





Queensgate Foundation Primary School

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Linda Radcliffe Natasha Michelmore	Rainforests	Rainforests	Ancient Maya	Ancient Maya	Y6 SATs, Crime and Punishment/ Robots	Production/ Crime and Punishment//Robots
English and Maths	<i>See discrete plans (including assessments) for English and Maths.</i>					
Science	<p><b>Living things and their habitats</b></p> <p>Learn about classification of living things, including microorganisms. Learn the names and characteristics of the main groups used to classify animals, plants and microorganisms. How to use a classification key and create their own key using yes/no questions. Children will investigate the question; Is yeast a microorganism? And conduct an experiment involving the respiration of yeast. They will produce a presentation about the life and work of Carolus Linnaeus and understand the importance of his standard classification system.</p>	<p><b>Evolution and Inheritance</b></p> <p>Recognising living things have changed over time, how we gain information from fossils and how animals and plants have adapted to their environment.</p>	<p><b>Light and Shadows</b></p> <p>Light travels in straight lines, how we see things, light sources</p>	<p><b>Electricity/circuits</b></p> <p>Using symbols to represent circuits, investigating function of different components within a circuit</p>	<p><b>Circulatory system</b></p> <p>Identify and name main parts and recognise the impact of diet, exercise, drugs and lifestyle, link to PSHE</p>	<p><b>Circulatory system</b></p> <p>Ongoing– identify and name main parts and recognise the impact of diet, exercise, drugs and lifestyle, link to PSHE</p>
History	<p><a href="#">History link: How places change over time - explaining how the rainforests have changed and why.</a></p>	<p><b>Maya Civilisation</b> – non-European society to contrast with British history, circa AD900.</p> <p>Exploring who the Maya people were, when and where in the world they lived and the reasons why</p>		<p><b>Crime and Punishment</b></p> <p>In this crime and punishment unit, children will build on their knowledge of periods in history that they have studied through KS2. Children will</p>		

			they were so successful, particularly in the Classic period. How we know about the Maya people, their beliefs and the hierarchy system that was in place in society and the important inventions that they made, especially in farming. Compare the Ancient Maya Civilisation and Anglo-Saxon Britain, with a focus on the similarities and differences between the Maya City States and the Anglo-Saxon Kingdoms; drawing on the archaeological evidence available to us.		explore using different historical disciplinary concepts, how crime and punishment has changed over time in Britain. They will explore what was seen as a crime over time and the different gruesome punishments that were handed out to criminals. The children will find out about the development of the police force from the Victorian period right through to the new millennium.
<b>Geography</b>	Study of a region of the Americas – the rainforest – biomes and vegetation belt, Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	Rainforest continued - Identifying rainforests around the world and the countries they are found in. Look at what the land is used for. Look at the structure of the rainforests – layers.  Deforestation Go over key geographical vocabulary			Look at South American countries- review Autumn 1 and then introduce the Maya civilisation.
<b>Art and Design</b>	<b>Rainforest</b>  Maria Sibylla Merian Skills – Drawing/painting/collage		Sculpture in clay and soap related to Maya civilisation. To improve their mastery of art and design techniques, including drawing, painting and <b>sculpture</b> with a range of materials	<b>Heart Art</b>  Jim Dine - Skills - Artist study, Colour theory, mono screen printing, evaluation.	<b>End of year production</b> costume design prop design programme design ticket design  Skills - Drawing, Painting, Collage, Printing, Textiles, Sculpture, Art and ICT
<b>Design Technology</b>	Shelters – research, design, make, evaluate Effectiveness of weatherproof shelter. (Trip to woods).  Cooking – savoury dishes from Central and Southern America.				Use mechanical and electrical systems in robots programming with Crumbles



