

Year 6 Cycle B Overview

<u>Autumn 1B Cycle: Pandora</u>		<u>Autumn 2B Cycle: Climate Detectives</u>	
<u>Linked Theme</u>	<u>Stand alone</u>	<u>Linked Theme</u>	<u>Stand alone</u>
<p>Literacy: Pandora (Avatar)</p> <ol style="list-style-type: none"> Setting Descriptions Non-chronological reports Diary Entries <p>History: Shang Dynasty</p> <ol style="list-style-type: none"> To understand how the Shang Dynasty rose to power. To describe how the social hierarchy of the Shang dynasty was organised and what life was like for different people. To compare and contrast kings of the Shang Dynasty. To understand the religious beliefs and practises of the Shang Dynasty. To make a judgment about a significant figure in Shang society based on historical evidence. To understand how the Shang Dynasty ended. <p>Art: Traditional Ink Painting</p> <ol style="list-style-type: none"> To explore traditional Chinese ink paintings. To practice traditional ink painting techniques. To design a traditional Chinese-inspired ink painting. To form the background of a traditional Chinese-inspired ink painting. To add details to the foreground and finish a traditional Chinese-inspired ink painting. To evaluate a traditional Chinese-inspired ink painting. <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>Enrichment day: Shang Day</p>	<p>RE: Expression through the arts</p> <ol style="list-style-type: none"> To know that people can express their faith through the creative arts. To know how music can be a form of religious expression. To know how colour can be used to express religious beliefs. To know that art can be sacred and spiritual for believers. To know that people chose everyday items to express their beliefs. To understand how drama is used to reinforce important teaching and stories in religions. <p>Computing – Internet Safety</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"> Recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves Recognise when they need help and how to ask for it Understand peer pressure and explore strategies for resisting pressure To know how to appropriately care for our ever-changing bodies Know they have a right to protect themselves Explore actions which constitute abuse and are a crime/Know there are some cultural practices which are against British Law and Human Rights <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>Modern Foreign Languages:French (Brooksward)/ Spanish (Drayton Park) – The Classroom</p> <p>PE</p>	<p>Literacy: Holes</p> <ol style="list-style-type: none"> Narrative retelling Narrative dilemma Persuasive letter <p>DT – Electric Vehicles</p> <ol style="list-style-type: none"> To develop design briefs and criteria using research. 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>Geography – Biomes across the world</p> <ol style="list-style-type: none"> To locate and understand the features of the 6 main biomes. To understand effect of a biomes climate on the vegetation and wildlife. To understand how biomes influence the way people live. To understand the features of a given biome, in depth. To understand the impact of global warming on the world’s biomes- Global impact, animals and global warming. To understand how we can reduce the impact of global warming. <p>Visit: Team building at Great Linford.</p>	<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: Inspirational modern people of faith</p> <ol style="list-style-type: none"> To know why Elie Wiesel was an inspirational Jew. To know why Mother Teresa was an inspirational Christian. To know why Malala Yousafzui is an inspirational Muslim. To know why Martin Luther King was an inspirational Christian. To know why Mahatma Gandhi was an inspirational Hindu. <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 – Consequences</p> <ol style="list-style-type: none"> Understand actions affect themselves and others. Understand what a dare is and know how to manage a situation that involves a dare. Understand what stereotypes are and how they can be challenged Understand how to recognise bullying in all its forms. Understand how to recognise online bullying in all its forms. Understand the nature and consequences of any type of bullying and how to respond to bullying and how to ask for help. <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>Modern Foreign Languages:French (Brooksward)/Spanish (Drayton Park) – School Life</p> <p>PE</p>

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Spring 1B Cycle: Africa		Spring 2B Cycle: Shakespeare	
<u>Linked Theme</u>	<u>Stand alone</u>	<u>Linked Theme</u>	<u>Stand alone</u>
<p>Literacy: The boy who harnessed the wind</p> <ol style="list-style-type: none"> Diary entry Explanation Persuasive letter Verbal news reports <p>History: The Kingdom of Benin</p> <ol style="list-style-type: none"> To find out how the kingdom of Benin developed. To understand why the Osigo Dynasty ended. To understand what the art of Benin showed about the society. To understand what the people of Benin believed in. To understand how the Kingdom of Benin ended. <p>DT: Quilts</p> <ol style="list-style-type: none"> To know how the hapa-zome technique is used. To select material most suitable for a purpose. To know how to create a design brief and criteria using research. To prepare material for a design. To finalise a product based on a design. To collaborate with others to complete a design. <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>Visit: Pitt Rivers and Natural History museum (Oxford)</p>	<p>RE: Sacrifices</p> <ol style="list-style-type: none"> To understand what sacrifice means (religious/non-religious). To identify a sacrifice I have made and why I made it. To understand what is mean by a sacrifice for the greater good. To understand how sacrifice has changed over time. To demonstrate my understanding of sacrifice through story-telling. <p>PSHE – Respect, Diversity and Equality</p> <ol style="list-style-type: none"> Know why we have rules and laws Identify how to take part in making and changing rules Understand what human rights are Know that people who live on different countries have different values, traditions and customs Recognise and appreciate the diverse communities in the UK <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>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>Modern Foreign Languages: French (Brooksward)/Spanish (Drayton Park) – At the Weekend</p> <p>PE</p>	<p>Literacy: Shakespeare (Macbeth and Romeo and Juliet)</p> <ol style="list-style-type: none"> Non-chronological report Newspaper report Diary entry Playscripts <p>Geography – Stratford upon Avon</p> <ol style="list-style-type: none"> To identify Stratford upon Avon and its major features on a map To understand the significance of the locality of Stratford up Avon. To compare the physical geography and land use of Stratford upon Avon and Milton Keynes. To compare the human geography of Stratford with Milton Keynes. To identify the impact of tourists on Stratford. <p>Art: Tudor Portraits</p> <ol style="list-style-type: none"> To identify the features of Tudor portraits. To be able to sketch facial features in correct proportions of the face. To sketch a portrait from a photograph. To create the background of a Tudor-inspired portrait. To add details to and finish a Tudor-inspired portrait. <p>Enrichment day: Shakespeare workshop</p>	<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>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 – Enterprise</p> <ol style="list-style-type: none"> Understand what is meant by enterprise Develop enterprise skills Understand how information is presented in media. Examine what is presented on Social Media Understand that information presented on social media can be misleading. Understand what is appropriate to share with others <p>RE: Beliefs vs Law</p> <ol style="list-style-type: none"> To understand the difference between the laws of a country and religious instruction, e.g. homophobia, women’s rights. To compare the 10 commandments to the laws of the UK. To compare Sharia law to the laws of the UK. To understand how to act when a law or belief is broken <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>

