Winford Church of England Primary School

Year 6- Deer Class

Together we flourish

TERM	1	2	3	4	5	6
Maths	Place Value Addition, subtraction, multiplication and division	Fraction A, Fraction B and converting units	Ratio, algebra and decimals	Fractions, decimals and percentages, area, perimeter and volume and statistics	Shape, position and direction, themed projects, consolidation and problem solving	Themed projects, consolidation and problem solving
English	Here We Are by Oliver Jefferies- A Guide to Living on Earth Macbeth (A Shakespeare Story) by Andrew Matthews (short narrative and diary entry) The Dam by David Almond (persuasive text)	Rose Blanche by Ian McEwan (diary entry) Anne Frank by Josephine Poole (recount – biography)	Ossiri and the Bala Mengro by Richard O'Neill (narrative with flashbacks) The Phone Booth in Mr. Hirota's Garden by Heather Smith (instructions – how to use the Wind Phone and Poetry – poems with imagery)	The Silence Seeker by Ben Morley (diary entry) Alma – short film (persuasive advert – soul doll)	The Wind in the Wall by Sally Gardener (narrative) The Viewer by Gary Crew (poetry)	Granny came here on the Empire Windrush by Patrice Lawrence (persuasive) Little Dreamers by Maria Isabel Sánchez Vegara (biographies – own biography "Little People, Big Dreams"
Science	**Animals inc humans** -circulatory system -impact of diet, exercise and drugs on the function of bodies -describe	**Light** -Explore how light travels -Explore reflection	**Electricity** -associate brightness or lamp or volume of buzzers with	**Living things and habitats** (classification) -detailed classification of micro-organisms, animals and plants -give reasons	**Evolution** -the information that fossils provide -	**Looking after our environment** -Learn about climate change

	how nutrients and water are transported in animals	-Investigate how shadows can change - Explore light phenomena	voltage and number of cells - changes in brightness of bulbs and loudness of buzzers -use symbols to draw circuit diagrams	for classification based on characteristics	variation and adaptation	-Explore ways to reduce rubbish Explore ways to reduce energy consumption What happens when fuels are burnt? The outcomes of COP26 Compare data associated with the weather.
Working Scientifically	-Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. -Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. -Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. -Use test results to make predictions to set up further comparative and fair tests. -Report and present findings from enquiries, including conclusions, causal relationships and explanations of degree of trust in results, in oral and written forms such as displays or other presentations. -Identify scientific evidence that has been used to support or refute ideas or arguments.					
PE	Hockey Footlball	Gymnastics Handball	Dance Netball	Orienteering Land Based Water Safety	Tennis Athletics	Rounders Outdoor learning-Forest
RE	How do Hindus see Brahman? In this unit pupils will investigate ideas of the divine in Hindu dharma. The story of Svetaketu will help them understand the idea of Brahman in all things. They will examine deities and mandirs to see Hindu dharma is pluralist and the divine can be perceived in many ways.	Was Jesus the Messiah?' In this unit pupils explore the Bible's big story, examine prophecies about a Messiah, and investigate Gospel evidence about Jesus. They will learn Christian beliefs about Incarnation, how these shape Christmas celebrations, and consider Jesus' significance as Saviour today.	Why are people still drawn to ancient places? In this unit pupils will revisit the idea of pilgrimage. They will investigate case studies of the sites of Iona, the Ganges and Glastonbury. From this they will learn that there has been a Christian or Hindu	Creation and science, conflicting or complementary? In this unit pupils will explore Genesis 1 and Psalm 8, examine Christian beliefs about God as Creator, and compare these with scientific accounts of cosmology and evolution. They will consider whether faith and science conflict or complement each other.	How can following God bring freedom and justice? In this unit pupils will explore the story of Moses and the Exodus, linking themes of freedom, justice, and covenant to Christian beliefs. They will examine commandments,	What kind of King is Jesus? In this unit pupils learn that Jesus' parables teach about the Kingdom of God as a way of life shaped by love, forgiveness, justice and inclusion, beginning with Jesus and continuing through Christians