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						Use annotated sketches/cross sectional drawings.
<b>PE</b>	Basketball, indoor athletics, tag rugby, gymnastics PE assessment: developing skills, assessing and evaluating self and peer abilities. English assessment: speaking and listening – taking an active role in refereeing games, giving clear instructions.		Cross country running, handball, basketball, quick sticks, Health related fitness PE assessment: developing skills, assessing and evaluating self and peer abilities. English assessment: speaking and listening – taking an active role in refereeing games, giving clear instructions.		Tennis, rounders, athletics, outdoor handball PE assessment: developing skills, assessing and evaluating self and peer abilities. English assessment: speaking and listening – taking an active role in refereeing games, giving clear instructions.	
<b>RE</b>	<b>Islam</b>  Peace	<b>Islam</b>  Angels.	<b>Islam</b>  Rituals	<b>Islam</b>  The empty cross - Christianity	<b>Islam</b>  Rites of passage (M) (The Journey of Life)	<b>Islam</b>  Concept: River of Life (Hu) (Humanism)
<b>PSHE</b>	<b>Physical health and Mental wellbeing</b> What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	<b>Safe relationships</b> Recognising and managing pressure; consent in different situations.	<b>Belonging to a community</b> Valuing diversity; challenging discrimination and stereotypes	<b>Media literacy and digital resilience</b> Evaluating media sources; sharing things online <b>Keeping safe</b> Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	<b>Respecting ourselves and others</b> Expressing opinions and respecting other points of view, including discussing topical issues <b>Money and work</b> Influences and attitudes to money; money and financial risks	<b>Growing and changing</b> Human reproduction and birth; increasing independence; managing transition
<b>French</b>	Qu'est - ce qu'il y a en ville? - Places in a town		C'est comment ta maison - Describing my home		As-tu mai? Body parts/illnesses	
<b>Computing</b> <a href="https://teachcomputing.org/curriculum/key-stage-2">https://teachcomputing.org/curriculum/key-stage-2</a>	<b>Communication and Collaboration</b> Lesson 1 Internet addresses Lesson 2 Data packets	<b>Web page creation</b> Yr 6 (1) <u>What makes a good website?</u> Yr 6 (2) <u>How would you layout your web page?</u> Yr 6 (3) <u>Copyright or copyWRONG?</u>	<b>Spreadsheets</b> Yr 6 (1) <u>What is a spreadsheet?</u> Yr 6 (2) <u>Modifying spreadsheets</u> Yr 6 (3) <u>What's the formula?</u>	<b>3D Modelling</b> Yr 6 (1) <u>What is 3D modelling?</u> Yr 6 (2) <u>Making changes</u> Yr 6 (3) <u>Rotation &amp; position</u> Yr 6 (4) <u>Making holes</u>	<b>Variables in games</b> Yr 6 (1) <u>Introducing variables</u> Yr 6 (2) <u>Variables in programming</u> Yr 6 (3) <u>Improving a game</u>	<b>Sensing</b> Yr 6 (1) <u>The crumble</u> Yr 6 (2) <u>Go with the flow</u> Yr 6 (3) <u>Sensing inputs</u> Yr 6 (4) <u>Finding your way</u> Yr 6 (5) <u>Designing a step counter</u>



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<a href="https://www.ilearn2.co.uk/year6-htm/">https://www.ilearn2.co.uk/year6-htm/</a>	<p><u>Lesson 3 Working together</u>  <u>Lesson 4 Shared working</u>  <u>Lesson 5 How we communicate</u>  <u>Lesson 6 Communicating responsibly</u></p>	<p>Yr 6 (4) <u>How does it look?</u>  Yr 6 (5) <u>Follow the breadcrumbs</u>  Yr 6 (6) <u>Think before you link!</u>   <a href="https://www.ilearn2.co.uk/year6wordpresswebdesign/">https://www.ilearn2.co.uk/year6wordpresswebdesign/</a></p>	<p>Yr 6 (4) <u>Calculate &amp; duplicate</u>  Yr 6 (5) <u>Event planning</u>  Yr 6 (6) <u>Presenting data</u></p>	<p>Yr 6 (5) <u>Planning my own 3D model</u>  Yr 6 (6) <u>Making my own 3D model</u></p>	<p>Yr 6 (4) <u>Designing a game</u>  Yr 6 (5) <u>Design to code</u>  Yr 6 (6) <u>Improving &amp; sharing</u></p>	<p>Yr 6 (6) <u>Making a step counter</u></p>
<p><b>E-Safety and E-Awareness</b></p>	<p>Use the internet responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about contact and content.   <a href="https://www.ilearn2.co.uk/e-safety--key-stage-2.html/">https://www.ilearn2.co.uk/e-safety--key-stage-2.html/</a></p>	<p><b>PSHE:</b>  <b>Mental health and wellbeing:</b>  How balancing time online with other activities helps to maintain their health and wellbeing.   Strategies to manage time spent online and foster positive habits e.g. switching phone off at night   What to do and whom to tell if they are frightened or worried about something they have seen online.   <b>Safe Relationships:</b>  strategies to respond to pressure from friends including online  how to assess the risk of different online 'challenges' and 'dares'  how to recognise and respond to pressure from others to do something</p>	<p><b>PSHE:</b>  <b>Media Literacy and Digital resilience:</b>  about the benefits of safe internet use e.g. learning, connecting and communicating   how and why images online might be manipulated, altered, or faked   how to recognise when images might have been altered   why people choose to communicate through social media and some of the risks and challenges of doing so   that social media sites have age restrictions and regulations for use   the reasons why some media and online content is not appropriate for children   how online content can be designed to manipulate people's emotions and encourage them to read or share things   about sharing things online, including rules and laws relating to this   how to recognise what is appropriate to share online  how to report inappropriate online content or contact  <b>Respecting ourselves and others:</b>   ways to participate effectively in discussions online and manage conflict or disagreements</p>			



