

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science Skills	<p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: ♣ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ♣ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ♣ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ♣ using test results to make predictions to set up further comparative and fair tests ♣ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ♣ identifying scientific evidence that has been used to support or refute ideas or arguments.</p>					
SCIENCE Content	<p>Evolution</p> <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 identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	<p>Living things and their habitats</p> <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 micro-organisms, plants and animals <p>give reasons for classifying plants and animals based on specific characteristics</p>	<p>Electricity and Light</p> <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 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 		<p>Animals including humans</p>	<p>Drugs SRE (6 sessions)</p>
					<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 	

<p>History Skills</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrast and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should contrast informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Key Vocabulary - AD Agriculture Ancient civilisations Archaeology Aristocracy Artefact BC Bronze Age Calendar Causation Century Change Church Christianity Chronology Colony Conquest Continuity Court Crusades Dark Ages Decade Democracy Discovery Diversity Emigrant Emperor Empire Execution Explorer Global Gods / Goddesses Heresy Hunter-gatherer Immigrant International Interpretation Invasion Invention Iron Age Islam King/Queen Local Long ago Metal-working Migration Missionary Monarchy Monastery Museum Myths and legends Nation Nomad Oral history Parliament Past Peasant Pope Prehistory Present Primary evidence Rebellion Republic Revolt Sacrifice Secondary evidence Settler Significance Slave Stone Age Torture Traitor Treason Yesterday</p>					
<p>HISTORY</p>		<p>A local history study. Cornish Rebellion – changes in history</p>	<p>Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. A significant turning point in British history. World War 2</p>		<p>Changes in an aspect of social history, such as crime and punishment from the Anglo- Saxons to the present.</p>	
<p>Geography KS2 Skills</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <ul style="list-style-type: none"> ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ♣ use the eight points of a compass, four and six-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 Geography 187 ♣ 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 technology 					

ST MEWAN Yearly Planning Overview

Year 6

<p>GEOGRAPHY</p>	<p>Rainforests Describe and understand the key physical features - climate zones, biomes and vegetation belts. Atlas work – to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn Describe and understand human impact in relation to economic activity including trade links e.g. logging and the environmental impact of humans on these areas</p>			<p>Coasts Name and locate key topographical features in relation to coasts (consolidate previous map skills through use of Ordnance Survey maps and extend to 6 figure grid references) Why do coastlines look different e.g. sand, pebbles, stacks, caves, wave cut platforms. How does the coastline impact on human activity and vice versa? Erosion, pollution Look at ways of conserving the coast – fieldtrip in Summer 1 to Scilly</p>	<p>Scilly Fieldwork Geographical Skills and Fieldwork Use Ordnance Survey maps and 6 figure grid references to locate specific features (key and symbols) Study of key topographical features of the coastline of St. Mary's – weathering and erosion, creation of bays and headlands, rock formations – Loaded Camel, Pelistry Bay and formation of Toll's Island. Study of Long Shore Drift and environmental impact of humans – plastic collection.</p>	

ST MEWAN Yearly Planning Overview

Year 6

<p>DT Skills</p>	<p>Design ♣ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make ♣ 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 Evaluate ♣ investigate and analyse a range of existing products ♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ♣ understand how key events and individuals in design and technology have helped shape the world 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, pulleys, cams, levers and linkages] ♣ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ♣ apply their understanding of computing to program, monitor and control their products. Cooking and Nutrition 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 ♣ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>		
<p>DT</p>	<p><u>Designing and making a bag for Mowgli to collect fruit:</u></p> <p>Evaluate a range of designs Make annotated of drawings Look at how materials are joined together Explore a range of fastening Choose suitable material to complete their design</p> <p>Use a range of <u>stitching techniques</u> Sewing - Bags – Fruit pickers.</p>	<p><u>Construction:</u></p> <p><u>Make:</u> select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately.</p> <p><u>Outcome:</u> bridge based on restrictions (height, width etc)</p> <p>Look at designers/architects in history – Brunel/Wren/Berlin Wall- links to structures around the world. Bridges and towers</p> <p>Culminating in designing, making and evaluating a shelter using the above skills and techniques.</p>	<p><u>Cooking and nutrition: using seasonal ingredients</u></p> <p>Pupils should be taught how to cook and apply the principles of nutrition and healthy eating.</p> <p><u>Design:</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose aimed at particular individuals or groups -</p> <p><u>Outcome:</u> Healthy pizzas Children work in teams of 3 to research and then design 2 pizzas to sell for a charity of their choice. Children will prep and assemble the pizza bases according to guidelines. They will divide their team into working roles in order to ensure the task is completed professionally.</p>

ST MEWAN Yearly Planning Overview

Year 6

ICT For detailed progressi on see ICT progressi on document	Internet Safety	Spreadsheets, research, and blogging	Combing Multimedia	Video (iMovie) Databases	Coding – Scratch –
Art	Pupils should be taught: (on-going skills) <ul style="list-style-type: none">• to create sketch books to record their observations and use them to review and revisit ideas.				

