

Year 6-Puma Class

Where children flourish

Value of the term 23-24	<i>Forgiveness</i>	<i>Happiness</i>	<i>Cooperation</i>	<i>Respect</i>	<i>Determination</i>	<i>Curiosity</i>
22-23	<i>Respect</i>	<i>Patience</i>	<i>Honesty</i>	<i>Hope</i>	<i>Wisdom</i>	<i>Trust</i>
21-22	<i>Forgiveness</i>	<i>Happiness</i>	<i>Cooperation</i>	<i>Determination</i>	<i>Curiosity</i>	<i>Peace</i>
TERM	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Maths	Number; place value; four operations	Fractions; geometry	Decimals; percentages; algebra	Converting units; area, perimeter, volume; ratio	Geometry; problem solving; statistics	Investigations
English	The Rabbits Balanced argument Formal speech Estate agent brochure	Romeo and Juliet Balanced arguments Diary Letter	Boy in the Tower Newspaper report Instructions Dialogue Narrative	Boy in the Tower Sequels to continue story Experimentation with figurative language	A Beautiful Lie Persuasive campaign Speeches Balanced arguments Letters Diary	The Last Wild Own version dystopia narrative Character description Setting description Formal letters Formal reports
Science	Animals inc humans -circulatory system - impact of diet, exercise and drugs on the function of bodies - describe how nutrients and water are transported in animals	Light -Explore how light travels -Explore reflection -Investigate how shadows can change - Explore light phenomena	Electricity -associate brightness or lamp or volume of buzzers with voltage and number of cells - changes in brightness of bulbs and loudness of buzzers -use symbols to draw circuit diagrams	Living things and habitats (classification) -detailed classification of micro-organisms, animals and plants - give reasons for classification based on characteristics	Evolution -the information that fossils provide -variation and adaptation	Looking after our environment -Learn about climate change -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	<ul style="list-style-type: none"> -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 – Real PE	Football	Tag Rugby	Gymnastics/dodgeball	Netball	Athletics	Rounders
RE - Discovery	Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam	Theme: Christmas Concept: Incarnation Key Question: How significant is it that Mary was Jesus' mother? Religion: Christianity	Theme: Beliefs and Meaning Concept: Salvation Key Question: Is anything ever eternal? Religion: Christianity	Theme: Easter Concept: Gospel Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity	Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam NB: This enquiry is taught in 2 sections over the term	
IT	Variables in Games <ul style="list-style-type: none"> -Introducing variables -Variables in programming -Improving a game -Designing a game -Design a code -Improving and sharing Introduction to spreadsheets		Internet Communication <ul style="list-style-type: none"> -Searching the web -Collecting search results -How search results are ranked -How are searches influenced? -How we communicate -Communicating responsibly 		3D Modelling <ul style="list-style-type: none"> -What is 3D modelling? -Making changes -Rotation and position -Making holes -Planning my own 3D model -Making my own 3D model E-safety	

	<ul style="list-style-type: none"> -What is a spreadsheet? -Modifying spreadsheets -What's the formula? -Calculate and duplicate -Event planning -Presenting data <p>E-safety</p>	E-safety	
History	<p>World War 2</p> <ul style="list-style-type: none"> • 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. <p>WWII</p>		<p>Civil Rights Movement/ Bristol Bus Boycott/The Windrush Generation</p> <ol style="list-style-type: none"> 1. What was the United States of America like in the 1950s? 2. Why did Oliver Brown take the Board of education to the Supreme Court? 3. Why did Rosa Parks NOT give up her seat on the bus? 4. What was Dr Martin Luther King Jr's dream? 5. What was the influence on the UK and what was the Bristol Bus Boycott? 6. What do you imagine it would have felt like if you had been one of the 492 migrants who travelled to Britain on the Windrush? 7. Why did the Windrush Generation come to Britain? 8. Black Lives Matter Movement
Historical skills	<p>Demonstrate a coherent chronological narrative, knowledge and understanding of history of the wider world.</p> <ul style="list-style-type: none"> • Identify specific changes within and across different periods over a long arc of development. • Explain that the past can be represented or interpreted in many different ways and select relevant historical information. 		
Geography	<p>Local Area</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK.</p>	<p>Population</p> <p>Describe and understand key aspects of human geography including economic activity including trade links, and the distribution of natural</p>	<p>Globalisation</p> <p>Describe and understand key aspects of human geography including economic activity including trade links, and the</p>

