

Year 6: Autumn 1 'Going Wild'

<p style="text-align: center;"><u>Science</u></p> <p>Living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • give reasons for classifying plants and animals based on specific characteristics. 	<p><u>Non-statutory guidance:</u> Pupils should build on their learning about grouping living things in year 4 by looking at the classification system in more detail. They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another. Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification. Pupils might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.</p>	
<p style="text-align: center;"><u>History</u></p> <p>The Vikings and Anglo-Saxon Struggles including:</p> <ul style="list-style-type: none"> • Viking Raids and Invasion <ul style="list-style-type: none"> ○ Why did the Vikings come to Britain and how did they make the journey? ○ What was life like for a Viking? • Alfred the Great • Viking Invasions and Danegeld <ul style="list-style-type: none"> ○ Who were the Anglo-Saxons and did they like the Vikings? • Anglo-Saxons law and justice • Edward the Confessor 	<p style="text-align: center;"><u>Art & Design</u></p> <p>Clay: design and make Viking coil-pots using air-drying clay. To design and make Viking shields using mixed materials to complete</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing and painting, and sculpture with clay 	
<p style="text-align: center;"><u>Physical Education</u></p> <p>Outdoor: play competitive games, modified where appropriate, hockey, and apply basic principles suitable for attacking and defending. Indoors: develop flexibility, strength, technique, control and balance through gymnastics</p>	<p><u>Computing topic:</u> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning evaluating digital content. to create multi-media presentation about Vikings, linked to text-type in literacy.*Can they explore the menu options and experiment with images (colour effects, options, snap to grid, grid settings etc.)*Can they add special effects to alter the appearance of a graphic?*Can they 'save as' gif or i peg. wherever possible to make the file size smaller (for emailing or downloading)?</p>	
<p style="text-align: center;"><u>Music</u> From provider</p>	<p style="text-align: center;"><u>French</u> From provider</p>	
<p style="text-align: center;"><u>Religious Education</u></p> <p>Year 6: Teachings, wisdom and authority: What can we learn by reflecting on words of wisdom from religions and worldviews Jewish, Buddhist, Muslim, Christian</p>	<p style="text-align: center;"><u>Personal, Social and Health Education/SRE</u></p> <p>Core Theme 1: Health and Wellbeing (H) Core Theme 2: Relationships (R) R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p>	
<p style="text-align: center;"><u>English Skills:</u> <i>Journalistic writing – Viking Invasion report</i> <i>Descriptive setting for a short story</i></p>	<p style="text-align: center;"><u>Maths Skills:</u> Measure (skills) data handling – graphs and grouping: Inc. Venn COOKING: Bread</p>	<p style="text-align: center;"><u>Computing Skills:</u> research and video news report</p>
<p style="text-align: center;"><u>Trip/Visitor/Immersion Day</u> <u>Visitor</u></p>		

Year 6: Autumn 2 'Put That Light Out!'

<u>Science</u>		<u>Non-statutory guidance:</u> Pupils should build on the work on light in year 3, exploring the way that light behaves, including light sources, reflection and shadows. They should talk about what happens and make predictions. Pupils might work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. They might investigate the relationship between light sources, objects and shadows by using shadow puppets. They could extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).	
<p>Light Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that light appears to travel in straight lines 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 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 use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 			
<u>History</u>		<u>Design & Technology</u>	
<p>A significant turning point in British History: WW2 and the Battle of Britain.</p> <ul style="list-style-type: none"> Why did WW2 start and what part did Hitler have in it? Why did the Jews suffer as a result of Hitler coming to power? What can we learn from Anne Frank's diary? Why was the Battle of Britain significant? What was the Blackout? Who was Winston Churchill and what did he do in the war? 		<p>Woodwork: Design and make an air-raid shelter: Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately:</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use electrical systems in their products, (for example series circuits incorporating switches, bulbs, buzzers and motors) 	
<u>Geography</u>			
<p>Mapping Skills Use the eight points of a compass, six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>			
<u>Physical Education:</u>		<u>Computing topic:</u>	
<p>Ball-skills: use running, jumping, catching and throwing in isolation and in combination Dance: WW2 dance: perform dances using a range of movement patterns</p>		<p>Computer programming Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <ul style="list-style-type: none"> Can they explain how an algorithm works? Can they detect errors in a program and correct them? Can they check and refine a series of instructions? 	
<u>Music</u>		<u>French</u>	
From provider		From provider	
<u>Religious Education</u>		<u>Personal, Social and Health Education/SRE</u>	
<p>Beliefs and action in the world: How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? -How can we all live together for the well being of each other? The work and development of charities e.g. Christian Aid, Islamic relief, Oxfam Christianity, Humanism, Islam, Sikhism</p>		<p>Core Theme 1: Health and Wellbeing (H) H15. school rules about health and safety, basic emergency aid procedures, where and how to get help H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p>	
<u>English Skills:</u>		<u>Maths Skills:</u>	
Diary entry for Anne Frank		Graphing work science measurements of light at different times of the day	
		<u>Computing Skills:</u>	
		Data collection and presentation in a graph	
<p>Trip/Visitor/Immersion Day: V.E Day (in school) and Shakespeare performance – Macbeth Crucial Crew: Life skills for children</p>			