ST MEWAN Yearly Planning Overview

Year 6

	<p><u>Painting</u> * Sketch (Lightly) before pastelling to combine line and colour – animal sketches.</p> <p>Jungle Book Art <u>Kandinsky</u> Trees. Aboriginal Art Cultural/historical Group layered rainforest</p> <p><u>Textiles (DT)</u> * Choose from a range of stitching techniques. * Combine previously learnt techniques to combine pieces.</p>	<p><u>Sculpture</u> – plan and develop ideas – Shape, form, model and join – observation or imagination – properties of media – Discuss and evaluate own work and that of other sculptors</p>	<p><u>Painting</u> hue, tint, tone, shades and mood – explore the use of texture in colour – colour for purposes – colour to express feelings</p>	<p><u>Drawing</u> effect of light on objects and people from different directions – interpret the texture of a surface – produce increasingly accurate drawings of people – concept of perspective</p>	<p><u>Painting</u> * Create a colour palette based upon colours observed in the natural or built world. * Use the qualities of water colour and acrylic paints to create visually interesting pieces. Narwhals.</p> <p><u>Print</u> – Builds up drawings and images of whole or parts of items using various techniques – Screen printing – Explore printing techniques used by various artists</p>	<p><u>Pattern</u> Create own abstract pattern to reflect personal experiences and expression – create pattern for purposes</p>
--	---	---	---	---	---	---

ST MEWAN Yearly Planning Overview

Year 6

MUSIC For detailed progress on see music progress on document	Charanga Happy	Charanga Classroom Jazz 2	Charanga New Year Carol	Charanga I'll be there	Charanga You've got a friend	Charanga Reflect, rewind and replay.
---	--------------------------	-------------------------------------	-----------------------------------	----------------------------------	--	--

