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| <b>Year 6</b>                                      | <b>A Child's War<br/>History</b>  | <b>Blood Heart<br/>Science</b>   | <b>Frozen Kingdom<br/>Geography</b> | <b>ID<br/>Science</b>  | <b>Gallery Rebels<br/>Art and Design</b>   | <b>Pharaohs<br/>History</b>                                   |
| <b>Stunning<br/>Start/Memorable<br/>Experience</b> | <b>Goodwood Revival<br/>Tangmere Museum</b>                                     | <b>Dr Tanya visit<br/>Paramedics with<br/>Ambulance</b>  | <b>Polar explorer</b>               | <b>PC Pack</b>   | <b>Pallant House<br/>Residential for<br/>Yr6</b>   | <b>Mummification<br/>visitor and tombs</b>                    |
| <b>Fantastic Finish</b>                            | <b>WW11 Music and<br/>Songs<br/>Fantastic Finish</b>                            | <b>Poetry from<br/>MacBeth<br/>Fantastic Finish</b>  | <b>United Voices<br/>Book Look</b>  | <b>Book Look</b>   | <b>Fantastic Finish -<br/>Art gallery</b>  | <b>School<br/>Performance</b>                                 |
| <b>Science</b>                                     | Light<br>Does light travel in<br>a straight line?<br>How are shadows<br>formed? | Human Circulatory<br>system; measuring<br>heart rate; history<br>of blood groups;<br>lifecycle effects;<br>dissection of heart<br>and lungs. | Living things and<br>their Habitats | Evolution and<br>inheritance                                 | Animals including<br>humans<br><br>Recognise the<br>impact of diet,<br>exercise, drugs and<br>lifestyle on the way<br>bodies function<br><br>Describe the ways<br>in which nutrients<br>and water are<br>transported | Electricity   |
| <b>Geography</b>                                   | Local Community -<br>Compare and<br>contrast                                    | Discrete Lessons   | Features of Polar<br>regions        | Local Community<br>Where I live ;<br>Compare and<br>contrast | Locational<br>Knowledge  | Human and Physical<br>features of Egypt;<br>The Nile; Tourism |

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| <b>History</b>           | WW2                                   | Discrete lessons  | Emigration and exploration in early 1900's                   | Social Reformers   | Artists that influence   | Ancient Egypt  |
| <b>Art and Design</b>    | Discrete Lessons                      | Abstract Art; modelling and sculptures  | Painting and block printing                                  | Portraiture and figurines                                    | Great Artists of 19 <sup>th</sup> and 20 <sup>th</sup> centuries | Drawing artefacts; Headwear; Hieroglyphics; amulets          |
| <b>Design Technology</b> | Following recipes                     | Selecting tools and equipment; Healthy recipes; product packaging; working models   | Building an igloo<br>Design and evaluate                     | Living tools; design; Fashion and clothing                   | Selecting and using tools and materials                          | Clay water carriers; Egyptian food; model tombs and pyramids |
| <b>Computing</b>         | Using search technologies<br>E Safety | Flow diagrams and control   | Collecting evaluating and presenting information<br>E Safety | Select, use and combine a variety of software, Photo stories | Collecting evaluating and presenting information<br>Emails       | Building a web page  |
| <b>Music</b>             | Listening performing and composing    | Heart Raps and Pulses.<br><br>Songs for United Voices performance - Harmony singing | Soundscapes  | Appraising ;<br>Listening to Voices                          | Improvising and composing  | Year 6 Production.   |
| <b>PSHCE</b>             | Empathising with people in different  | Harmful substances: caring  | Care of the Environment                                      | Identity - myself<br>Strengths                               | Reflect and evaluate own   | Taking responsibility  |

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|                            | times  | about others                                    |                              |  | achievements and strengths.<br>Recognise the role of charity and community groups |   |
| <b>Religious Education</b> | Creation: creation and science - conflicting or complementary? | Incarnation [Christmas]: was Jesus the Messiah? | Gospel: What would Jesus do? | Salvation [Easter]: what did Jesus do to save human beings? What difference does the resurrection make for Christians? | Kingdom of God: what kind of King is Jesus?                                       | Buddhism<br>What is the Buddhist way of life? |
| <b>PE</b>                  | Swimming -OAA  | Swimming-Invasion games                         | Gymnastics -Team games       | Dance<br>Invasion games  | Athletics - Striking and Fielding   | Athletics - Racquet games                     |