

Year 6
LTP

Theme	Wicked Weather and the environment	WW1 Remembrance		Health Week	Groovy Greeks	History of Yorkshire since 1066
Dates	Autumn term 1	Autumn 2	Spring 1		Spring 2 and then up until SATs	After SATs until end of the summer term
Science	Living things and their habitats	Electricity	Evolution and Inheritance	Animals including humans - heart	Light (theatre) Electricity	
Science skills	<ul style="list-style-type: none"> ♣ describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals ♣ give reasons for classifying plants and animals based on specific characteristics. ♣ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <ul style="list-style-type: none"> ♣ 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. 	<ul style="list-style-type: none"> ♣ 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 	<ul style="list-style-type: none"> ♣ 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. 	<ul style="list-style-type: none"> ♣ 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. 	

<p>DT</p> <p>DT skills</p>	<p>Insect hotels/Mason Bee hives - analyse and evaluate existing products and improve own learning</p> <ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). 				<p>Shadow theatre. Design, make and evaluate.</p> <ul style="list-style-type: none"> • Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips). 	<p>Tapestry/embroidery/the Bayeux Tapestry - improve mastery of sewing techniques. Historical embroidery artists</p> <ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).
<p>Cooking and nutrition</p>	<p>Local seasonal Dish – fish pie (Cornwall Trip)</p>			<p>Ready steady cook</p>	<p>Healthy Greek recipes</p>	
<p>Cooking and nutrition skills</p>	<ul style="list-style-type: none"> ♣ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 			<ul style="list-style-type: none"> ♣ 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 	<ul style="list-style-type: none"> ♣ understand and apply the principles of a healthy and varied diet 	

Art and Design				Human body sculpture Learn about famous artists.		Take One Picture
Art and Design skills	<ul style="list-style-type: none"> ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ 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] ♣ about great artists, architects and designers in history 					
Computing	Developing a simple mobile app Creating video and web copy for a mobile phone app		Researching the App market	E-safety	Design an interface for an App	Planning the creation of a mobile app Developing project management skills

<p>Computing skills</p>	<ul style="list-style-type: none"> ♣ Choose the most suitable applications and devices for the purposes of communication. • Use many of the advanced features in order to create high quality, professional or efficient communications. 		<ul style="list-style-type: none"> ♣ Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner. 	<ul style="list-style-type: none"> ♣ Collaborate with others online on sites approved and moderated by teachers. ♣ Give examples of the risks of online communities and demonstrate ♣ Understand that comments made online that are hurtful or offensive are the same as bullying. ♣ Understand how online services work. knowledge of how to minimise risk and report problems. ♣ Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. ♣ Understand the effect of online comments and show responsibility and sensitivity when online. ♣ Understand how simple networks are set up and used. 	<p>To code (using Scratch)</p>	
<p>Geography</p>	<p>Climate Zones and biomes</p>	<p>Locational knowledge of the battle fields in Northern France. Land use investigations (trenches/landings)</p>			<p>Human and physical geography of Greece and the Greek Islands. Focus on trade links including the sea and how this has influenced over time</p>	<p>Locational knowledge of UK - the shires and change of land use over time.</p>

<p>Geography skills</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts,</p> <ul style="list-style-type: none"> ♣ Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). ♣ Identify and describe how the physical features affect the human activity within a location. ♣ Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. ♣ Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 	<ul style="list-style-type: none"> ♣ Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, ♣ Name and locate the countries of Europe and identify their main physical and human characteristics. mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. 	<ul style="list-style-type: none"> ♣ Understand some of the reasons for geographical similarities and differences between countries. ♣ Describe how locations around the world are changing and explain some of the reasons for change. 		<ul style="list-style-type: none"> ♣ Describe and understand key aspects of Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. ♣ Analyse and give views on the effectiveness of different geographical representations of a location. 	<ul style="list-style-type: none"> ♣ Name and locate the countries of Europe and identify their main physical and human characteristics. mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. ♣ Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. ♣ Record the results in a range of ways.
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History		WW1 impact on England and Northern France.			Ancient Greece - achievements and influence over the western world	1066 and the Norman Conquests impact on Yorkshire with castles and abbeys built. War of the Roses and ended with Tudor period - desolation of monasteries
History skills		<ul style="list-style-type: none"> ♣ Use sources of evidence to deduce information about the past. ♣ Select suitable sources of evidence, giving reasons for choices. ♣ Seek out and analyse a wide range of evidence in order to justify claims about the past. ♣ Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. ♣ Understand that no single source of evidence gives the full answer to questions about the past. ♣ Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade parliament, 			<ul style="list-style-type: none"> ♣ Compare some of the times studied with those of the other areas of interest around the world. ♣ Describe the social, ethnic, cultural or religious diversity of past society. ♣ Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). ♣ Identify periods of rapid change in history and contrast them with times of relatively little change. ♣ Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> ♣ Give a broad overview of life in Britain from medieval until the Tudors ♣ Identify continuity and change in the history of the locality of the school. ♣ Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. ♣ Use dates and terms accurately in describing events. ♣ Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade parliament, democracy, and war and peace. about the past. • legacy.