			presence there for centuries. They will note how there is both continuity and change.		Jesus' teachings, and how Christians act today to bring justice and serve others.	today. They also explore what kind of king Jesus is, and how Christian beliefs about God's Kingdom can inspire people to make the world fairer and more compassionate.
Computing	Communication and Collaboration: ○ Searching the web ○ Selecting search results ○ How search results are ranked ○ How are searches influenced? ○ How we communicate ○ Communicating responsibly **E-safety**		Variables in Games ○ Introducing variables ○ Variables in programming ○ improving a game ○ designing a game ○ design to code ○ improving and sharing **E-safety**		Spreadsheets ○ What is a spreadsheet ○ Modifying spreadsheets ○ What is the formula ○ Calculate and duplicate ○ Event planning ○ Representing data **E-safety**	
History	**World War 2** • Evaluate if the Second World War inevitable. • Know how Britain prepared for war and what was the phoney war. • Evaluate if the evacuation of Dunkirk a victory or disaster. • Describe what happened in the Battle of Britain? • Evaluate if D-Day an important factor in determining the end of WW2. • Explain how the Second World War ended and what was its legacy. WWII		**Civil Rights Movement/ Bristol Bus Boycott/The Windrush Generation** • Explain how Caribbean men and women supported the British war effort during WWII • Define who the Windrush Generation are and why they came to Britain • Describe the experiences of the Windrush Generation when they moved to Bristol • Explain why the Bristol Bus Boycott happened • Explain the effect of the Windrush Scandal		**Early Islamic Civilisations: How did Bagdad become the 'City of Peace?'** • Explain the key events and figures associated with the founding of Islam • Describe how Islam spread beyond Arabia and its impact on diverse cultures and societies • Explain the characteristics and aspects of the Umayyad Caliphate • Describe what life was like in early Baghdad	

			• Describe the positive contribution individuals from the Windrush Generation have had on modern day Britain		• Define the factors and events that led to Baghdad becoming known as the 'City of Peace'	
Geography	Topic: Coral Biomes Disciplinary knowledge: Locational Knowledge, Human and Physical Geography and Geographical Skills Enquiry question: Why are oceans important? Vertical concepts: Environment and sustainability		Topic: Desert Biomes Disciplinary knowledge: Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical knowledge Enquiry question: What is it like to live in the Mojave Desert? Vertical concepts: Environment and sustainability\		Topic: Global Trade Disciplinary knowledge: Locational knowledge, Human and physical geography, Geographical skills and fieldwork Enquiry question: How do we get our food and commodities in the UK? Vertical concepts: Environment and sustainability	
Art	Surrealism to create sketch books to record their observations • use sketchbooks to review and revisit ideas • to improve their mastery of art and design techniques, including drawing with a range of materials • to improve their mastery of art and design techniques, including painting with a range of materials • about great artists in history		Street Art – paint, pastels and digital art to create sketch books to record their observations • use sketchbooks to review and revisit ideas • to improve their mastery of art and design techniques, including drawing with a range of materials • to improve their mastery of art and design techniques, including painting with a range of materials • about great artists in history		Space – drawing, pastel, digital art, mixed media Peter Thorpe & Julie Perrot to create sketch books to record their observations • use sketchbooks to review and revisit ideas • to improve their mastery of art and design techniques, including drawing with a range of materials • to improve their mastery of art and design techniques, including painting with a range of materials • about great artists in history	
DT		Shelter design linked to WW2		**Food Tech**: Soup making from garden produce		Props and set building for performances

Music	Sing, Play, Perform- accompanying songs with polyrhythms	Singing together- music that comments on social change	Compose and rehearse- improvising within the minor, pentatonic scale	Playing together- arranging and rehearsing a fusion performance	Compose and create- creating melodic variations based on a theme	Whole class ukulele
	T1- Harvest Performance **T2- Carol singing at the church**		**T4- Easter Services**		**T6- Summer Production**	
Spanish – Language Angels	Verbs and grammar	At school	The Weekend	WW2	Healthy Lifestyles	The Planets
PHSE - Jigsaw	**Being Me in My World** ♣ Identify goals for this year, understand fears and worries about the future and know how to express them ♣ Know there are universal rights for all children but for many children these rights are not met ♣ Make choices about behaviour because of understanding how rewards and consequences feel and how these relate to rights and responsibilities ♣ Understand how democracy and having a voice benefits the school community	**Celebrating Differences** ♣I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation	**Dreams and Goals** ♣Can describe some ways in which I can work with other people to help make the world a better place ♣ I can identify why I am motivated to do this	**Healthy Me** ♣ I can evaluate when alcohol is being used responsibly, antisocially or being misused ♣I can tell you how I feel about using alcohol when I am older and my reasons for this	**Relationships** ♣I can recognise when people are trying to gain power or control ♣I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control	**Changing Me** ♣ I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and ♣ I recognise how I feel when I reflect on the development and birth of a baby
Trips and Events	Harvest Performance	Christmas celebration concert Whole school pantomime visit	World Book Day	Easter Performance	SATs School Camp	Sports Day End of year performance

		WWII Day				