Year 6: Spring 1 'Ammonites and Trilobites'

<u>Science</u>		
<p>Evolution and Inheritance Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 		<p>Non-statutory guidance: Building on what they learned about fossils in the topic on rocks in year 3, pupils should find out more about how living things on earth have changed over time. They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution. Note: At this stage, pupils are not expected to understand how genes and chromosomes work.</p>
<u>Geography</u>		<u>Art & Design</u>
<p>Mapping Skills Use the eight points of a compass, six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>		<p>Sewing: construction of textiles according to their functional properties and aesthetic qualities, use design sewn fossil or design related to evolution. -To create sketch books to record their observations and use them to review and revisit ideas: to use careful observation to record line, tone, texture and pattern of fossils. -To improve their mastery of art and design techniques, including drawing and painting: using watercolours to explore aspect of evolution. -To use</p>
<u>Physical Education</u>		<u>Computing topic:</u>
<p>Take part in outdoor and adventurous activity challenges both individually and within a team:</p> <ul style="list-style-type: none"> Can they follow a map in a familiar context? Can they move from one location to another following a map? <ul style="list-style-type: none"> Can they use clues to follow a route? Can they follow a route safely? <p>Athletics –Can they demonstrate stamina?</p> <ul style="list-style-type: none"> Can they use their skills in different situations? 		<p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output *Can they create their own data base and present information from it? Collect data from research to create their own database. Present data in graphs and tables.</p>
<u>Music</u>		<u>French</u>
<p>Music Express – Growth Exploreing Street Dance</p>		<p>From provider</p>
<u>Religious Education</u>		<u>Personal, Social and Health Education/SRE</u>
<p>Family and community: What contributions do religions make to local life in Sheffield?</p> <ul style="list-style-type: none"> How can we make Sheffield a city of tolerance and respect? Christianity, Buddhism, Judaism, Islam, Sikhism 		<p>Core Theme 3: Living in the Wider World – Economic wellbeing and being a responsible citizen (L) L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p>
<u>English Skills:</u>	<u>Maths Skills:</u>	<u>Computing Skills:</u>
Recounting our visit to the museum	Co-ordinates within mapping	
<u>Trip/Visitor/Immersion Day</u>		
Nottingham Museum: Fossil discovery workshop		

Year 6: Spring 2 'Water, Water Everywhere'

<u>Science</u>			
<p>Animals including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans. 		<p>Non-statutory guidance: Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions. Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.</p>	
<u>Geography</u>		<u>Design & Technology:</u>	
<p>Human Geography</p> <ul style="list-style-type: none"> Distribution of natural resources (energy, food, minerals and water) <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> Use maps and atlases to locate and describe features studied Use OS maps to build their knowledge Use fieldwork to observe, measure and record physical features (rivers) using a range of methods 		<p>Design purposeful boat based on design criteria</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from and use a wide range of materials and components, including construction materials build structures: a boat - exploring how they can be made stronger, stiffer and more stable 	
<u>Physical Education</u>		<u>Computing topic:</u>	
<ul style="list-style-type: none"> Gymnastics - develop flexibility, strength, technique, control and balance, (for example through gymnastics and athletics) perform dances using a range of movement patterns Do they combine their own work with that of others? Can they link their sequences to specific timings? <p>Football play competitive games, modified where appropriate, (for example badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending</p> <ul style="list-style-type: none"> Do they show precision, control and fluency? 		<p>-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. -Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration *Anti bullying week/ staying safe on line *Can they make an information poster using graphics skills to good effect? * Can they conduct a video chat with people in another country or organisation?</p>	
<u>Music</u>		<u>French</u>	
<p>Music Express: Roots Exploring mini musical performance</p>		<p>From provider</p>	
<u>Religious Education</u>		<u>Personal, Social and Health Education/SRE</u>	
<p>Religion, family and community: How do people express their commitment to their beliefs? Worship, charitable giving, caring for others</p>		<p>Core Theme 3: Living in the Wider World – Economic wellbeing and being a responsible citizen (L) L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices L5. to know that there are some cultural practices which are against British law and universal human rights</p>	
<u>English Skills:</u> Explanatory writing	<u>Maths Skills:</u> Graphing, capacity	<u>Computing Skills:</u> Data collection and processing with newly acquired skills	
<p><u>Trip/Visitor/Immersion Day</u> 10th March - River Guardians schools project – Field study visit</p>			

Year 6: Summer 1 'The Heat is On!'

