

# Year 6-Puma Class

## Where children flourish

Value of the term 23-24	<i>Forgiveness</i>	<i>Happiness</i>	<i>Cooperation</i>	<i>Determination</i>	<i>Curiosity</i>	<i>Peace</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>
<b>TERM</b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>4</u></b>	<b><u>5</u></b>	<b><u>6</u></b>
<b>Maths</b>	Number; place value; four operations	Fractions; geometry	Decimals; percentages; algebra	Converting units; area, perimeter, volume; ratio	Geometry; problem solving; statistics	Investigations
<b>English</b>	<b>The Rabbits</b> M: Balanced argument I: Formal speech Estate agent brochure	<b>Romeo and Juliet</b> M: Balanced arguments I: Diary Letter	<b>The Windrush Child</b> M: Formal persuasive letter I: Informal letter Advice	<b>The Promise</b> M: Sequels to continue story I: Experimentation with figurative language	<b>The Suffragettes</b> M: Persuasive campaign I: Speeches New reports Balanced arguments Letters	<b>The Last Wild</b> M: Own version dystopia narrative I: Character description Setting description Formal letters Formal reports
<b>Science</b>	<b>Animals inc humans</b> -circulatory system - impact of diet, exercise and drugs on the function of bodies - describe how nutrients and water are transported in animals	<b>Properties of materials</b> -compare materials based on: hardness, solubility, transparency, conductivity and response to magnets -dissolving, liquids and solutions -filtering, evaporating, sieving -fair tests -reversible and irreversible changes		<b>Electricity</b> -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	<b>Evolution</b> -the information that fossils provide -variation and adaptation	<b>Living things and habitats</b> (classification) -detailed classification of micro-organisms, animals and plants - give reasons for classification based on characteristics

<b>Working Scientifically</b>	<ul style="list-style-type: none"> <li>-Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>-Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>-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.</li> <li>-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.</li> <li>-Identify scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>					
<b>PE – Real PE</b>	Cognitive - coordination	Creative – static balance	Social – dynamic balance	Physical – jumping and landing	Fitness – static balance and coordination	Personal – sending and receiving
<b>RE - Discovery</b>	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	
<b>IT</b>	<b><u>Variables in Games</u></b> <ul style="list-style-type: none"> <li>-Introducing variables</li> <li>-Variables in programming</li> <li>-Improving a game</li> <li>-Designing a game</li> <li>-Design a code</li> <li>-Improving and sharing</li> </ul> <b>E-safety</b>		<b><u>Internet Communication</u></b> <ul style="list-style-type: none"> <li>-Searching the web</li> <li>-Collecting search results</li> <li>-How search results are ranked</li> <li>-How are searches influenced?</li> <li>-How we communicate</li> <li>-Communicating responsibly</li> </ul> <b><u>Introduction to spreadsheets</u></b> <ul style="list-style-type: none"> <li>-What is a spreadsheet?</li> <li>-Modifying spreadsheets</li> <li>-What’s the formula?</li> <li>-Calculate and duplicate</li> <li>-Event planning</li> <li>-Presenting data</li> </ul>		<b><u>3D Modelling</u></b> <ul style="list-style-type: none"> <li>-What is 3D modelling?</li> <li>-Making changes</li> <li>-Rotation and position</li> <li>-Making holes</li> <li>-Planning my own 3D model</li> <li>-Making my own 3D model</li> </ul> <b>E-safety</b>	

		<b>E-safety</b>	
<b>History</b>	<p><b>World War 2</b></p> <ul style="list-style-type: none"> <li>• Evaluate if the Second World War inevitable.</li> <li>• Know how Britain prepared for war and what was the phoney war.</li> <li>• Evaluate if the evacuation of Dunkirk a victory or disaster.</li> <li>• Describe what happened in the Battle of Britain?</li> <li>• Evaluate if D-Day an important factor in determining the end of WW2.</li> <li>• Explain how the Second World War ended and what was its legacy.</li> </ul> <p>WWII</p>		<p><b>Civil Rights Movement/ Bristol Bus Boycott/The Windrush Generation</b></p> <ol style="list-style-type: none"> <li>1. What was the United States of America like in the 1950s?</li> <li>2. Why did Oliver Brown take the Board of education to the Supreme Court?</li> <li>3. Why did Rosa Parks NOT give up her seat on the bus?</li> <li>4. What was Dr Martin Luther King Jr's dream?</li> <li>5. What was the influence on the UK and what was the Bristol Bus Boycott?</li> <li>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?</li> <li>7. Why did the Windrush Generation come to Britain?</li> <li>8. Black Lives Matter Movement</li> </ol>
Historical skills	<p>Demonstrate a coherent chronological narrative, knowledge and understanding of history of the wider world.</p> <ul style="list-style-type: none"> <li>• Identify specific changes within and across different periods over a long arc of development.</li> <li>• Explain that the past can be represented or interpreted in many different ways and select relevant historical information.</li> </ul>		
<b>Geography</b>	<p><b>Local Area</b></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><b>Population</b></p> <p>Describe and understand key aspects of human geography including economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United</li> </ul>	<p><b>Globalisation</b></p> <p>Describe and understand key aspects of human geography including economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>

