|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Autumn** | **Spring** | **Summer** |
| **YEAR SIX** | Theme | **Blitz and Pieces**  (World War II) | **Across the Atlantic**  **(Exploring North and South America)** | **Stars and Stripes** |
| WOW Ideas | * Tea dance * Evacuated! Children come to school and are evacuated | * Titanic dress up day with children having different ‘class’ tickets | * North and South America Festival |
| Possible Trips | * Churnet Vally railway (discount owing from last trip) * Shugborough Hall * Tatton park Living History Day | NO TRIP DUE TO SATS |  |
| Topic Objectives  Half Term 1 | **HISTORY**   * Place events, people and changes into correct periods of time.*(Hi 41,42)* * Characteristic features of the period, including the ideas, beliefs, attitudes and experiences of men, women and children in the past *(Hi 41,42)* * Use dates and vocabulary relating to the passing of time   *(Hi 50)*   * The social, cultural, religious and ethnic diversity of the society.*(Hi 43)* * Identify and describe reasons for, and results of, historical events, situations, and changes in the period.*(Hi 44, 45, 46)* * Describe and make links between the main events, situations and changes within and across the different period.*(Hi 44,45)* * Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this.*(Hi 45,46,47, 48,49,50)* | **GEOGRAPHY/HISTORY**   * Can make key comparisons between an area of the UK and one in America. *(Ge 53, 46, 51)* * Recognises evidence of the past in the local environment. * *(Ge 51, 56, 54)* * Can make a three-way comparison of one aspect of geography from the UK, Europe, North and South America.*(Ge 46)* * Can explain the water cycle and the river system. * *(Ge 50, 51)* * Is able to observe, measure and record what is seen in fieldwork. *(Ge 52, 47, 48, 51, 53, 55)* * Can explain longitude/latitude and vocabulary e.g. Equator *(Ge 51,53)* * Recognise primary and secondary sources *(Hi 47, 45)* * Record information relevant to the focus of the enquiry   *(Hi 49)*   * Recall, select and organise and communicate historical information in a variety of ways  *(Hi 50)* | **GEOGRAPHY**   * Can trace the geographical development of an area over time, showing how its environment and land uses have changed over time. *(Ge 58, 51, 53, 54)* * Can locate the countries of North and South America and describe their principle features. *(Ge 46, 51, 53)* * Can describe a significant local event or period and explain why it is considered important.*(Ge 53, 48, 46)* * Can describe how the locality has changed over time e.g. from village to town to city, from agricultural to industrial.*(Ge 51, 56, 54)* * Can explain how a national event affected the locality e.g. socially, economically.*(Ge 48, 49, 50, 51, 54, 56)* * Develop decision-making skills *(Ge 57)* |
| Topic Objectives  Half Term 2 | **DESIGN & TECHNOLOGY**   * Can explain how and why a design has been developed and use feedback to refine plans.*(De 55, 59, 60)* * Can make innovative choices and combinations of materials to fulfil a job.*(De 49, 50)* * Knows of some key designs and designers and why they were significant *(De 51, 52,53)* * Understands and applies electrical systems to products. * Understands and applies computing to product development.*(De 48)* * Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with precision *(De 57)* | **ART**   * Has made effective use of a sketch book to initiate and incubate ideas for future projects.*(Ar 44)* * Has experienced two or three crafts or new arts such as computer art or textiles and has made clear progress in one or more of these.*(Ar 50, 46, 47, 48, 51)* * Can describe the work and distinctive style of a handful of significant artists, craft-makers and architects united by locality, period, theme or art. *(Ar 45)* * Develop skills in using clay inc. slabs, coils, slips, etc. Make a mould and use plaster safely. Create sculpture and constructions with increasing independence. *(Ar 49)* | **ART**   * Has made effective use of a sketch book to initiate and incubate ideas for future projects.*(Ar 44)* * Has experienced two or three crafts or new arts such as computer art or textiles and has made clear progress in one or more of these.*(Ar 50, 46, 47, 48, 51)* * Can describe the work and distinctive style of a handful of significant artists, craft-makers and architects united by locality, period, theme or art. *(Ar 45)* |
| MFL | French – Colours, numbers, days of the week | French – simple greetings | French – labels and food |
| Outcome Ideas | * WWII Tea dance | * Send a telegram | * Orienteering skills. |