ST MEWAN Yearly Planning Overview

Year 6

PE	<p>Hockey – We are learning to:</p> <ul style="list-style-type: none"> -dribble the ball travelling in different directions keeping the ball under control. I am starting to use reverse stick. - accurately pass and receive the ball when travelling to beat an opponent. - move into a space with the ball under control looking for team mates and dodging defenders. - put pressure on attackers by tracking and tackling players with the awareness of space needed to be defended. - involve teammates, running into space controlling and passing the ball accurately and looking for blocking and intercepting opportunities. 	<p>Tag Rugby – (Cornish Pirates Coaches) We are learning to:</p> <ul style="list-style-type: none"> - pass with accuracy at chest height whilst running with the ball - complete a fake pass (dummy pass) before releasing the ball accurately to a teammate - make outstanding effort to help other team members. - use a side-step or dodge to avoid defending players. - involve teammates, running into space by change of direction, side step and looking for intercepting opportunities (reading the game) 	<p>Netball – We are learning to:</p> <ul style="list-style-type: none"> - consistently use the footwork rule when passing the ball. - choose the most appropriate way to pass the ball. I can effectively perform a netball shot. - use several different tactics to gain possession of the ball. - consistently show effective defending skills. -demonstrate clear understanding of the High 5 positions and roles - be an effective team player in a game of High 5 Netball by accurately and tactically applying the skills learned. 	<p>Basketball – We are learning to:</p> <ul style="list-style-type: none"> - demonstrate how to closely mark an attacker. - select an appropriate angle and range for my chosen pass. - always adapt my body position to defend an opponent - recall the features of a successful basketball shot 'BEEF' and put them into practice - play in a 5 v 5 game using all the skills I have learned <p>Dance: We are learning to:</p> <ul style="list-style-type: none"> -perform a dance motif showing number movements, jumps, travel, turns and stillness. - perform a dance motif with order changes and include turns, jumps and travel. - develop and perform a dance which includes emotion, gestures and has 3 clear parts. - perform a dance using body shapes, gesture and a range of non- verbal communication for others to interpret. - practise and refine a dance for performance and I know how to improve my own work and how to feedback to others. 	<p>Athletics – We are learning to:</p> <ul style="list-style-type: none"> - sprint with a fluid and effective style - sustain my pace and endurance throughout a session - hurdle efficiently running at speed and taking off with the same foot - effectively aim and throw to distance different types of implements - jump to height and distance in long jump after a fast run up -apply these skills during our Upper KS2 Sports Day <p>OAA – (All year) We are learning to:</p> <ul style="list-style-type: none"> -explore and navigate outdoor terrain during school camp and our whole school Outdoor adventure day. -continue to improve our orienteering skills and use of maps within our Geography learning. 	<p>Striking & Fielding – We are learning to:</p> <ul style="list-style-type: none"> -hit the ball from both sides of the body, directing the ball away from the fielders. - bowl a ball overarm accurately towards a target. - adjust fielding positions according to the batter and throw at speed accurately towards the stumps. - play a competitive striking game and throw accurately and consistently at chest height. - hit a moving ball consistently into space. <p>Tennis We are learning to:</p> <ul style="list-style-type: none"> -control an object (bean bag) on a racket both when stationary and moving. - pass an object to a partner using the racket - hit a ball in a given direction with a level of accuracy. - aim a ball at a given target
	<p>Gym – We are learning to:</p> <ul style="list-style-type: none"> -describe and demonstrate the meaning of counter tension and work with a partner to show 3 quality balances - link 2 different balances showing counter balance / tension neatly together, with a partner. - practise moving in and out of balances fluently, with a partner and perform 3 different ways of travelling - perform challenging balances in my sequence 	<p>Swimming We are learning to:</p> <ul style="list-style-type: none"> - continue to build towards being able to swim competently, confidently and proficiently over 25m. -use a range of strokes effectively - perform safe self-rescue in different water-based situations 				

ST MEWAN Yearly Planning Overview

Year 6

<p>RE New RE curriculum to be launched in Feb 2019</p>	<p>The foundations of Christian Morality</p>	<p>Truro Cathedral</p>	<p>Re-introducing Hinduism</p>	<p>Hindu concepts of God</p>	<p>What is the Christian Church?</p>	<p>Holy Trinity and Humanity</p>
<p>PSHE & Citizenship</p>	<p>Character learning: http://jubileecentre.ac.uk/1635/character-education</p>					
<p>P4C</p>	<p>Kindness</p>	<p>Fairness</p>	<p>Forgiveness</p>			
<p>Caring, helpfulness, cooperation</p>	<p>Courage, Kindness, Reflection</p>	<p>Cleanliness, Fairness, Friendliness.</p>	<p>Patience, Respect, Reflection.</p>	<p>Courtesy, Forgiveness, Determination</p>	<p>Self-discipline, Gratitude, Honesty and Reflection</p>	

ST MEWAN Yearly Planning Overview

Year 6

<p>MFL NC throughout</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding</p>	<p>Sports and hobbies</p> <p>NC: engage in conversations; ask and answer questions; express opinions and respond to those of others;. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally and in writing. Understand basic grammar appropriate to the language being studied, including high-frequency verbs; key features and patterns of the language; how to apply these to build sentences.</p>	<p>Les glaces. French V Cornish ice creams</p> <p>NC: Understand basic grammar appropriate to the language being studied, including feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Read carefully and show understanding of words, phrases and simple writing</p>	<p>Clothing then and now.</p> <p>NC: explore the patterns and sounds of language</p> <p>Present ideas and information orally to a range of audiences</p> <p>Appreciate stories, in the language</p> <p>Describe people and things orally and in writing</p> <p>Understand basic grammar appropriate to the language being studied, including feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>	<p>Numbers to a thousand. Measurements.</p> <p>NC: broaden their vocabulary</p>	<p>The Euro and shopping</p> <p>NC: speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Present ideas and information orally to a range of audiences</p>	<p>Telling the time Favourite subjects</p> <p>NC: engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Present ideas and information orally to a range of audiences</p>
<p>TRIPS</p>	<p>Secondary transfer visits</p>	<p>Geevor Tin Mine Artist visit</p>	<p>World War 2: Kresen Kernow</p>		<p>Crime & punishment Kresen Kernow</p>	