



## Year 6 - Year Plan

Year 6	Computing	Science	History/ Geography	RE	Creative Arts	Performing Arts	Suggested curriculum enhancement
<b>Autumn 1</b>	<p>Can they compare the information provided on two tabbed websites looking for bias and perspective?</p> <p><b>Using the Internet</b></p> <p>Can they contribute to discussions online?</p> <p>Can they use a search engine using key word searches?</p> <p>Can they use complex searches using such as '+' 'OR' "Find the phrase in inverted commas?"</p>	<p>How can you light up your life?</p> <p><b>Light</b></p> <p>How light travels</p> <p>The eye</p> <p>Shadows</p>	<p>How could Hitler have convinced a nation like Germany to follow him?</p> <p><b>History</b></p> <p>A study of an aspect or theme in British history that extends pupils chronology beyond 1066; Hitler's invasion of Europe and its impact in Britain and Scotland, Wales and the Isle of Wight.</p>	<p>Why is Diwali celebrated by both Hindus and Sikhs?</p> <p>Pupils should be taught to understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable both in the diverse communities being studied and in their own lives.</p>	<p><b>Art</b></p> <p><b>Painting</b></p> <p>Children will look at Constable and Cezanne giving particular attention to light, tone and shadow before attempting their own work.</p> <p>Can they explain what their own style is?</p> <p>Can they use a wide range of techniques in their work?</p> <p>Can they explain why they have chosen specific painting techniques?</p> <p><b>DT</b></p> <p><b>Stiff &amp; flexible sheet materials</b></p> <p>Can they justify why they have selected specific materials?</p> <p>How have they ensured that their work is precise and accurate?</p> <p>Can they hide joints so as to improve the look of their product?</p>	<p><b>Music</b></p> <p>Can they show how a small change in tempo can make a piece of music more effective?</p> <p><b>Composing</b></p> <p>Can they use a variety of musical devices in their composition, including melody, rhythms and chords?</p> <p><b>Appraising</b></p> <p>Can they compare and contrast the impact that different composers from different times will have had on the people of the time?</p> <p><b>PE</b></p> <p><b>Dance</b></p> <p>Can they develop imaginative dances in a specific style?</p> <p>Can they choose their own music, style and dance?</p> <p><b>Acquiring and developing skills</b></p> <p>Do they apply their skills, techniques and ideas consistently?</p> <p>Do they show precision, control and fluency?</p>	<p><b>Nottingham Castle 'Trent to Trenches' exhibition</b></p>