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		<p>unsafe or that makes them feel worried or uncomfortable</p> <p>how to get advice and report concerns about personal safety, including online</p> <p>What consent means and how to seek and give/not give permission in different situations</p>	<p><b>Keeping Safe:</b></p> <p>how to protect personal information online</p> <p>to identify potential risks of personal information being misused</p> <p>strategies for dealing with requests for personal information or images of themselves</p> <p>to identify types of images that are appropriate to share with others and those which might not be appropriate</p> <p>that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</p> <p>what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</p> <p>how to report the misuse of personal information or sharing of upsetting content/ images online</p> <p>about the different age rating systems for social media, T.V, films, games and online gaming</p> <p>why age restrictions are important and how they help people make safe decisions</p> <p>about what to watch, use or play</p> <p>about the risks and effects of different</p>		
<b>Out and about</b>					
<b>Music</b>	Please refer to Music Curriculum overview in Other Subject Areas of the Curriculum Tab on the school's website.				
	<p>*sing a broad range of songs including those with syncopated rhythms as part of a choir with a sense of ensemble and performance.</p> <p>*perform to a wider audience and observe rhythm, phrasing, accurate</p>	<p>Select from suggested list covering musical periods and genres in accordance with objectives and cross-curricular topics.</p> <p>*by the end of Year 6 children should be able to identify some of the key</p>	<p>*develop improvisation skills by:</p> <p>Creating music with multiple sections including repetition and contrast,</p> <p>Using chord changes</p> <p>Extending melodies beyond 8 beats over a fixed groove.</p>	<p>*continue to develop keyboard proficiency</p> <p>*play a melody following staff notation with note range C-C (or close).</p> <p>*make decisions about dynamic range including pp p mp mf f and ff</p>	<p>All previous vocab + Syncopated, discrete, musical periods and genres, block chords, bass line, octave, Characteristics, Notate,</p>



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	<p>pitching and appropriate style.          *sing 3 and 4 part rounds and experiment with positioning singers randomly within the group rather than in discrete parts to develop greater listening skills and balance between the parts.          *sing 2-part harmony without support and 3-part harmony with some melodic support.</p>	<p>pieces from the listening list covered over the last few years and identify key characteristics of a piece.           *discuss how musical contrasts are achieved.</p>	<p>*plan/compose a 8 -16 beat melodic phrase using the pentatonic scale (CDEGA)          *incorporate rhythmic variety and interest          *play the melody on a tuned instrument and notate it.          *compose melodies from pairs of phrases in either G maj or E min.          *compose a tertiary piece, use available music software to create/record it.</p>	<p>*accompany this melody and others using block chords or a bass line          *perform a part within an ensemble</p>	
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NOTATION: Using standard notation taught with greater independence and adding dynamic markings where appropriate.

In every year develop pupil's knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and performing. Listen to recorded and live performances and experience live music making in and out of school.