



Queensgate Foundation Primary School

Year 6 2019 – 2020	<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, production, railways and buggies	Y6 SATs, production, railways and buggies
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



Queensgate Foundation Primary School

		<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>	



Queensgate Foundation Primary School

					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>



Queensgate Foundation Primary School

		to survive in different habitats.				
Art and Design	Sketch books to record observations and use them to review and revisit ideas. Link to Out and About.	Design, make and sell products for the Christmas Fayre. Maths assessment: profit and loss, costings, dealing with money. Art work based on Henri Rousseau's landscapes Writing assessment: Fact file on Rousseau link to rainforest paintings		Work of an artist – Lowry. Exploring Lowry's work and replicating his drawings. Also making stickmen characters. Factfile/biography on Lowry		Study of an artist. Learn about great artists, architects and designers in history. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
Design Technology	Shelters – research, design, make, evaluate (trip to woods). Effectiveness of weatherproof shelter. DT assessment: using materials, investigating different structures for strength. Writing assessment: Instructions for building a shelter Evaluations of shelters	Design, make and sell products for the Christmas Fayre. Maths assessment: profit and loss, costings, dealing with money. Cooking – savoury dishes from South America. Writing assessment: Recipes/review of	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 [for example, pencil, charcoal, paint, clay] Cooking: Central American theme.	Cooking - Planning and making a 3 course meal	Buggies: Use mechanical and electrical systems in own products incl programming. Use annotated sketches/cross sectional drawings. Explanations/evaluations	DT evaluate: understand how key events and individuals in design and technology have helped shape the world (Link with topic – railways) 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,



Queensgate Foundation Primary School

	<p>Cooking – savoury dishes from Peru.</p> <p>Writing assessment: Recipes/review of cooking, adverts for dishes made, persuasive writing.</p> <p>DT assessment: using a range of tools. Understand kitchen hygiene.</p>	<p>cooking, adverts for dishes made</p> <p>DT assessment: using a range of tools.</p>	<p><i>Description of some Mayan art</i></p>		<p>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>
Music	<p>Rainforest composition. Listening to detail.</p> <p>Writing assessment: link to adverts, developing vocabulary related to sounds/description</p> <p>Music assessment: produce a piece of music link to images of the rainforest. I can compose and perform a piece of music using timbre, texture and structure.</p>	<p>Using musical notation. Playing keyboards and ukuleles.</p> <p>Music assessment: play a short piece of music on an instrument.</p>	Ukuleles.	<p>Ukuleles.</p> <p>Play a simple sequence of chords on the ukulele with fluency.</p>	<p>Singing for production.</p> <p>History of music.</p> <p>Sing and perform in a group with confidence.</p>



Queensgate Foundation Primary School

<p>PE</p>	<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>	
<p>RE</p>	<p>Islam</p> <p>Belonging</p> <p>Shahad (faith) and Salat (prayer) – what it means to be a Muslim.</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>	<p>SATs</p>	<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>
<p>PSHE</p>	<p>New beginnings, making friends, rules, setting targets</p> <p>I understand my rights and responsibilities in the school. Writing assessment: Speeches – motivational.</p>	<p>Getting on & Falling out.</p> <p>I am able to see a situation from another person’s perspective.</p> <p>Writing assessments: persuasive writing – beat bullying.</p>	<p>Going for Goals, New Year resolutions.</p> <p>Inspire/Aspire project</p> <p>I can make a long-term plan and break it down into smaller, achievable goals. Biographies</p>	<p>It’s good to be me.</p> <p>I can stand up for what I think after listening to others and making my own choice.</p>	<p>Relationships.</p> <p>I can break friends with someone without hurting their feelings and understand if this might be the best thing to do.</p>	<p>Changes (and SRE)</p> <p>I have some strategies for managing the feelings that I might experience when I change schools.</p>
<p>French</p>	<p><i>Bon Voyage!</i>: Countries & cities in Europe; talk about places you have visited or would like to visit; past & future tenses.</p> <p>Understand basic grammar including verbs & tenses</p>		<p>Weather & Seasons: Talk and write about preferences & give reasons; using connectives <i>parce que, quand</i></p>		<p><i>En ville</i>: Asking the way and giving directions; talk about where you’re going; ask & tell the time</p> <p>Ask for and give directions.</p>	



Queensgate Foundation Primary School

<p>Computing</p>	<p>Multimedia and word processing. Using ICT across the curriculum – internet, word, powerpoint, excel. Structuring documents, copy and pasting.</p> <p>ICT assessment: produce a range of documents across all subjects</p> <p>Writing assessment: using ICT as a tool to produce pieces of writing.</p>	<p>Digital media. Using ICT across the curriculum – internet, word, powerpoint, excel. Structuring documents, copy and pasting.</p> <p>ICT assessment: produce a range of documents across all subjects</p> <p>Writing assessment: using ICT as a tool to produce pieces of writing.</p>	<p>Programming Unit 1: Espresso – developing basic games.</p> <p>Programming Unit 2: Scratch: Creating more challenging games</p> <p>ICT assessment: design own game and evaluate effectiveness, debug if required.</p>	<p>Communication and collaboration</p> <p>Blogging Register, add background images etc, create a new post, publish, embed photos, hyperlinks & videos, follow other blogs, continue to build own blog through year.</p>	<p>Database</p> <p>Identify problem needing data to solve, collect accurately, organise, interpret, draw conclusions, present, justify.</p>	<p>E-Safety Online Research Know how to check validity of website, can recognise different viewpoints, can select copyright free images.</p> <p>E-Safety Communication and Collaboration Know which communication tools to use, can identify Social networking issues.</p> <p>E-Safety E-Awareness Know and understand cyberbullying issues. Can understand impact of sending or uploading unkind or inappropriate content. Know malicious adults use Internet and attempt to make contact with children and know how to report abuse.</p>
<p>E-Safety and E-Awareness</p>	<p>See discrete E-Safety and E-Awareness outline.</p>					
<p>Out and about</p>	<p>Visit Walter’s Copse Bug hunting,</p>	<p>Visit Alverstone Mead. Exploring woodlands, looking for squirrels. Introduce conservation</p>				



	<p>Looking for and identifying invertebrates.</p> <p>Looking at habitat within a woodland.</p> <p>Writing assessment: Recounts, letters</p> <p>Science assessment: using classification keys</p>	<p>and management of woodland.</p> <p>Visit Mill Copse Yarmouth.</p> <p>Looking at mixed woodland, ancient wood, making comparisons with the rainforest, visit bird hide. Importance of salt marsh and migrating winter birds.</p> <p>Writing assessment: descriptive writing, persuasive writing (save the squirrels).</p> <p>Art assessment: using sketching materials, improve scale accuracy when drawing.</p>				
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