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| **YEAR 6** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Design & Technology** |  | **Textiles**  3D stuffed toy  **Design**  Design a 3D stuffed toy in accordance to specification linked to set design criteria.  Annotating designs.  **Make**  Using a template to pin panels onto fabric.  Mark and cut fabric accurately in accordance with a design.  Sewing a strong, running stitch making small neat stitches and following the edge. | **Mechanisms**  Cams/Pulleys - construction kits  **Design**  Make things move at the same time.  Understand how linkages change the direction of a force.  **Make**  Measure, mark and cut parts accurately using scissors and a ruler.  Assemble components accurately to make a stable frame.  Ensure that joints of a frame are secured at right angles. | |  | **Electricity/structures**  DEsign and make fairground ride  **Design**  Design a playground featuring a variety of different structures, giving careful consideration to how the structures will be used.  **Make**  Build a range of play apparatus structures drawing upon new and prior knowledge of structures.  Measure, mark and cut wood to create a range of structures.  Use a range of materials to reinforce and decorate structures. |
| **Art & Design** | **Drawing**  Select from a variety of shading and tonal techniques to show mood and atmosphere.  Develop composition by using techniques to show foreground, middle ground and background. |  | **Printing**  Create a wax resist print.  Build up layers and colours/textures. Design thematic and stylistic patterns of increasing complexity and repetition. |  |  | **Painting**  Start to develop their own style using different effects and textures.  Plan how to mix and match colours to create atmosphere and tonal effects. |
| **History** |  | | **(What kind of civilisation were the Maya?)**  A non- European society that contrasts with British history – Mayan civilisation | | **(What was the impact of slavery now and then?)**  A study of an aspect or theme in British history extends chronological knowledge beyond 1066. |  |
| **Geography** | How is Coniston similar to, but different from, Bootle and the Peloponnese? | |  | |  | |
| **Spanish** | What’s the date? | In the Jungle | Under the Sea | Healthy Lifestyles | At the Cafe | Ice-creams |
| **Music** | Whole class drumming  composing | | Whole class drumming  performing | | Whole class drumming  singing - linked with Leavers’ Assembly | |
| **PE** | Invasion Games | Gymnastics | Dance | Net & Wall | Athletics | Striking & Fielding |
| **Computing** | **Purple Mash, unit 6.2 Online Safety.**  **2 weeks.**  **Purple Mash  programme: 2DIY 3D 2DIY 2Code 2Blog (Blogging)**    To demonstrate knowledge of how to minimise risk and report problems. | **Purple Mash, unit 6.9. Spreadsheets**  **8 weeks.**  **Purple Mash  programme: Google Sheets** | **Purple Mash, unit 6.6 Networks. 3 weeks.**  **Purple Mash  programme: 2Connect (Mind Map) Writing Templates** | | **Purple Mash, unit 6.1 Coding. 6 weeks.**  **Purple Mash  programme: 2Code** | |
| **Science**  **Taught discretely** | **Light**  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 | **Electricity**  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 | **Evolution and inheritance**  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 | | **Living things and their habitats**  Describe how living things are classified into broad groups according to common observable characteristics and base on similarities and differences, including micro-organisms, plants and animals  Give reasons for classifying plants and animals based on specific characteristics  **Animals including humans**  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 | |
| **RE** | **Christianity** | **Islam** | **Hinduism Speaker - religious responsibilities of Hindus and their lifestyles.** | **Christianity** | **Judaism** | **Hinduism** |
| **PSHE** | **Healthy Mind**  Code of Conduct  Class Charter  Democracy – Why we vote  Role of parliament and rules in our country  To understand the role of local council and how it relates to government.  Mental ill health e.g anxiety, depression, common health conditions & support available.  Simple self-care techniques | **Caring Friendships**  Safe skills  Knowing that bullying has a lasting impact on mental wellbeing | **Online Safety**  Covered in safe skills | **Keeping Safe**  Gangs projects  Concepts of basic first-aid for example dealing with common injuries, including head injuries.  The facts about legal and illegal harmful substances and associated risks of drugs | **Healthy Relationships**  The importance of self-respect and how it links to their own happiness. | **Healthy Body**  The facts and science relating to allergies, immunisation and vaccination. |