<u>Cooking and Nutrition Focus</u>		
<p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the <u>great expressions of human creativity</u>. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 		
<u>English Skills:</u>	<u>Maths Skills:</u> Ratio and proportion within cookery	<u>Computing Skills:</u> Text formatting tools
<p style="text-align: center;"><u>Art & Design Skills:</u></p> <ul style="list-style-type: none"> • 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 <p style="text-align: center;">Design and make a year group recipe book based on tried and tested recipes that have been created in school and at home.</p>	<p style="text-align: center;"><u>Design & Technology Skills:</u></p> <p>Cooking and nutrition: Design and make a healthy menu</p> <ul style="list-style-type: none"> - understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <ul style="list-style-type: none"> • Can they explain how their product should be stored with reasons? • Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different foods? 	
<p style="text-align: center;"><u>Physical Education</u></p> <p>Athletics</p> <ul style="list-style-type: none"> • Can they demonstrate stamina? • Can they use their skills in different situations? <p>Rounders</p> <ul style="list-style-type: none"> • Can they make a team plan and communicate it to others? • Can they lead others in a game situation? 	<p style="text-align: center;"><u>Personal, Social and Health Education/SRE</u></p> <p>Core Theme 1: Health and Wellbeing (H)</p> <p>Core Theme 2: Relationships (R)</p> <p>H2 how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p>R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, and gender(see 'protected characteristics' in the equality act 2000).</p> <p>R17. about the difference between, and the terms associated with, sex, gender and identity.</p> <p>R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p> <p>R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>	
<p><u>Music</u></p> <p>Music Express – Class awards</p> <p>Exploring performance</p>	<p><u>French</u></p> <p>From provider</p>	
<p><u>Trip/Visitor/Immersion Day</u></p> <p>Residential/ Non-residential</p>		

Year 6: Summer 2 'The Golden Age'

<p align="center"><u>History</u></p> <p>Pupils should be taught about a non-European Society that provides contrast with British History: early Islamic Civilisation.</p> <p><i>Why was the Islamic Civilisation around AD900 known as the 'Golden Age'?</i></p> <ul style="list-style-type: none"> ○ What did this 'Golden Age' give the world? ○ Who is the Prophet Muhammed (peace be upon him) and how was he associated with the Golden Age? ○ What can you find out about the House of Wisdom? ○ Why did the Golden Age come to an end? 	<p align="center"><u>Art and Design</u></p> <p>Create printing stencils/ blocks to create Islamic art</p> <p>Art and culture from the 'Golden Age'</p> <ul style="list-style-type: none"> • To learn about the greatest artists, architects and designers in history. • Can they overprint using different colours? • Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods? 	
<p align="center"><u>Geography</u></p> <p>Human geography: Economic activity, including trade links</p> <p>Mapping Skills Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p align="center"><u>Computing topic:</u></p> <p>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.</p> <p>*Can they confidently choose the correct page set up option when creating a document?</p> <p>*Can they use ICT to measure sound, light or temperature using sensors and interpret the data?</p> <ul style="list-style-type: none"> • * can they collect live data using data logging equipment? 	
<p align="center"><u>Physical Education</u></p> <p>Gymnastics</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance, (for example through gymnastics and athletics) • compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Cricket</p> <ul style="list-style-type: none"> • play competitive games, modified where appropriate Do they apply their skills, techniques and ideas consistently? • Can they analyse and explain why they have used specific skills or techniques? 	<p align="center"><u>Music</u></p> <p>Music Express - Moving On Exploring performance</p>	
<p align="center"><u>Religious Education</u></p> <p>Teachings, wisdom and authority: What do sacred texts and other sources say about God, the world and human life? What can we learn by reflecting on words of wisdom from religions and worldviews</p>	<p align="center"><u>French</u></p> <p>From provider</p>	
<p align="center"><u>English Skills:</u></p>	<p align="center"><u>Maths Skills:</u></p>	<p align="center"><u>Computing Skills:</u></p>
<p align="center">Personal, Social and Health Education/SRE</p> <p>Core Theme 1: Health and Wellbeing (H)</p> <p>Core Theme 2: Relationships (R)</p> <p>R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</p> <p>H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p> <p>H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p> <p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>H9. to differentiate between the terms, 'risk', 'danger' and 'hazard'</p>		

Trip/Visitor/Immersion Day
Synagogue visit – Psalter Lane