

# Year 6-Puma Class

## Together we flourish

<u>TERM</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
<b>Maths</b>	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
<b>English</b>	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”)
<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>Light</b> -Explore how light travels -Explore reflection -Investigate how shadows can change - Explore light phenomena	<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	<b>Living things and habitats</b> (classification) -detailed classification of micro-organisms, animals and plants - give reasons for classification based on characteristics	<b>Evolution</b> -the information that fossils provide -variation and adaptation	<b>Looking after our environment</b> -Learn about climate change -Explore ways to reduce rubbish Explore ways to reduce energy consumption

			symbols to draw circuit diagrams			What happens when fuels are burnt? The outcomes of COP26 Compare data associated with the weather.
<b>Working Scientifically</b>	<p>-Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>-Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>-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.</p> <p>-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.</p> <p>-Identify scientific evidence that has been used to support or refute ideas or arguments.</p>					
<b>PE</b>	Hockey Tag- rugby	Gymnastics Dodgeball (coach)	Dance Badminton (coach)	Orienteering (coach) Gymnastics 2	Tennis Basketball (coach)	Athletics Cricket (coach)
<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>	Communication: <ul style="list-style-type: none"> <li>Searching the web</li> <li>Selecting 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>E-safety</b>		Variables in Games <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 to code</li> <li>improving and sharing</li> </ul>		Spreadsheets and 3D modelling <ul style="list-style-type: none"> <li>What is a spreadsheet</li> <li>Modifying spreadsheets</li> <li>What is the formula</li> <li>Calculate and duplicate</li> <li>Event planning</li> <li>Representing data</li> <li>What is 3D modelling</li> <li>Making changes</li> </ul>	

		<b>E-safety</b>	<ul style="list-style-type: none"> <li>○ Rotation and position</li> <li>○ Making holes</li> <li>○ Planning my own 3D model</li> <li>○ Making my own 3D model</li> </ul> <p><b>E-safety</b></p>
<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> <ul style="list-style-type: none"> <li>• Explain how Caribbean men and women supported the British war effort during WWII</li> <li>• Define who the Windrush Generation are and why they came to Britain</li> <li>• Describe the experiences of the Windrush Generation when they moved to Bristol</li> <li>• Explain why the Bristol Bus Boycott happened</li> <li>• Explain the effect of the Windrush Scandal</li> <li>• Describe the positive contribution individuals from the Windrush Generation have had on modern day Britain</li> </ul>	<p><b>Early Islamic Civilisations: How did Bagdad become the 'City of Peace?'</b></p> <ul style="list-style-type: none"> <li>• Explain the key events and figures associated with the founding of Islam</li> <li>• Describe how Islam spread beyond Arabia and its impact on diverse cultures and societies</li> <li>• Explain the characteristics and aspects of the Umayyad Caliphate</li> <li>• Describe what life was like in early Baghdad</li> <li>• Define the factors and events that led to Baghdad becoming known as the 'City of Peace'</li> </ul>
<b>Geography</b>	<p>Topic: Coral Biomes</p> <p>Disciplinary knowledge: Locational Knowledge, Human and Physical Geography and Geographical Skills</p> <p>Enquiry question: Why are oceans important?</p> <p>Vertical concepts: Environment and sustainability</p>	<p>Topic: Desert Biomes</p> <p>Disciplinary knowledge: Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical knowledge</p> <p>Enquiry question: What is it like to live in the Mojave Desert?</p> <p>Vertical concepts: Environment and sustainability\</p>	<p>Topic: Global Trade</p> <p>Disciplinary knowledge: Locational knowledge, Human and physical geography, Geographical skills and fieldwork</p> <p>Enquiry question: How do we get our food and commodities in the UK?</p>

			Vertical concepts: Environment and sustainability
<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>		Shelter design linked to WW2	<p><b>Food Tech:</b> Soup making from garden produce</p> <p>Props and set building for performances</p>
<b>Music</b>	<p><u>Water</u></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><u>Music Chronology</u></p> <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><u>Samba</u></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</p>

	LO: To compose a rhythmic ostinato inspired by engine sounds.	LO: I can explore how music can create a mood using instruments, dynamics and textures.	and tempo linked to accurate playing of samba rhythms in an ensemble.
	LO: To create a composition in ternary form.	LO: I can use body percussion to perform a piece of music.	LO: I can use body percussion to perform more complex rhythm patterns.
	LO: To perform and celebrate compositions.	LO: I can compare and contrast dance and ballet music from the twentieth century.	LO: I can maintain a part and keep the pulse in Reich-inspired clapping piece.
			LO: I can perform a class Samba and evaluate.
	<b>T1- Harvest Performance</b> <b>T2- Carol singing at the church</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
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<b>PHSE - Jigsaw</b>	<b>Being Me in My World</b> <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</li> </ul>	<b>Celebrating Differences</b> <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>	<b>Dreams and Goals</b> <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>	<b>Healthy Me</b> <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>	<b>Relationships</b> <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</li> </ul>	<b>Changing Me</b> <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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	<p>understanding how rewards and consequences feel and how these relate to rights and responsibilities</p> <p>♣ Understand how democracy and having a voice benefits the school community</p>				gain power or control	
<b>Trips and Events</b>	<p>Harvest Performance</p> <p>STEM engineering workshop- Bristol Airport</p> <p>Football Tournament</p>	<p>Christmas celebration concert</p> <p>Whole school pantomime visit</p> <p>WWII Day</p>	World Book Day		Sports Day	<p>School camp</p> <p>End of year performance</p>