

Year 6 Cycle A Overview

Autumn 1A Cycle: Mystical Space		Autumn 2A Cycle: Ancient Greeks	
Linked Theme	Stand alone	Linked Theme	Stand alone
<p>Literacy: Myst Exile</p> <ol style="list-style-type: none"> Setting description Crime report Setting description Narrative retelling Non-chronological report <p>Art: Van Gogh</p> <ol style="list-style-type: none"> To explore the impressionist works of Vincent Van Gogh. To explore mark making techniques in the style of Vincent Van Gogh. To recreate a section of Starry Night. To design an impressionist piece of work. To create a background with oil pastels. To add details to and finish an impressionist piece of work. To evaluate an impressionist piece of work. <p>Science: Evolution and Inheritance</p> <ol style="list-style-type: none"> To know that inherited characteristics can be passed on from parent to offspring. To know how animals and plants have adapted to survive – pepper moth and cactus. To understand the significance of Charles Darwin and Alfred Wallace – natural selection. To know how humans have evolved over time. To know how fossils are used as evidence for evolution. To understand how human intervention affects evolution <p>Computing: E-Safety/Presentation</p> <ol style="list-style-type: none"> To know how choose fundamental concepts for a presentation. To know how to select media for a presentation by considering its target audience. To know how to combine different media for a presentation. To know how to record notes to support delivery of a presentation. To know how to use online tools to collect responses to a survey. To deliver and evaluate a presentation. <p>PSHE: Keeping Safe</p> <ol style="list-style-type: none"> Identify the responsible use of mobile phones Know how to be safe online and protect personal information Know how to be safe online and manage messages/contact from strangers Know how to be safe online and manage requests for images Understand what is appropriate to share and who to talk to if they feel uncomfortable. 	<p>Geography: Russia</p> <ol style="list-style-type: none"> To describe the location of Russia and identify the main cities. To identify the different biomes in Russia To explore land use and architecture in Russia To compare human and physical geography of St. Petersburg and Milton Keynes and its development over time. To explain how geographical features helped the winner of the Great Space Race Link to Sally Ride first woman in space, LGBTQ+ To understand the different types of energy To explain the impact of the Chernobyl nuclear disaster <p>RE: Religion and Daily Life</p> <ol style="list-style-type: none"> To identify ways religion may affect someone’s daily life To compare how daily life can differ in different religions. To compare the daily lives of others to your own To compare how different roles within a religion impact on daily life To identify how religious impact on daily life differs across cultures/countries. To understand religion in society has changed over time <p>Modern Foreign Languages:French (Brooksward)/ Spanish (Drayton Park) – The Classroom</p> <p>Music – World Unite</p> <ol style="list-style-type: none"> To explore beat and syncopation through song and body percussion To develop rhythm and co-ordination skills To develop the idea of pitch shape relating to movement To create different rhythm patterns To explore rhythm through dance To explore ways of structuring rhythm through dance. <p>PE</p>	<p>Literacy: Greek Myths</p> <ol style="list-style-type: none"> Retell a myth (Theseus and theMinotaur) Setting description. Character description Non-chronological report <p>History: Ancient Greece</p> <ol style="list-style-type: none"> To know how Ancient Greece was organized To understand the events of the Battle of Marathon was To know the impact of Ancient Greek discoveries in medicine on modern life. Link to Hippocrates To compare Ancient Greek and modern religious practices. To know how the Ancient Greeks used democracy. <p>DT: Cranes</p> <ol style="list-style-type: none"> To develop a design brief and criteria from a given problem. To know which combination of ratios is best for a specific function. To know how to develop a design considering functionality. To know how to make parts of a design from a plan. To know how to create a system of combined ratios. To finalise a product from a design. 	