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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 report  News report  Setting description  Letter Formal  Poetry  Diary | | Persuasive Writing  Character Description  Letter – formal and informal  Postcards  Non-Chron Reports | | | Newspaper Report  Character description  Recount/diary  Biography  Story  Poetry | | |
| Science | **Light**  Sc6/4.1a recognise that light appears to travel in straight lines  Sc6/4.1b use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye  Sc6/4.1c explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes  Sc6/4.1d 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 blood  Sc6/2.2b recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function – links to PSHE  Sc6/2.2c 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 circuit  Sc6/4.2b 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 switches  Sc6/4.2c 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 ago  Sc6/3.2b recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents  Sc6/2.3c 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 animals  Sc6/2.1b give reasons for classifying plants and animals based on specific characteristics |
| Working Scientifically- throughout  Sc6/1.1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  Sc6/1.2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision  Sc6/1.3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs  Sc6/1.4 using test results to make predictions to set up further comparative and fair tests  Sc6/1.5 using simple models to describe scientific ideas  Sc6/1.6 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations  Sc6/1.7 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 activity  including trade links, and the distribution of natural resources including energy,  food, minerals and water  use 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 America  describe and understand key aspects of:  physical geography, including: climate zones, rivers,  human geography, including: types of settlement  Geographical skills  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  use the eight points of a compass  locate 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 ideas  to improve their mastery of art and design techniques,  sculpture with a range of materials  about great artists and designers | | Drawing – compulsory  Tudor Portraits  Make and record observations and use them to review and revisit ideas  to improve their mastery of art and design techniques, including drawing, painting (pencil and paint)  about great artists, in history | | | Sketching  Painting Artist Workshops  Sculpture  Clay Artefacts- Shabti, Jars  to use sketch books to record their observations and use them to review and revisit ideas  to improve their mastery of art - drawing, (pencil) and clay  about great artists, | | |
| Artists | Michelle Reader Rodney "Rodrigo" McCoubrey Jane Perkins Leo Sewell Robert Bradford | | Holbein - Tudor Portrait Artist | | | Ancient Egyptian Art  Banksy | | |
| 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 Masks  Design  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  Make  select 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 products  evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  understand how key events and individuals in design and technology have helped shape the world  Technical Knowledge  understand 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 of  digital devices to design and create a range of programs, systems and content that  accomplish given goals, including collecting, analysing, evaluating and presenting data  and 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 controlling  or simulating physical systems; solve problems by decomposing them into smaller  parts  use sequence, selection, and repetition in programs; work with variables and various  forms of input and output  use logical reasoning to explain how some simple algorithms work and to detect and  correct 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 4  Dance (choose 1 of 4 units from Val Sabin) | Games  Hockey (Invasion) Val Sabin Games unit 1  Gymnastics (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 3  Dance (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 Carol  Develop 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 & Replay  play and perform in solo and ensemble contexts, using their voices and playing musical  instruments 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** |