



Queensgate Foundation Primary School

Year 6 2018 – 2019	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Linda Radcliffe Tracy Saddington	Rainforests	Rainforests	Maya Civilisation	Maya Civilisation	Y6 SATs, railways and robots	Production and railways
English and Maths	<i>See discrete plans (including assessments) for English and Maths.</i>					
Science	Classification, broad groups, reasons Writing assessment: Report, biography of a scientist Science assessment: explain animal groupings. Sort animals into the correct classification group. Investigate animals found within the school grounds. Maths: Venn diagrams, sorting grids, tables.	Evolution and Inheritance Recognising living things have changed over time, how we gain information from fossils and how animals and plants have adapted to their environment. Writing assessment: Explanation – how animals are adapted to their environment, Descriptive writing. Science assessment: identify different habitats and how animals and plants are adapted to these habitats. Explain how	Light and Shadows Light travels in straight lines, how we see things, light sources Investigation write up/report - taught	Electricity/circuits Using symbols to represent circuits, investigating function of different components within a circuit Investigation write up/report Safety poster/leaflet	Circulatory system Identify and name main parts and recognise the impact of diet, exercise, drugs and lifestyle, link to PSHE Non chronological report/leaflet on being healthy Explanation of the circulatory system Persuasive/argument text related to healthy lifestyles	Circulatory system Ongoing– identify and name main parts and recognise the impact of diet, exercise, drugs and lifestyle, link to PSHE Non chronological report/leaflet on being healthy Explanation of the circulatory system Persuasive/argument text related to healthy lifestyles



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		<p>animals have changed over time and where the evidence for this comes from.</p> <p>History assessment: learning from the past – using fossils to learn about animals.</p> <p>Geography assessment: identify different geographical climates and land types.</p>				
History	History link: How places change over time - explaining how the rainforests have changed and why.	<p>Maya Civilisation – non-European society to contrast with British history, circa AD900.</p> <p>Non-chronological report on aspects of Mayan civilisation.</p>	<p>Maya Civilisation – non-European society to contrast with British history, circa AD900.</p> <p>Comparative text – British and Mayan civilisation</p>	<p>Railways - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (a significant turning point in British history, for example, the first railways or the Battle of Britain)</p> <p>Recount/diary based on the coming of the railway/building railways.</p> <p>Arguments/debate on whether the railway was</p>	<p>Railways - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (a significant turning point in British history, for example, the first railways or the Battle of Britain)</p>	



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					a good thing? Should we have more railway line on the island?	
Geography	<p>Study of a region of the Americas – the rainforest – biomes and vegetation belt, distribution of wealth.</p> <p><i>Writing assessment: Descriptive writing/story settings,</i></p> <p><i>Fact files on a country</i></p> <p><i>Geography assessment: use geographical language related to places. Identify places on a map. Make predictions about places using geographical knowledge.</i></p>	<p>Rainforest continued - Identifying rainforests around the world and the countries they are found in. Look at what the land is used for.</p> <p>Look at the structure of the rainforests. Go over key geographical vocabulary</p> <p><i>Writing assessment: Debate, news report, persuasive writing – stop rainforest destruction, explanation – why rainforests are important</i></p> <p><i>Geography assessment: use geographical language related to places.</i></p> <p><i>Science assessment: identify flora and fauna in a habitat and explain how species are adapted</i></p>	<p>Look at South American countries- review from last term and then introduce the May civilisation.</p> <p><i>Comparison of a South American country and the UK – taught.</i></p>	<p>South American countries continued.</p> <p>Link with History.</p> <p>Locational knowledge</p> <p>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.</p>	<p>Types of settlements and land use, trade links, economic activity.</p> <p>Link with the railways – looking at land use and changes since the railways were more extensive on the island.</p> <p>Y6 Fieldwork use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>Countries of Great Britain</p> <p><i>Comparative text</i></p>



		to survive in different habitats.				
Art and Design	<p>Sketch books to record observations and use them to review and revisit ideas.</p> <p><u>Rainforest</u></p>  <p>Maria Sibylla Merian</p> <p>Skills: Drawing, Painting, Printing, Art and ICT</p>		<p>Work of an artist – Lowry.</p> <p>Exploring Lowry’s work and replicating his drawings. Also making stickmen characters.</p> <p>Factfile/biography on Lowry</p>		<p><u>Heart sculpture-artist?</u></p> <p><u>Video- easy clay art sculpture. (youtube)</u></p> <p><u>ARTIST: Parag Lavande</u></p>	<p><u>End of year production</u></p> <p><u>(Learning journey, document progress of the production, design for costume)</u></p> <p><u>Fit in the skills?</u></p> <p><u>Photography</u></p> <p>Drawing, Painting, Collage, Printing, Textiles, Sculpture, Art and ICT</p>
Design Technology	<p>Shelters – research, design, make, evaluate (trip to woods). Effectiveness of weatherproof shelter.</p> <p>DT assessment: using materials, investigating</p>		<p>Sculpture in clay and soap related to Maya civilisation. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>Cooking – savoury dishes from Central and Southern America.</p>	<p>: Use mechanical and electrical systems in own products incl programming.</p> <p>Use annotated sketches/cross sectional drawings.</p>	<p>DT evaluate: understand how key events and individuals in design and technology have helped shape the world (Link with topic – railways)</p>