<p>Science: Animals Incl. Humans</p> <ol style="list-style-type: none"> To describe the functions of the heart. To understand the structure and function of the lungs. To explain the key stages of the double circulatory system. To describe the main functions of the blood. To understand why exercise is important. To describe the effect of exercise on my body To explain the impact of drugs and alcohol on the body. <p>RE: Historical inspirationalpeople in religion</p> <ol style="list-style-type: none"> To know what makes some inspirational. To know why Elizabeth Fry was an inspirational Christian. To know why Guru Nanak was an inspirational Sikh. To know why Confucius was inspirational. To know why Queen Esther was an inspirational Jew. <p>Computing: Sketch-Up</p> <ol style="list-style-type: none"> To know how to convert measurements to create accurate shapes and objects. To know how to extrude a 2d shape into a 3d object. To know how to orient and combine objects into 3d models. To identify and create examples of fine details on a 3d model. To know how to create complex 3d models involving non-straight lines To know how to combine components into 3d models. <p>PSHE: Relationships andWorking Together</p> <ol style="list-style-type: none"> Understand that my actions have direct consequences and can affect others positively and negatively Know how to show respect in a range of situation. Understand and accept that others may have a different opinion to mine. Work collaboratively to complete a task. Know how to compromise to ensure a task is completed. Develop strategies to resolve disputes and conflict through negotiation and compromise when working with others. <p>Modern Foreign Languages:French (Brooksward)/Spanish (Drayton Park) – School Life</p> <p>Music- Journeys</p> <ol style="list-style-type: none"> To sing in three-part harmony. To explore expressive singing with echoes. To develop song cycles for performance. To learn about song structure. To learn about minor and major note patterns. To develop a song cycle incorporating mixed media. <p>PE</p>

Year 6 Cycle A Overview

Spring 1A Cycle: Shackleton's Journey		Spring 2A Cycle: Rivers & Mountains	
<u>Linked Theme</u>	<u>Stand alone</u>	<u>Linked Theme</u>	<u>Stand alone</u>
<p>Literacy: Shackleton's Journey</p> <ol style="list-style-type: none"> Persuasive Writing Diary Entry Persuasive Letter Newspaper Report <p>Geography: Hemispheres</p> <ol style="list-style-type: none"> To understand the terms longitude and latitude and use them to locate countries on a world map. To understand the position and significance of the Tropic of Cancer and the Tropic of Capricorn To understand how the land and resources are used in the Polar Regions - Arctic circle To understand how the land and resources are used in the Polar Regions - Antarctic To understand the position and significance of the Prime Meridian. To understand the significance of time zones around the world and how to calculate them. <p>Science: Living Things and their Habitats</p> <ol style="list-style-type: none"> To describe the functions of the heart. To understand the structure and function of the lungs. To explain the key stages of the double circulatory system. To describe the main functions of the blood. To understand why exercise is important. To describe the effect of exercise on my body To explain the impact of drugs and alcohol on the body. <p>PSHE: Discrimination</p> <ol style="list-style-type: none"> Know that all actions have consequences Identify anti-social, aggressive and harmful behaviours Know that anti-social, aggressive and harmful behaviours have consequences Explore strategies for getting support if you are experiencing or perpetrating anti-social behaviours Identify strategies for resolving differences Explore and practice strategies for resolving differences in a safe environment 	<p>Art: Masks from Around the World</p> <ol style="list-style-type: none"> To explore traditional mask designs. To design a traditional mask. To use paper Mache to form the shape of a traditional mask. To create the background colour of a traditional mask. To add details to and complete a traditional mask. <p>Computing: Kodu</p> <ol style="list-style-type: none"> To know what features make an effective game environment. To know ways to simulate physical systems in a game environment. To know how to create and utilise non-player characters (NPCs) To know how to program game functions. To know how to analyse game functions to support debugging. <p>RE: Life After Death</p> <ol style="list-style-type: none"> To understand