|  | Music | **History and appreciation.**   * Notice, comment on and compare the use of musical devices. (Mu115) * Notice, comment on and compare the relationship between sounds. (Mu116) * Notice, comment on, compare and explore how music reflects different intentions. (Mu117) * Analyse and compare musical features choosing appropriate musical vocabulary. (Mu123) * Explain and evaluate how musical elements, features and styles can be used together to compose music. (Mu124)   **Singing- ongoing**   * Sing or play from memory with confidence, expressively and in tune.(Mu107) * Sing a harmony part confidently and accurately. (Mu110) | **Composition**   * Perform significant parts from memory and from notations with awareness of own contribution. (Mu105) * Refine and improve own work. (Mu106) * Perform alone and in a group, displaying a variety of techniques. (Mu108) * Take turns to lead a group. **(Mu 109)** * Improvise melodic and rhythmic material within given structures. (Mu111) * Show thoughtfulness in selecting sounds and structures to convey an idea. (Mu112) * Create own musical patterns. (Mu113) * Use a variety of different musical devices including melody, rhythms and chords. (Mu114) | **Culture/ Instruments**   * Use a variety of notation when performing and composing. (Mu118) * Compose music for different occasions using appropriate musical devices. (Mu119) * Quickly read notes and know how many beats they represent. (Mu120) * Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture and silence) (Mu121) * Describe music using musical words and use this to identify strength and weaknesses in music. (Mu122) * Notice and explore how music reflects time, place and culture.(Mu125) * Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural. (Mu126) * Use different venues and occasions to vary performances. (Mu127) |
|  | PE | Gymnastics (Gy 31)   * To perform high quality rolls (Gy 28) * Think about the in/ out positions which lead into and out of their rolls. (Gy 28) * Rehearse a range balances including handstand and headstand (Gy 28) * Work with a partner and develop balances in a pair. (Gy 28, 29) * Perform a range of jumps well and safely (Gy 28) * Jump onto/ over and off apparatus (Gy 28) * To create a floor routine which contains at least 6 elements in a group. (Gy 28, 29, 30) * Improve their routine through reviewing compositional factors. (Gy 28, 29, 30) * Adapt their sequence to include apparatus (Gy 28, 29, 30) * Critique their own and other sequences to improve performance (Gy 32) * Perform their final sequence (Gy 28, 29, 30) * Judge other sequences against a given criteria. (Gy 32)   Athletics (Aa 36, 37, 39)   * Improve running technique (Aa 33) * Develop speed and stamina (Aa 33, 38) * Improve agility (Aa 33, 38) * Work on power exercises for speed (Aa 33, 38, 34) * Improve technique for jumping further and higher. (Aa 34) * To improve power of upper legs (Aa 34, 38) * Learn the triple jump (Aa 34) * To improve distance of their triple jump (Aa 34) * Learn the baton exchange for relay racing (Aa 33) * Time their start in order to maximize effect (Aa 33) * Learn a correct throwing technique (Aa 34) * Consolidate taught techniques (Aa 34) * To carry out an intra school athletics competition (Aa 33, 24, 35, 36, 37) | Dodgeball   * Perform the correct throwing technique with accuracy (Ga 33, 34) * Learn the technique of catching a variety of different throws in dodgeball. (Ga 33, 34) * Learn the technique of dodging in dodgeball. (Ga 33, 34) * Throwing and catching in small groups to hit an opponent (Ga 33, 34) * To learn the technique of shielding with a dodgeball to prevent being hit and out. (Ga 33, 34) * Carry out an intra school competition. (Ga 35, 36)   Basketball   * Control the ball (Ga 33, 34) * To move with the ball under control (Ga 33, 34) * Pass with accuracy (Ga 33, 34) * Catch the ball consistently (Ga 33, 34) * Move effectively to receive a pass (Ga 33, 34) * Shoot with accuracy and control in a variety of situations (Ga 33, 34) * Attempt a lay-up shot (Ga 33, 34) * Attack the hoop with speed and purpose (Ga 33, 34) * Bring taught skills into game situations (Ga 35, 36) * Think tactically about the game (Ga 36, 35, 34) * Carry out their role within a team and assist others in fulfilling theirs. (Ga 35, 36) * Develop understanding of own role within a team (Ga 36, 35) | Tennis   * Use the forehand technique (Ga 33, 34) * Strike a moving ball using this technique with accuracy and consistency (Ga 33, 34) * To use the backhand technique (Ga 33, 34) * Select the appropriate shot (Ga 33, 34) * Volley a tennis ball on both the backhand and forehand side. (Ga 33, 34) * Apply taught skills in a game situation (Ga 35, 36) * Defend and attack based on anticipating direction of play (Ga 33, 34) * Select appropriate tactics for game (Ga 33, 35, 36) * Work in a pair to achieve success (Ga 33, 35, 36)   Hockey   * To hold the stick correctly (Ga 33, 34) * Move with the ball under control (Ga 33, 34) * Stop a ball received from a partner (Ga 33, 34) * Perform a push pass accurately. (Ga 33, 34) * To retain possession from a defender with an overload of attackers (4v1) (Ga 33, 34, 35) * Pass with accuracy and control (Ga 33, 34) * Hit/ strike the ball as in to shoot (Ga 33, 34) * Add speed and timing to previously taught skills (Ga 33, 34) * Think about tactics in a game. (Ga 35, 36) * Take up and stick to a role within a team (Ga 35, 36) * Apply taught skills to a game situation. (Ga 35, 36) * Work as part of a team to improve that team. (Ga 35, 36)   Outdoor/Adventure (Oa 22, 23, 24, 25)  All skills are covered in:   * Break and lunch time activities * Maths of the day * Outdoor Adventure Day * Year 5 and 6 Planning |