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Music	Works of great composers Explore inter-related dimensions of pitch, duration and dynamics		Explore inter-related dimensions of tempo, timbre and texture Musical notation and staff		Evaluate music across a range of traditions - Greek music and instruments	Use technology to create own music compositions
Music skills	<ul style="list-style-type: none"> ♣ Sing or play from memory with confidence. ♣ Perform solos or as part of an ensemble. ♣ Sing or play expressively and in tune. ♣ Create rhythmic patterns with an awareness of timbre and duration. ♣ Hold a part within a round. ♣ Sing a harmony part confidently and accurately. ♣ Sustain a drone or a melodic ostinato to accompany singing. 		<ul style="list-style-type: none"> ♣ Perform with controlled breathing (voice) and skillful playing (instrument). ♣ Combine a variety of musical devices, including melody, rhythm and chords. 		<ul style="list-style-type: none"> ♣ Thoughtfully select elements for a piece in order to gain a defined effect. ♣ Use drones and melodic ostinati (based on the pentatonic scale). 	<ul style="list-style-type: none"> ♣ Create songs with verses and a chorus. ♣ Convey the relationship between the lyrics and the melody. ♣ Choose from a wide range of musical vocabulary to accurately describe and appraise music including: • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones
PE	Sports hall gymnastics, dance	Sports hall athletics, football, gymnastics, dance	Basketball,		Rounders/ Cricket	Athletics
PE skills	<ul style="list-style-type: none"> ♣ Compose creative and imaginative dance sequences. ♣ Perform expressively and hold a precise and 	<ul style="list-style-type: none"> ♣ Hold shapes that are strong, fluent and expressive. ♣ Include in a sequence set pieces, 	<ul style="list-style-type: none"> ♣ Choose and combine techniques in game situations (running, throwing, catching, passing, 		<ul style="list-style-type: none"> ♣ Strike a bowled or volleyed ball with accuracy. ♣ Use forehand and backhand when 	<ul style="list-style-type: none"> ♣ Work alone, or with team mates in order to gain points or possession. ♣ Uphold the spirit of

	<p>strong body posture.</p> <ul style="list-style-type: none"> ♣ Perform and create complex sequences. ♣ Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. 	<p>choosing the most appropriate linking elements.</p> <ul style="list-style-type: none"> ♣ Vary speed, direction, level and body rotation during floor performances. 	<p>jumping and kicking, etc.)</p> <ul style="list-style-type: none"> ♣ Work alone, or with team mates in order to gain points or possession. 		<p>playing racket games.</p> <ul style="list-style-type: none"> ♣ Field, defend and attack tactically by anticipating the direction of play. ♣ Choose the most appropriate tactics for a game. ♣ Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.) 	<p>fair play and respect in all competitive situations.</p> <ul style="list-style-type: none"> ♣ Lead others when called upon and act as a good role model within a team.
SMSC	<p>Learning to be me... What does it mean to belong?</p> <p>British Values/Democracy Fortnight Rights and responsibilities/laws and voting</p>	<p>Learning to know my neighbour... If your life doesn't involve God where does your moral compass come from?</p> <p>Drugs Education and how drugs affect us (DSIDE)</p>	<p>Learning to identify the communities in which I belong... What does it mean to be a Sikh? What do Christians believe about Jesus?</p>	<p>Learning to listen... Should we forgive each other?</p> <p>E- Safety Healthy Lifestyles Easter Day</p>	<p>Learning to live together in our wonderful world... What is compassion? SRE</p>	<p>Learning to do... Whole school project Transition</p>
SMSC skills	<ul style="list-style-type: none"> ♣ Describe and understanding links between... ♣ Respond thoughtfully to a range of... ♣ Discover more about... ♣ Reflect on the meaning of... ♣ Explore and describe a range of... ♣ Understand different perspectives about... 		<ul style="list-style-type: none"> ♣ Observe and understand varied examples of... ♣ Observe and consider different... ♣ Explain the meaning of... ♣ Discuss and present thoughtfully different views... ♣ Apply ideas of their own in different forms... ♣ Explore, contrast and compare... 		<ul style="list-style-type: none"> ♣ Understand... ♣ Suggest reasons for... ♣ Discuss and apply their own and others' ideas... ♣ Respond clearly with ideas about... ♣ Consider and apply ideas about... 	
French	Catherine Cheater Scheme Y4 lesson 1-10	Phrases and conversational language needed for French visit		Catherine Cheater Scheme Y4 lesson 10-20		Catherine Cheater Scheme Y4 lesson 20-30
French skills	<ul style="list-style-type: none"> ♣ Ask others to repeat words or phrases if necessary. 	<ul style="list-style-type: none"> ♣ Write short phrases from memory with spelling that is readily 	<ul style="list-style-type: none"> ♣ Understand the main points from spoken passages. 	<ul style="list-style-type: none"> ♣ Write a few short sentences using familiar expressions. 	<ul style="list-style-type: none"> ♣ Take part in discussions and tasks. ♣ Demonstrate a 	<ul style="list-style-type: none"> ♣ Read and understand the main points in short written

	<ul style="list-style-type: none">♣ Ask and answer simple questions and talk about interests.	<p>understandable.</p> <ul style="list-style-type: none">♣ Demonstrate a growing vocabulary.	<ul style="list-style-type: none">♣ Demonstrate a growing vocabulary.	<ul style="list-style-type: none">♣ Express personal experiences and responses.♣ Demonstrate a growing vocabulary.	<p>growing vocabulary.</p>	<p>texts.</p> <ul style="list-style-type: none">♣ Read short texts independently.♣ Use a translation dictionary or glossary to look up new words.♣ Describe with some interesting details some aspects of countries or communities where the language is spoken.♣ Make comparisons between life in countries or communities where the language is spoken and this country.♣ Demonstrate a growing vocabulary.
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