why we commemorate death. To understand what Christians believe about life after death and how they mark a person's death. To understand what Muslims believe about life after death and how they mark a person's death. To understand what Hindus believe about life after death and how they mark a person's death. To know non-religious views about life after death. <p>Modern Foreign Languages: French (Brooksward)/Spanish (Drayton Park) – The Weekend</p> <p>Music – Growth</p> <ol style="list-style-type: none"> To feel and move to a three-beat pulse. To perform and improvise rhythmic and melodic ostinati. To be able to sing in chords. To perform music and dance. To revise, rehearse and develop music for performance. To understand the process of a musical performance. <p>PE</p>	<p>Literacy: Mount Everest</p> <ol style="list-style-type: none"> Newspaper Report Poetry Writing Narrative Writing Balanced Argument <p>Geography: Rivers & Mountains</p> <ol style="list-style-type: none"> To locate mountains on a world map and understand how they are formed. To compare and discuss similarities and differences between different mountain ranges. To understand which plants and animals are found in a mountainous environment. To understand and explain the processes of the water cycle. To identify parts of a river and how they are formed. Practical lesson using sand & water. To discuss the effects of human impact on floodplains and how they have occurred. <p>DT: Clothing for mountaineers</p> <ol style="list-style-type: none"> To know how to create a design brief based on a given need. To develop a pattern to match a design brief. To evaluate the suitability of materials using design criteria. To know how to prepare a pattern accurately. To select and use an appropriate stitch. To know ways to overcome issues in the making process. 	<p>Science: Electricity</p> <ol style="list-style-type: none"> To know how to recognise and draw scientific circuit symbols (construct circuits building on prior knowledge) To know and explain what makes a complete circuit (problem solve looking at incorrect and correct circuits and explain) To understand wire length and wire thickness can affect the brightness of a bulb. To investigate circuits. To observe and explain the effect of differing voltages in a circuit. <p>RE: Wider beliefs</p> <ol style="list-style-type: none"> To understand that beliefs can vary within religions To understand that some people do not follow a religion To understand the idea of spirituality. To understand the basic principles of Buddhism. To understand the basic principles of Sikhism. <p>Computing: Excel</p> <ol style="list-style-type: none"> To know how to enter data and formulas into a spreadsheet. To know how to order and present data based on calculations. To know how to add, edit and calculate data. To know how to use a spreadsheet to solve problems. To know how to plan and calculate a spending budget. <p>PSHE: Communities and identities</p> <ol style="list-style-type: none"> Understand that there are basic human rights shared by all people and all societies and why historically this is important Explain what a community is and what it means to belong to one Explore and appreciate the diverse communities found in the UK and beyond Discuss the range of values and customs found within diverse communities and how these strengthen communities Discuss the terms democracy and human rights in relation to local and national government. Investigate what charities and voluntary groups do and how they support the community. <p>Modern Foreign Languages: French (Brooksward)/Spanish (Drayton Park) – Healthy Lifestyles</p> <p>Music – Roots</p> <ol style="list-style-type: none"> To devise rhythmical actions to music. To improvise descriptive music. To play rhythm cycles. <p>PE</p>

Year 6 Cycle A Overview

<u>Summer 1A Cycle: WWII</u>		<u>Summer 2A Cycle: Bletchley Park</u>	
<u>Linked Theme</u>	<u>Stand alone</u>	<u>Linked Theme</u>	<u>Stand alone</u>