<p><b>Autumn 2</b></p>	<p><b>Algorithms &amp; Programs</b>          Can they explain how an algorithm works?          Can they detect errors in a program and correct them?          Can they use an ICT program to control a number of events for an external device?          Can they use ICT to measure sound, light, or temperature using sensors and interpret the data?          Can they explore 'what if' questions by planning different scenarios for controlled devices?          Can they use input from sensors to trigger events?          Can they check and refine a series of instructions?</p>	<p><b>What would a journey through your body be like?</b>  <b>Animals (including humans)</b>          Circulatory system.          Heart, blood vessels.          Diet, exercise and drugs.          Transport of nutrients through the body.</p>	<p><b>Will you ever see the water you drink again?</b>  <b>Geography</b>          Understand the water cycle.</p>	<p><b>What is prayer and meditation?</b>          Pupils should be taught to observe and consider different dimensions of religion so that they can explore and show understanding of similarities and differences within and between different religions and world views.</p>	<p><b>Art</b>  <b>Drawing</b>          Children to create a self-portrait but using small pieces of coloured paper to capture accurate colour and proportion.          Do their sketches communicate emotions and a sense of self with accuracy and imagination?          Can they explain why they have combined different tools to create their drawings?          Can they explain why they have chosen specific drawing techniques?  <b>DT</b>  <b>Mouldable materials</b>          Can they justify why the chosen material was the best for the task?          Can they justify design in relation to the audience?</p>	<p><b>Music</b>  <b>Children will appraise music before creating their own which should be quite dramatic in capturing different aspects from tiny rain drops to extreme weather storms.</b>  <b>Appraising</b>          Can they refine and improve their work?          Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?          Can they analyse features within different pieces of music?  <b>PE</b>  <b>Gymnastics</b>          Do they combine their own work with that of others?          Can they link their sequences to specific timings?  <b>Evaluating and improving</b>          Can they analyse and explain why they have used specific skills and techniques?          Can they modify use of skills or techniques to improve their work?          Can they create their own success criteria for evaluating?</p>	
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<p><b>Spring 1</b></p>	<p><b>Presentation</b>          Can they present a film for a specific audience and then adapt same film for a different audience?          Can they create a sophisticated multimedia presentation?          Can they confidently choose the correct page set up option when creating a document?          Can they confidently use text formatting tools, including heading and body text?          Can they use the 'hanging indent' tool to help format work where appropriate (e.g. a play script)?</p>	<p><b>Have we always looked like this?</b>  <b>Evolution and Inheritance</b>          Fossils tell us about the past.          Offspring.          Changes to the human skeleton over time.          Darwin.</p>	<p><b>Were the Vikings always victorious and vicious?</b>  <b>History - The Viking and Anglo Saxon struggle for the kingdom of Britain.</b>          (Viking raids and Edward the Confessor)</p>	<p><b>How can religious meaning be expressed through art?</b>          Pupils should be taught to explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p><b>Art</b>  <b>Printing</b>          Can they overprint using different colours?          Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?  <b>DT</b>          Children will design and make a Viking longboat.          Children will design and make a Viking style meal.</p>	<p><b>Dance- Plan and design a group dance that shows how the human shape and body is successfully designed to balance and move.</b>  <b>Health and fitness</b>          Can they explain how the body reacts to different kinds of exercise?          Can they choose appropriate warm ups and cool downs?          Can they explain why we need regular and safe exercise?</p>	<p><b>Trip to the Jorvick Viking Centre in York</b></p>
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<p><b>Spring 2</b></p>	<p><b>Databases</b>          Can they collect live data using data logging equipment?          Can they identify data errors, patterns and sequences?          Can they use formulae bar to explore mathematical scenarios?          Can they create their own database and present information from it?</p>	<p><b>Could Spiderman really exist?</b>  <b>Living things and their habitats</b>          Classification of living things.          Vertebrates and invertebrates.          Classifying reptiles, amphibians, mammals, insects etc.</p>	<p><b>Why was the Islamic civilisation around AD 900 known as the Golden Age?</b>  <b>History</b>          A non-European society that provides contrast with British history (Early Islamic civilisation including a study of Bagdad in AD 900).</p>	<p><b>How can religious meaning be expressed through art?</b>          Pupils should be taught to explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p><b>Art</b>  <b>Collage</b>          Can they justify materials they have chosen?          Can they combine pattern, tone and work?  <b>3D/Textiles</b>          Can they create models on a range of scales?          Can they create work which is open to interpretation by the audience?          Can they include both visual and tactile elements in their work?  <b>DT</b>  <b>Textiles</b>          Have they thought about how their product could be sold? Have they given considered thought about what would improve their product even more?</p>	<p><b>PE</b>  <b>Games</b>          Can they explain complicated rules?          Can they make a team plan and communicate it to others?          Can they lead others in a game situation?</p>	
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<p><b>Summer 1</b></p>	<p><b>Can they incorporate graphics where appropriate, using the most effective text wrapping formats?</b>  <b>Data Retrieving &amp; Organising</b>          Can they explore the menu options and experiment with images (colour effects, options, snap to grid setting etc.)?          Can they add special effects to alter the appearance of a graphic?          Can they 'save as' gif or ipeg?          Wherever possible to make the file size smaller (for emailing or downloading)?          Can they make an information poster using graphics skills to good effect?</p>	<p>Skills based science work.</p>	<p><b>Who were the Mayans and what have learnt from them?</b>  <b>History</b>          A non-European society that provides contrast with British history; Mayan civilisation around 900AD.</p>	<p><b>How do different religions celebrate marriage?</b>          Pupils should be taught to describe and make connections between different features of the religions and world view they study, discovering more about celebrations, worship, pilgrimages and the rituals that mark important points in life in order to reflect on their significance.</p>	<p><b>Art</b>  <b>Sketch</b>          Do their books contain detailed notes and quotes explaining about items?          Do they compare their methods to those of others and keep notes in their sketch books?          Do they combine graphics and text based research of commercial design, for example magazines etc. to influence the layout of their sketch book.          Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?  <b>DT</b>  <b>Cooking &amp; nutrition</b>          Can they explain how their product should be stored with reasons?          Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different foods?</p>	<p><b>PE</b>  <b>Athletics</b>          Can they demonstrate stamina?          Can they use their skills in different situations?</p>	
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<p><b>Summer 2</b></p>	<p>Can they conduct a video chat with more than one person at a time?  <b>Communicating</b>          Can they conduct a video chat with people from another country or organisation?</p>	<p>Could you be the next Nintendo apprentice?  <b>Electricity</b>          Electrical circuits.          Designing traffic lights.</p>	<p>I'm a Year 6 pupil; can you get me out of here?  <b>Geography</b>          Use the 8 points of a compass, a 4 figure grid reference, symbols and keys including OS maps, to build their knowledge of the UK and the wider world.          Use field work to observe, measure and record the human and physical features of the local area using a range of methods including sketch maps and graphs and digital technologies.</p>	<p>What do people believe happens after someone dies?          Pupils should be taught to observe and understand varied examples of religions and world views so that they can explain with reasons their meanings and significance to individuals and communities.</p>	<p><b>Art</b>          Children will use watercolour or acrylic paint skills to paint a local scene in which they have photographed.  <b>Knowledge</b>          Can they make a record about the styles and qualities in their work?          Can they say what their work is influenced by?          Can they include technical aspects in their work, e.g. architectural design?  <b>Use of IT</b>          Do they use software packages to create pieces of digital art to design?          Can they create a piece of art which can be used as part of a wider presentation?  <b>DT</b>          Children will research, plan, design and make a quality product. The outcome should be quite sophisticated and well made.  <b>Electrical &amp; mechanical components</b>          Can they use different kinds of circuit in their work?          Can they think of ways in which adding a circuit would improve their product?</p>	<p><b>Music</b>          Can they perform a piece of music which contains two or more distinct melodic or rhythmic parts, knowing how the parts will fit together?  <b>Performing</b>          Can they sing a harmony part confidently and accurately?          Can they perform parts from memory?          Can they perform using notations?          Can they take the lead in a performance?          Can they provide rhythmic support?  <b>PE</b>  <b>Outdoor/ Adventurous</b>          Can they plan a route and a series of clues for someone else?          Can they plan with others taking account of safety and danger?</p>	<p><b>Residential trip to Edale</b></p>
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