	Y6 - Sparrowhawks 2019-20					
	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	World Cities		Crime and Punishment Through The Ages		Trash – A Global Issue?	
Key			World Book Day 04.03.20			
Exp	Crucial Crew	Residential 14-16th November		Shakespeare Company-Play	Build A Shelter	Yorkshire Sculpture Park
Tex	The Red Pyramid		Stories From Shakespeare		Trash	
Literacy	**Expected** Newspaper Report Non-Chron Report **Greater Depth** Newspaper Report Letters Character Description	**Expected** Descriptions character/settings **Greater Depth** Diaries Biography	**Expected** Stories Persuasive Letters **Greater Depth** Persuasive Character Description	**Expected** Diaries Postcards **Greater Depth** Non-Chron Report Postcards	**Expected** Balanced Argument Letter Formal and Informal **Greater Depth** Balanced Argument Letter Formal and Informal	**Expected** Non-chron Report **Greater Depth** Stories
Science	**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 Sc6/2.2c describe the ways in which nutrients and water are transported within animals, including humans.	**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	**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.	**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		**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.
	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		the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt	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			

Geography	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, mountains 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, 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 Locational knowledge 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, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) 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)			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
Art	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,		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	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
Artists	Banksy		Holbein - Tudor Portrait Artist	Michelle Reader Rodney "Rodrigo" McCoubrey Jane Perkins Leo Sewell Robert Bradford
DT	understand and apply the principles of a healthy and varied diet (linked to science)		Tudor Masks <u>Design</u> 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 <u>Make</u> 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 <u>Evaluate</u> 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 <u>Technical Knowledge</u> understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] (linked to science)	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures – linked to art
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.			

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