	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	Kingdom, a region in a European country, and a region within North or South America.			
Geographical skills	<ul style="list-style-type: none"> <li>• Use 8 compass points confidently.</li> <li>• Use 4 figure grid references confidently and begin to use 6 figure grid references.</li> <li>• Use longitude and latitude to describe places on a map.</li> <li>• Use Primary and Secondary sources of evidence in their investigations.</li> <li>• Analyse evidence and draw conclusions e.g., compare historical maps how land-use has changed. Understand some of the reasons for similarities and differences.</li> <li>• Use and recognise OS map symbols and Atlas symbols.</li> <li>• Follow a short route on an OS map and describe features along this route.4</li> <li>• Use Atlases to find out other features about places. EG: rainfall and population.</li> <li>• Confidently identify significant places and environments.</li> </ul>				
<b>Art</b>	<p>Surrealism to create sketch books to record their observations</p> <ul style="list-style-type: none"> <li>• use sketchbooks to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing with a range of materials</li> <li>• to improve their mastery of art and design techniques, including painting with a range of materials</li> <li>• about great artists in history</li> </ul>	<p>Street Art – paint, pastels and digital art to create sketch books to record their observations</p> <ul style="list-style-type: none"> <li>• use sketchbooks to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing with a range of materials</li> <li>• to improve their mastery of art and design techniques, including painting with a range of materials</li> <li>• about great artists in history</li> </ul>	<p>Space – drawing, pastel, digital art, mixed media Peter Thorpe &amp; Julie Perrot</p> <p>to create sketch books to record their observations</p> <ul style="list-style-type: none"> <li>• use sketchbooks to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing with a range of materials</li> <li>• to improve their mastery of art and design techniques, including painting with a range of materials</li> <li>• about great artists in history</li> </ul>		
<b>DT</b>	<b>Food Tech:</b> Soup making from garden produce	Shelter design linked to WW2	Fairground rides and games	Fairground rides and games	Props and set building for performances

<b>Music</b>	<u>Music Chronology</u>		<u>Water</u>		<u>Samba</u>	
	<p>LO: I can listen to Renaissance music and categorise different instruments.</p> <p>LO: I can identify the features of Baroque music.</p> <p>LO: I can identify similarities and differences within romantic music.</p> <p>LO: I can explore how music can create a mood using instruments, dynamics and textures.</p> <p>LO: I can use body percussion to perform a piece of music.</p> <p>LO: I can compare and contrast dance and ballet music from the twentieth century.</p>		<p>LO: To recognise the call and response structure of a sea shanty.</p> <p>LO: To add and maintain a second part to the sea shanty in harmony.</p> <p>LO: To explore and recognise a variety of dynamics.</p> <p>LO: To compose a rhythmic ostinato inspired by engine sounds.</p> <p>LO: To create a composition in ternary form.</p> <p>LO: To perform and celebrate compositions.</p>		<p>LO: I can explore Samba rhythms by playing and listening.</p> <p>LO: I can rehearse and perform basic Samba rhythms.</p> <p>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.</p> <p>LO: I can use body percussion to perform more complex rhythm patterns.</p> <p>LO: I can maintain a part and keep the pulse in Reich-inspired clapping piece.</p> <p>LO: I can perform a class Samba and evaluate.</p>	
	<b>T1- Harvest Performance</b> <b>T2- Carol singing at the church</b> <b>T2- Christmas Celebration Performance</b>		<b>T4- Easter Services</b>		<b>T6- Summer Production</b>	
<b>Spanish – Language Angels</b>	Verbs and grammar	At school	The Weekend	WW2	Healthy Lifestyles	The Planets

<p><b>PHSE - Jigsaw</b></p>	<p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>♣ Identify goals for this year, understand fears and worries about the future and know how to express them</li> <li>♣ Know there are universal rights for all children but for many children these rights are not met</li> <li>♣ Make choices about behaviour because of understanding how rewards and consequences feel and how these relate to rights and responsibilities</li> <li>♣ Understand how democracy and having a voice benefits the school community</li> </ul>	<p><b>Celebrating Differences</b></p> <ul style="list-style-type: none"> <li>♣ 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</li> </ul>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>♣ Can describe some ways in which I can work with other people to help make the world a better place</li> <li>♣ I can identify why I am motivated to do this</li> </ul>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>♣ I can evaluate when alcohol is being used responsibly, antisocially or being misused</li> <li>♣ I can tell you how I feel about using alcohol when I am older and my reasons for this</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>♣ I can recognise when people are trying to gain power or control</li> <li>♣ I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</li> </ul>	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>♣ I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and</li> <li>♣ I recognise how I feel when I reflect on the development and birth of a baby</li> </ul>
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