	<ul style="list-style-type: none"> • Use 8 points of a compass, four figure grid references, symbols and key (including Ordnance Survey maps) to build their knowledge of the UK and the wider world. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<p>resources including energy, food, minerals and water.</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. 	<p>distribution of natural resources including energy, food, minerals and water.</p>
Geographical skills	<ul style="list-style-type: none"> • Use 8 compass points confidently. • Use 4 figure grid references confidently and begin to use 6 figure grid references. • Use longitude and latitude to describe places on a map. • Use Primary and Secondary sources of evidence in their investigations. • Analyse evidence and draw conclusions e.g., compare historical maps how land-use has changed. Understand some of the reasons for similarities and differences. • Use and recognise OS map symbols and Atlas symbols. • Follow a short route on an OS map and describe features along this route.4 • Use Atlases to find out other features about places. EG: rainfall and population. • Confidently identify significant places and environments. 		
Art	<p>Surrealism to create sketch books to record their observations</p> <ul style="list-style-type: none"> • 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 	<p>Street Art – paint, pastels and digital art to create sketch books to record their observations</p> <ul style="list-style-type: none"> • 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 	<p>Space – drawing, pastel, digital art, mixed media Peter Thorpe & Julie Perrot</p> <p>to create sketch books to record their observations</p> <ul style="list-style-type: none"> • 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	Food Tech: Soup making from garden produce	Shelter design linked to WW2				Props and set building for performances
Music	<u>Water</u> LO: To recognise the call and response structure of a sea shanty. LO: To add and maintain a second part to the sea shanty in harmony. LO: To explore and recognise a variety of dynamics. LO: To compose a rhythmic ostinato inspired by engine sounds. LO: To create a composition in ternary form. LO: To perform and celebrate compositions.		<u>Music Chronology</u> LO: I can listen to Renaissance music and categorise different instruments. LO: I can identify the features of Baroque music. LO: I can identify similarities and differences within romantic music. LO: I can explore how music can create a mood using instruments, dynamics and textures. LO: I can use body percussion to perform a piece of music. LO: I can compare and contrast dance and ballet music from the twentieth century.		<u>Samba</u> LO: I can explore Samba rhythms by playing and listening. LO: I can rehearse and perform basic Samba rhythms. LO: I can explore texture through layering the samba rhythms and develop dynamics and tempo linked to accurate playing of samba rhythms in an ensemble. LO: I can use body percussion to perform more complex rhythm patterns. LO: I can maintain a part and keep the pulse in Reich-inspired clapping piece. LO: I can perform a class Samba and evaluate.	
	T1- Harvest Performance T2- Carol singing at the church T2- Christmas Celebration Performance		T4- Easter Services		T6- Summer Production	

Spanish – Language Angels	Verbs and grammar	At school	The Weekend	WW2	Healthy Lifestyles	The Planets
PHSE - Jigsaw	<p>Being Me in My World</p> <ul style="list-style-type: none"> ♣ 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 	<p>Celebrating Differences</p> <ul style="list-style-type: none"> ♣ 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 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> ♣ 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 	<p>Healthy Me</p> <ul style="list-style-type: none"> ♣ 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 	<p>Relationships</p> <ul style="list-style-type: none"> ♣ 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 	<p>Changing Me</p> <ul style="list-style-type: none"> ♣ 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 STEM engineering workshop- Bristol Airport	Christmas performance Christmas celebration concert with local schools	World Book Day RNLI assembly	Explorer Dome and Science Week Easter performance Football Tournament	African music workshop- Alex Gichohi Trip to Bath and West show- science link	School camp End of year performance Rounders Tournament

	Accountancy workshop Football Tournament	TTRS- Rock Star Day Whole school pantomime visit Touch Rugby tournament		Netball Tournament Rock Steady Assembly	Sports Day	
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