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	<p>different structures for strength.</p> <p>Writing assessment: Instructions for building a shelter</p> <p>Evaluations of shelters</p>		<p>[for example, pencil, charcoal, paint, clay]</p> <p>Cooking: Central American theme.</p> <p><i>Description of some Mayan art</i></p>		<p>DT: Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program, monitor and control their products</p> <p><i>Explanations/</i></p>	
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					evaluations	
Music						
PE	<p>Football, basketball, indoor athletics, tag rugby, netball</p> <p>PE assessment: developing skills, assessing and evaluating self and peer abilities.</p> <p>English assessment: speaking and listening – taking an active role in refereeing games, giving clear instructions.</p>		<p>Cross country running, handball, basketball, quick sticks</p> <p>PE assessment: developing skills, assessing and evaluating self and peer abilities.</p> <p>English assessment: speaking and listening – taking an active role in refereeing games, giving clear instructions.</p>		<p>Tennis, rounders, athletics</p> <p>PE assessment: developing skills, assessing and evaluating self and peer abilities.</p> <p>English assessment: speaking and listening – taking an active role in refereeing games, giving clear instructions.</p>	
RE	<p>Islam</p> <p>Concept: Belonging (Shahada (faith) & Salat (prayer) -what it means to be a muslim)</p>  <p>Belonging (in Islam) MTP.doc</p>	<p>Islam</p> <p>Umma</p> <p>Hajj + Zahat</p>	<p>Islam</p> <p>Stone as a Symbol</p> <p>Black stone – sacred stone building Muslims pray towards.</p>	SATs	<p>Islam</p> <p>Ritual</p> <p>Wudu + Eid-ul-Fitr; festival after Ramadan.</p>	<p>Islam</p> <p>Peace</p> <p>Revelation of the Qur’an, Sawm + Ramadan.</p>
PSHE	<p>Physical health and Mental wellbeing</p> <p>What affects mental health and ways to take care of it; managing change, loss and</p>	<p>Safe relationships</p> <p>Recognising and managing pressure; consent in different</p>	<p>Belonging to a community</p> <p>Valuing diversity; challenging discrimination and stereotypes</p>	<p>Media literacy and digital resilience</p> <p>Evaluating media sources; sharing things online</p>	<p>Respecting ourselves and others</p> <p>Expressing opinions and respecting other points of view,</p>	<p>Keeping safe</p> <p>Keeping personal information safe; regulations and</p>



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	bereavement; managing time online	situations.			including discussing topical issues	choices; drug use and the law; drug use and the media
French	<i>Bon Voyage!</i> : Countries & cities in Europe; talk about places you have visited or would like to visit; past & future tenses. Understand basic grammar including verbs & tenses		Weather & Seasons: Talk and write about preferences & give reasons; using connectives <i>parce que, quand</i>		<i>En ville</i> : Asking the way and giving directions; talk about where you're going; ask & tell the time Ask for and give directions.	
Computing	World wide web Yr 6 (1) Searching the web Yr 6 (2) Selecting search results Yr 6 (3) How search results are ranked Yr 6 (4) How are searches influenced? Yr 6 (5) How we communicate Yr 6 (6) Communicating responsibly	Web page creation Yr 6 (1) What makes a good website? Yr 6 (2) How would you layout your web page? Yr 6 (3) Copyright or copyWRONG? Yr 6 (4) How does it look? Yr 6 (5) Follow the breadcrumbs Yr 6 (6) Think before you link!	Spreadsheets Yr 6 (1) What is a spreadsheet? Yr 6 (2) Modifying spreadsheets Yr 6 (3) What's the formula? Yr 6 (4) Calculate & duplicate Yr 6 (5) Event planning Yr 6 (6) Presenting data	3D Modelling Yr 6 (1) What is 3D modelling? Yr 6 (2) Making changes Yr 6 (3) Rotation & position Yr 6 (4) Making holes Yr 6 (5) Planning my own 3D model Yr 6 (6) Making my own 3D model	Variables in games Yr 6 (1) Introducing variables Yr 6 (2) Variables in programming Yr 6 (3) Improving a game Yr 6 (4) Designing a game Yr 6 (5) Design to code Yr 6 (6) Improving & sharing	Sensing Yr 6 (1) The crumble Yr 6 (2) Go with the flow Yr 6 (3) Sensing inputs Yr 6 (4) Finding your way Yr 6 (5) Designing a step counter Yr 6 (6) Making a step counter
E-Safety and E-Awareness	See discrete E-Safety and E-Awareness outline.					
Out and about						