

MILNTHORPE PRIMARY SCHOOL YEARLY PLAN

Year 6



CURRICULUM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	Cosmic Final Year (RfP) Report Writing in role	Pig-Heart Boy 1001 Arabian Knights Recount Persuasion	TBD re: WW2 Explanation (linked to science) Recount	Horrible Science: Evolve or Die Discussion (based on science – reintroduction of wolves) Poetry	My Sister Lives on the Mantelpiece (RfP) Recount Play-script	Explanation Poetry
SCIENCE	Earth and space Pupils should be taught to: describe the movement of the Earth and other planets relative to the sun in the solar system describe the movement of the moon relative to the Earth describe the sun, Earth and moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	Animals including humans Pupils should be taught to: 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	Light Pupils should be taught to: 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	Evolution and inheritance Pupils should be taught to: 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	Electricity Pupils should be taught to: associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 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 use recognised symbols when representing a simple circuit in a diagram	
MFL	Let's Visit a French Town Applying previous knowledge of topic areas such as places in a town, directions, homes and numbers. Increasing their understanding of word classes and other grammatical features of	Let's Go Shopping Children will learn about the shopping experience in France, how to use nuances of colour when describing colours of clothes and how to use prepositional language. They will also learn key	This is France! Learning key vocabulary related to France and Paris and specific vocabulary to describe France's neighbours and positions/distances of various cities. They will also learn about famous	All in a Day How to tell the time: o'clock, half past, quarter past, quarter to and 5-minute intervals. How to use the 24hr times and the French representation of am and pm.	Our Precious Planet Learning to describe key environmental challenges in the local area and how to use the immediate future to say what positive environmental actions they (and other groups) are going to take. Learning	More to Explore Children will consolidate their French knowledge and skills focusing on key areas of language learning: phonics, vocabulary, grammar, literacy, oracy and culture. This unit provides opportunities to

	the language.	phrases for asking the questions when going shopping.	French landmarks and how people describe what people do when they visit Paris as well as key phrases related to the theme of this unit.		key phrases and vocabulary related to the theme.	consolidate and showcase what children have learnt in French in KS2, and is a perfect transition before progressing to KS3.
COMPUTING	E-Safety Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Data Handling use sequence, selection, and repetition in programs; work with variables and various forms of input and output 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			Programming 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	
R.E.	What is a church	What is the Qur'an and why is it important to muslims	What is humanism	How do Jews express their faith and beliefs in practice	How is faith expressed through the arts	What are the beliefs in our local community (kidsafe)
HISTORY	Anglo Saxons Britain's settlement by Anglo-Saxons and Scots	Early Islamic Civilisation a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900;	WW2 – persecution of Jews a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066			
GEOGRAPHY		Trade and Economics human geography, including: types of settlement and land use,			Rivers describe and understand key aspects of: physical geography,	Maps and mapping use maps, atlases, globes and digital/computer mapping to locate

		economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water			including: rivers, and the water cycle 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), and land-use patterns; and understand how some of these aspects have changed over time	countries and describe features studied use the 8 points of a compass, 4- and 6-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 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.E.	Games: Netball SHA	Games: Hockey Gymnastics	Games: Dodgeball Gymnastics	Dance Games: Lacrosse	Athletics: Track Games: Cricket	Athletics: Field OAA
MUSIC	First Access Music: Ukulele				UKS2 Performance	
D.T.	Moon buggies 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	Christmas Games 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			Bridge structures apply their understanding of how to strengthen, stiffen and reinforce more complex structures 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 understand how key events and individuals in design and technology have helped shape the	Cooking 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 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

	<p>aesthetic qualities</p> <p>understand how key events and individuals in design and technology have helped shape the world</p>				world	<p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
ART	<p>Alan Bean Printing</p> <p>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]</p> <p>about great artists, architects and designers in history</p>		<p>Charcoal Drawing</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p>		<p>Rivers Final piece</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p>	<p>3d sculptures</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p>
PSHE	<p>VIPS</p> <p>Conflicts and resolutions in relationships Secrets and dares Healthy and unhealthy relationships Importance of kindness and respect</p>	<p>Be yourself</p> <p>Developing a positive view of ourselves Being proud of individuality Avoiding being led into tricky situations Investigating how to make things right</p>	<p>It's my body</p> <p>Consent and autonomy Body image and stereotypes Resisting pressures Healthy habits Seeking support when needed</p>	<p>One world</p> <p>Responsibility to live as a global citizen Helping the environment and living things across the world Sustainability and natural resources Global warming Making the world a better place</p>	<p>Money Matters</p> <p>Consequences of taking financial risks Influences of advertising Budgeting and what to do if people cannot afford to pay for things they need Tax</p>	<p>Growing up</p> <p>How we grow and change physically and emotionally SRE and STD's Positive body images and stereotypes</p>
LEARNING OUTSIDE THE CLASSROOM	<p>Hawes End County Show</p>				<p>River study</p>	<p>London Theatre trip</p>