7 identifying scientific evidence that has been used to support or refute ideas or arguments. |
| History |  |  | a study of an aspect or theme in British history that extends pupils’ chronological -knowledge beyond 1066 changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present  | the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt |
| Geography | human geography, including: types of settlement and land use, economic activityincluding trade links, and the distribution of natural resources including energy,food, minerals and wateruse maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 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) |  |  | 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 Americadescribe and understand key aspects of:physical geography, including: climate zones, rivers,human geography, including: types of settlementGeographical skillsuse maps, atlases, globes and digital/computer mapping to locate countries and describe features studieduse the eight points of a compasslocate the world’s countries, using maps to focus on Europe and North America, concentrating on key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom |
| Art  | Recycled Rubbish Art to use sketch books to record their observations and use them to review and revisit ideasto improve their mastery of art and design techniques, sculpture with a range of materialsabout great artists and designers | Drawing – compulsoryTudor PortraitsMake and record observations and use them to review and revisit ideasto improve their mastery of art and design techniques, including drawing, painting (pencil and paint)about great artists, in history | Sketching Painting Artist WorkshopsSculptureClay Artefacts- Shabti, Jarsto use sketch books to record their observations and use them to review and revisit ideasto improve their mastery of art - drawing, (pencil) and clayabout great artists, |
| Artists  | Michelle Reader Rodney "Rodrigo" McCoubrey Jane Perkins Leo Sewell Robert Bradford  | Holbein - Tudor Portrait Artist  | Ancient Egyptian ArtBanksy |
| DT | understand and apply the principles of a healthy and varied diet (linked to science) | Apply their understanding of how to strengthen, stiffen and reinforce more complex structures – linked to art | Tudor MasksDesign use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Makeselect from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 Evaluate investigate and analyse a range of existing productsevaluate their ideas and products against their own design criteria and consider the views of others to improve their workunderstand how key events and individuals in design and technology have helped shape the worldTechnical Knowledgeunderstand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] (linked to science) |  |
| Computing | select, use and combine a variety of software (including internet services) on a range ofdigital devices to design and create a range of programs, systems and content thataccomplish given goals, including collecting, analysing, evaluating and presenting dataand information | use search technologies effectively, appreciate how results are selected and ranked,and be discerning in evaluating digital content | design, write and debug programs that accomplish specific goals, including controllingor simulating physical systems; solve problems by decomposing them into smallerpartsuse sequence, selection, and repetition in programs; work with variables and variousforms of input and outputuse logical reasoning to explain how some simple algorithms work and to detect andcorrect errors in algorithms and programs |
| use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.Elements of internet safety taught each half term. Covered each half term in class plus visits from PC Paul during the year – links to PSHE.  |
| PE | Sports Leaders(Creative games making) Delivered by AA (Athletics) Val Sabin unit 1  | Tag Rugby (Invasion) Mr Bennett planning or Val Sabin Games Unit 4Dance (choose 1 of 4 units from Val Sabin) | GamesHockey (Invasion) Val Sabin Games unit 1Gymnastics (choose 1 of 4 units from Val Sabin) | OAA (School planning for orienteering + Val Sabin)Volleyball or tennis (Net/ Wall) Val Sabin Games Unit 2 | Athletics (Val Sabin Unit 2)Gymnastics (choose 1 of 4 units from Val Sabin) | Rounders (Striking + Fielding) Val Sabin Games Unit 3Dance (choose 1 of 4 units from Val Sabin) |
| RE | Christianity - Is heaven a place on Earth?Learning about the kingdom of heaven and how Christians try to put this into practice for example through charity work.What type of king is Jesus – what did he do to try to make the world a better place, and begin to establish the Kingdom of God on Earth. | Islam - Understanding the 5 Pillars and how these affect Muslim life | Learning about why Christians believe that humans have responsibility for the earth. |
| Music | **Charanga Scheme**Happy- Pharrell Williams | **Charanga Scheme**Classroom Jazz 2 | **Charanga Scheme**A New Year CarolDevelop an understanding of the history of music – linked to Tudors | **Charanga Scheme**Female Musicians | **Charanga Scheme**You’ve Got A Friend | **Charanga Scheme**Reflect, rewind & Replayplay and perform in solo and ensemble contexts, using their voices and playing musicalinstruments with increasing accuracy, fluency, control and expression |
| Spanish | **Language Angels Scheme**Healthy Lifestyle -Linked To Science | **Language Angels Scheme**The Weekend  | **Language Angels Scheme**Regular and Irregular Verbs | **Language Angels Scheme**Habitats – Linked To Science | **Language Angels Scheme**The Olympics | **Language Angels Scheme**Me In the World |
| Transition | **Parents invited to visit comprehensive schools****Learn how to catch a bus at Crucial Crew** | **Visit to comprehensive to watch panto.** |  |  | **Staff from comprehensive school visit children****Visit from South Yorkshire transport regarding travel to comprehensive school** | **Transition days to comprehensive schools** |