Curriculum Plan   Year 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	**All Living Things & Animals including humans** describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics. identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.	**Evolution and Inheritance** recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	**Light** understand that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.	**Electricity** associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram.	**Revision of Forces & all topics done this year**	**Sound** identify how sounds are made, associating some of them with something vibrating find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it. This is a gap from when the current Yr 6 were in Yr4.

	Water colours	Goldsworthy	IKB – Making bridges
Art design /DT	**Water colours** to create sketch books to record their observations and use them to review and revisit ideas sculpture with a range of materials – water colours	**Goldsworthy** about great artists to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	**IKB – Making bridges** to create sketch books to record their observations and use them to review and revisit ideas architects and designers in history
	Design - use research and develop design criteria to inform the design of innovative		use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
	Make - select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately	select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately
	Evaluate -	evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world	understand how key events and individuals in design and technology have helped shape the world
	Technical Knowledge - apply their understanding of how to strengthen, stiffen and reinforce more complex structures		understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors
Cooking		**Starter/Pudding** prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	**Main and meal** understand and apply the principles of a healthy and varied diet understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

		Algorithms	Internet Safety	Publisher & Power point	Xcel	Programming – html & python
Comuting		**Algorithms** design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	**Internet Safety** understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration	**Publisher & Power point** select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	**Xcel** use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Programming – html & python design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour
RE		Journeys& Light		Easter & Holi		Moving on
MFL		**Days, Numbers and greetings** listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	**Colours and Xmas** write phrases from memory, and adapt these to create new sentences, to express ideas clearly	**Weather & basic conversation** understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply	**Revision for SATs**	**Conversation & Reading** broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

	Rugby	Football	Dance	Gymnastics	Outward Bounds	Athletics
PE	play competitive games, modified where appropriate **Netball** play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending	use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending **Swimming** swim competently, confidently and proficiently over a distance of at least 25 metres ⬜ use a range of strokes effectively such as front crawl, backstroke and breaststroke perform safe self-rescue in different water-based situations.	perform dances using a range of movement patterns **Dance** compare their performances with previous ones and demonstrate improvement to achieve their personal best.	develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best.	take part in outdoor and adventurous activity challenges both individually and within a team **Athletics** develop flexibility, strength, technique, control and balance	use running, jumping, throwing and catching in isolation and in combination **Cricket** use running, jumping, throwing and catching in isolation and in combination

Music	Xmas Carols & O2 singing	Rhythm, pitch and creating their own compositions		Play rehearsal
	appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. listen with attention to detail and recall sounds with increasing aural memory	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression		play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Citizenship/PHSE	Friendship	Sex Ed	Democracy Our society – Parliament & MPs	Moving on

	Ancient Greece (H)	**Restless Earth** (G)	**Steaming Through History**
History/Geog	Ancient Greece – a study of Greek life and achievements and their influence on the western world	locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night describe and understand key aspects of: ⯍ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a significant turning point in British history, e.g. the first railways or the Battle of Britain