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|  |  | **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
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| Possible Trips | * Churnet Vally railway (discount owing from last trip)
* Shugborough Hall
* Tatton park Living History Day
 | NO TRIP DUE TO SATS |  |
| Topic ObjectivesHalf 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)*
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| Topic ObjectivesHalf 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)*
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| 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.
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|  | 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)
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|  | 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
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