<p>Literacy: The Piano</p> <ol style="list-style-type: none"> 1. Monologue writing 2. Poetry writing 3. Balanced argument 4. Narrative flashback writing <p>History: WWII</p> <ol style="list-style-type: none"> 1. To know what WWII was. 2. To know why WW2 began. 3. To know what the Blitz was. 4. To know what evacuation was. 5. To know what the roles of men and women during the war were. 6. To know why the war ended. <p>RE: War and Peace</p> <ol style="list-style-type: none"> 1. To know what different religions say about peace. 2. To understand what is meant by 'inner peace'. 3. To know how people of faith have promoted peace. 4. To know what different religions say about war. 5. To recognise symbols of peace. <p>Art: WW2 Sculptures</p> <ol style="list-style-type: none"> 1. To explore the work of Henry Moore. 2. To practice using wire and clay to make a model. 3. To design a WW2 sculpture. 4. To make a WW2 sculpture. 5. To add details to and finish a WW2 sculpture. 	<p>Science: Light</p> <ol style="list-style-type: none"> 1. To know and prove that light travels in straight lines 2. To explore how the path of light can be manipulated 3. To understand why shadows have the same shape as the objects that cast them. 4. To understand the function of the eye and how it allows us to see. 5. To know that white light can be split into different colours. <p>PSHE: Relationships and boundaries</p> <ol style="list-style-type: none"> 1. Understand the right to privacy 2. Identify own personal boundaries and know what you are willing to share with others 3. Recognise when keeping a secret is inappropriate and what to do in that situation 4. To identify the similarities and differences between married and unmarried relationships 5. To know that all relationships must be willingly entered into 6. To recognise the impact that a forced relationship could have on mental health. <p>Computing: Film-Making (Part 1)</p> <ol style="list-style-type: none"> 1. To know the qualities of a good documentary film. 2. To use appropriate software and other tools effectively to write a short film script. 3. To know how to check appropriate digital content, and provide accurate crediting of sources. <p>Modern Foreign Languages:French (Brooksward)/Spanish (Drayton Park) – Presenting Myself</p> <p>Music - End of Year Production</p> <p>PE</p>	<p>Literacy: Rose Blanche</p> <ol style="list-style-type: none"> 1. Narrative writing 2. Diary entries 3. Recount writing 4. Explanation texts 5. Poetry writing <p>History: Bletchley Park</p> <ol style="list-style-type: none"> 1. To know the early history of Bletchley Park. 2. To know how Bletchley Park was used during WWII. To know who Alan Turing was and why he was important 3. To know how code breaking helped the Allies win the war. 4. To know how Bletchley Park was revealed <p>DT: Rationing</p> <ol style="list-style-type: none"> 1. To adapt a given design brief based on extenuating circumstances. 2. To know how to independently follow a recipe. 3. To know how to evaluate a final product using a range of factors. 4. To know how to independently follow a modified recipe. 5. To know how to utilise previous experience to complete an evaluation. 6. To create a recipe within a given set of limitations. 	<p>Science: Animals including Humans (Living and growing)</p> <ol style="list-style-type: none"> 1. To understand the changes that occur during puberty 2. To understand human reproduction in the context of the human life cycle 3. To know how a baby is made and grows (conception and pregnancy) 4. To understand the roles and responsibilities of carers and parents 5. To answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it <p>Computing: Film-making (Part 2)</p> <ol style="list-style-type: none"> 1. To use digital recording devices to film and import into video editing software. 2. To plan, conduct and import video interviews as part of a short film. 3. To know how to use video editing software to create a short film. 4. To use video editing software to turn a film project into a finished movie and present it. <p>RE: Moral Dilemmas</p> <ol style="list-style-type: none"> 1. To know what a moral dilemma is. 2. To know how beliefs can help with solving moral dilemmas. 3. To know how different religions may respond to a moral dilemma. 4. To know how prejudice can affect a decision in a moral dilemma. 5. To know how temptation can create moral dilemmas. 6. To know how a humanist may respond to a moral dilemma. <p>PSHE: Managing Changes</p> <ol style="list-style-type: none"> 1. Understand how we feel when changes occur in school 2. Understand how to respond to changes at home 3. Understand how to respond loss and separation. 4. Understand that changes occur at different times for different people 5. Understand how our body will change as we get older and move through puberty <p>Modern Foreign Languages:French (Brooksward)/Spanish (Drayton Park) – Language Basics</p> <p>Music - End of Year Production</p> <p>PE</p>