

Year 6 Year Plan 2021 – 22

This plan is an overview for the year: it is a working document and is subject to change as we assess the needs of the children.

Term	<p>This list of texts may change. We will be working on the skills set out in the Year 6 program of study for English:</p> <p>https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study#years-5-and-6-programme-of-study</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Wisp by Zana Fraillon & Grahame Baker-Smith</p> <p>Planetarium by Chris Wormell & Raman Prinja – non-fiction based text</p> <p>The Magic Box by Kit Wright – descriptive poem</p>	<p>Night of the Gargoyles by Eve Bunting</p> <p>There’s a Boy in the Girl’s Bathroom by Louis Sacher</p> <p>Whole school text linked to environmental week</p>	<p>Goodnight Mr Tom by Michelle Magorian</p> <p>Uncle Montague’s Tales of Terror by Chris Priestley</p>	<p>The Lion, The Witch and the Wardrobe by C S Lewis</p> <p>Macbeth – Shakespeare</p>	<p>The Field Guide Book by Holly Black and Tony DiTerlizzi</p> <p>SATs preparation</p>	<p>Preparation for KS3 with transition work</p>
Maths	<p>https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study/national-curriculum-in-england-mathematics-programmes-of-study#year-6-programme-of-study</p>					
	<p>Properties of shapes</p> <p>Place value</p> <p>Addition, Subtraction, Multiplication and Division</p>	<p>Fractions</p> <p>Position and Direction</p>	<p>Decimals</p> <p>Percentages</p> <p>Algebra</p> <p>Converting Measures</p>	<p>Perimeter, Area and Volume</p> <p>Ratio and Proportion</p> <p>Statistics</p>	<p>Properties of shape</p> <p>Consolidation and SATs preparation</p>	<p>Investigations and preparation for KS3</p>
Science	<p>Light</p> <p><i>How does light travel?</i></p> <p><i>Reflection</i></p> <p><i>Length of shadows</i></p> <p><i>Refraction of light</i></p>	<p>Electricity</p> <p><i>Create simple circuits including switches</i></p> <p><i>Conductors and variables</i></p>	<p>Forces</p> <p><i>Air and water resistance, friction, magnetic forces, (including those between like and</i></p>	<p>Classification</p> <p><i>Edward Jenner / Aristotle</i></p> <p><i>Micro-organisms that are beneficial and those that are</i></p>	<p>Evolution and inheritance</p> <p><i>What do the 2 words mean? How does that relate to us as individuals?</i></p>	<p>Properties of materials</p> <p><i>Heating and cooling. Changing state and how some materials demonstrate</i></p>

	<i>Spectrum of light Sir Isaac Newton</i>	<i>Circuits in parallel and series Scientific representation in diagrams</i>	<i>unlike magnetic poles and gravity).</i>	<i>harmful History of classification e.g. 5 Kingdoms</i>	<i>Adaptation Fossils Charles Darwin</i>	<i>reversible changes and some have non- reversible.</i>
Computing	<p>Communication <i>search engines, refining searches, how searches are ranked or influenced, internet privacy</i></p> <p>Scratch <i>tinkering, shapes & crystal flowers drawing, maths quiz, make a game</i></p>		<p>WW2 Code Breakers <i>Creating & editing film using imovie</i></p> <p>Web Page Creation <i>Design and evaluate own website using Google Sites (made use of Oak Academy website lessons)</i></p>		<p>Robotics & Systems <i>Set point Workshop</i></p>	
History	<p>Ancient Greece <i>How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago? What can we work out about everyday life in Ancient Athens from the pottery evidence that remains? Why was Athens able to be so strong at this time? In what ways have the Ancient Greeks influenced our lives today?</i></p>		<p>WW2 <i>Why were children so affected by the Second World War? Was every child's experience of evacuation the same? Did evacuation work? What was life like in the towns and cities from which the children were evacuated? How did people celebrate victory in 1945? VE day celebration</i></p>		<p>Medicine through time <i>Beginning way back in history looking at the medicine and beliefs in Stone Age times / Egyptians times then moving through Tudor England towards the modern day with the introduction of anaesthetic / antibiotics etc. Skills of compare and contrast looking at steps forward.</i></p>	
Geography	<p>Extreme Earth <i>Volcanoes / tornadoes / tsunamis / earth quakes etc.</i></p>		<p>Climate Change <i>Difference between climate and weather / Greenhouse effect / global warming</i></p>		<p>Mountains <i>Locating mountain ranges around the world, which animals and plants that live there. Does tourism affect the mountain in a good or a bad way?</i></p>	
Art	<p>Drawing <i>Create texture using different types of line Drawing illusions – impossible objects, Op Art</i></p>	<p>Clarice Cliff <i>Study of work / clay models Use slab building technique for cup and saucer Painting finished cup</i></p>	<p>Printing <i>Study of artists / Linoprint – using polystyrene plate. Printing different layers of colour on a</i></p>	<p>3D work <i>Sculpture Study of artists Modroc – masks</i></p>	<p>Drawing <i>Drawing faces in profile Detailed whole body portrait</i></p>	<p>Painting <i>Use acrylic paint Apply paint with sponges, rags, palette knife, card Painting on different</i></p>

	<i>Use line to create tone and character Tone – show the effects of light on objects from different perspectives Work of Vincent Van Gogh/Bridget Riley/ Victor Vaserly/ M C Escher</i>	<i>and saucer</i>	<i>single print. Creating background paper to print onto (paint or collage). Printing using 2 colours</i>			<i>surfaces e.g. board, canvas, silk Composition Draw objects from different viewpoints</i>
DT	Make a Christmas stocking		Shelters linked to our history topic		Food topic: cooking and budgeting for meals	
PE	Athletics Basketball		Trampolining Gymnastics	Trampolining Gymnastics	Swimming Dance	Swimming Dance
Music	Building a deeper knowledge of music history by comparing forms and instruments from different genres and historical periods Can recognise and respond to different time signatures		Singing chords in solfege, singing in two parts. Introduction to dotted rhythms Conducting in solfege.		Can, play and compose multi layered parts in 4/4, ¾ and 6/8 Can sing with increased accuracy pitch and with confidence both as a group and individually Can read, notate, compose, improvise and perform using varying rhythmic and melodic complexity.	
RE	Buddhism <i>Belief and Practices, symbols and actions</i>	Founders of faith <i>Sacred and secular Christmas</i>	Expressive and visual arts in religions <i>Use of creative arts / meditation</i>	Life of Jesus Easter	Ideas about God Human responsibility to the environment	Suffering and happiness
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
Spanish	Each unit will encompass elements of literacy and oracy with opportunities for listening, speaking, reading and writing in Spanish. The development of grammar, spelling and pronunciation will be ongoing throughout each term.					
	Half-term 1: Describing me and others		Half-term 1: Saying what I and others do		Half-term 1: Saying what activities I and others do	
	Half-term 2: Saying what I and others have		Half-term 2: Saying where you are going and			

	<p>Adjectives to describe mood today and character generally, Nouns and adjectives for places, festivals, physical description Grammar: conjugation of key verbs WH-questions with quién, qué, cuándo, cuál, cuántos/cuántas, negation with no</p>	<p>what there is there Verbs and nouns to describe a range of activities, countries, traditions, school, free time, physical geography Grammar: contractions del, al</p>	<p>Half-term 2: Saying what I and others like/dislike, want and have to do Words for describing activities, places in town, weather, sport, instruments, things countries are famous for Grammar: more complex use of verbs</p>
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