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Summer 1B Cycle: Crime and Punishment		Summer 2B Cycle: Natural Disasters	
Linked Theme	Stand alone	Linked Theme	Stand alone
<p>Literacy: The Highwayman</p> <ol style="list-style-type: none"> Persuasive letter Setting description Letter of complaint Narrative <p>History: Crime and Punishment</p> <ol style="list-style-type: none"> To understand how and why the definition of crime has changed over time. To understand how and why punishments have changed over time. To understand how and why the punishment for treason has changed, To understand the early methods of law enforcement. To know how the modern police force developed. <p>DT: Prison Menus</p> <ol style="list-style-type: none"> To use research to evaluate related products. To know how to follow a recipe. To evaluate a recipe based on one's own and others' preferences. To know how to adapt recipes to meet a design brief. To know how to design a recipe. To test changes made to a recipe. <p>Enrichment Day: Live trial</p>	<p>Science: Light</p> <ol style="list-style-type: none"> To know and prove that light travels in straight lines To explore how the path of light can be manipulated To understand why shadows have the same shape as the objects that cast them. To understand the function of the eye and how it allows us to see. To know that white light can be split into different colours. <p>RE: Prejudice and Racism</p> <ol style="list-style-type: none"> To understand what prejudice is and the different types To understand the dangers of prejudice. To understand how to act when presented with prejudice. To understand the historical impact of prejudice. To understand what extremism is. To understand how we can prevent extremism. <p>Computing: Film-Making (Part 1)</p> <ol style="list-style-type: none"> To know the qualities of a good documentary film. To use appropriate software and other tools effectively to write a short film script. To know how to check appropriate digital content, and provide accurate crediting of sources. <p>PSHE – Equality and Diversity in relationships</p> <ol style="list-style-type: none"> Understand what is meant by equality Understand what is meant by diversity Understand the terms gender identity and sexual orientation Understand relationships and family units are unique and look different Know that similarities and differences between people arise from a number of factors Identify the factors that make people similar and different in their own communities <p>Music - End of Year Production</p> <p>Modern Foreign Languages:French (Brooksward)/Spanish (Drayton Park) – Presenting Myself</p> <p>PE</p>	<p>Literacy: Wizard of Oz</p> <ol style="list-style-type: none"> Explanation text Diaries Non-chronological report Poetry <p>Geography: Natural disasters</p> <ol style="list-style-type: none"> To explain what causes tornadoes and the effects they have. Tornado in a bottle experiment To understand the Earth's structure. To understand the formation of tectonic plates. To explain how volcanoes affect people's lives. To explain what causes earthquakes and how they are measured. To explain what causes tsunamis and how they affect people. <p>RE: Religion and the Environment</p> <p>To identify their role in caring for the environment.</p> <p>To understand the historical impact of religion on the environment</p> <p>To identify religious stories, beliefs, rules, teachings that promote the environment.</p> <p>To understand the role religious figures have had on the environment</p> <p>To identify the impact of religion on the environment</p> <p>To identify ways religious practices do and do not help the environment.</p> <p>Visit: Willen Lake</p>	<p>Science: Animals including Humans (Living and growing)</p> <ol style="list-style-type: none"> To understand the changes that occur during puberty To understand human reproduction in the context of the human life cycle To know how a baby is made and grows (conception and pregnancy) To understand the roles and responsibilities of carers and parents To answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it <p>Art: Pop Art</p> <ol style="list-style-type: none"> To know what pop art is To develop techniques with a lino cutter. To design a 2-layer lino print. To cut a design into lino. To print the background design for a pop art print. To print the detail and finish a pop art print. <p>PSHE – Managing Changes</p> <ol style="list-style-type: none"> Understand how we feel when changes occur in school Understand how to respond to changes at home Understand how to respond loss. Understand how to respond divorce/ separation. Understand how our body will change as we get older and move through puberty Know how humans reproduce (Year 6 only) Know strategies for identifying emotions and how to manage them (Year 5 only) <p>Computing: Film-making (Part 2)</p> <ol style="list-style-type: none"> To use digital recording devices to film and import into video editing software. To plan, conduct and import video interviews as part of a short film. To know how to use video editing software to create a short film. To use video editing software to turn a film project into a finished movie and present it. <p>Music - End of Year Production</p> <p>Modern Foreign Languages:French (Brooksward)/Spanish (Drayton Park) – Language Basics</p> <p>PE</p>

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