

Year Six - Topic Planner - Autumn Term



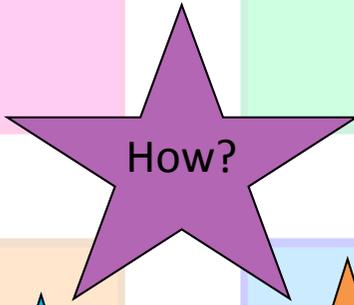
Different People, Similar Lives - Conflict

Project Synopsis:

In this unit of work the children will be exploring the reasons for conflict on a personal and global scale, exploring the question of 'Is it right to fight?' They will be developing their skills for resolving conflict peacefully and see how these skills can be applied in their own and other's lives.

Project Aims:

By the end of this topic the children will have developed a greater understanding behind the concept of conflict both in their own lives and throughout the world. They will be able to explain some of the reasons for why conflict occurred throughout history and continues to occur today, relating this back to their own lives.



Trips and Visitors:

WW2 Veterans, existing forces personnel. Trip to Imperial War Museum

Opportunities to share children's work:

VE day party, DBA morning, French fashion show

National Curriculum Coverage and Key Skills

ENGLISH:

Time Allowance (6 hours and 40 mins per week, Totalling 93 hours and 20 mins)

We will begin reading and studying Goodnight Mr Tom as a class, developing our retrieval and inference skills whilst enhancing children's understanding of life at that time. Alongside this, we will be writing biographies about key leaders during World War 2, researching information independently in order to identify their impact at the time. Following on from this the children will be given opportunities to experience life as an evacuee and write letters from an evacuee's point of view. We will then be exploring poetry through music and song writing inspired by the Boy in The Striped Pyjamas.

MATHS:

Time Allowance (5 hours and 25 mins per week, Totalling 75 hours and 50 mins)

This term the children will be revising, extending and securing their understanding and ability to calculate using formal written methods of calculation. There will be a great focus on ensuring accuracy and speed in these. Fractions will follow after half term, as well as measure and shape. The children will enhance their statistics skills through their learning in science.

SCIENCE:

Time Allowance (2 hours per week, Totalling 28 hours)

Forces and Movement / Fuel for life
NC Links: Yr. 5 5b, 5c, Yr. 6 2a, 2b, 2c

Key Milestones:

- S1 - Identify and name the main parts of the human circulatory system
- S2 - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- S3 - Describe the ways in which nutrients and water are transported within animals, including humans.
- S4 - Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
- S5 - Identify the effects of air resistance and water resistance and how they can affect movement
- S6 - Decide which variables to control.
- S7 - Record data and results of increasing complexity
- S8 - Choose how best to present data.
- S9 - Use my findings to make predictions and set up further enquiries
- S10 - Draw scientific, causal conclusions using the results of an enquiry to justify my ideas.
- S11 - Explain my conclusion using scientific knowledge and understanding.
- S12 - Explain my ideas with scientific reasons.

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National Curriculum Coverage and Key Skills



Different People, Similar Lives - Conflict



UNICEF ARTICLE 38 – Governments must do everything they can to protect and care for children affected by war. Governments must now allow children under the age of 15 to take part in war or join the armed forces.

PSHE:

Time Allowance (30 mins per week, Totalling 7 hours)

Managing Conflict

* To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.

* To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.

HISTORY / GEOGRAPHY:

Time Allowance (1 hour per week, Totalling 14 hours)

History beyond 1066 – WW2 and subsequent wars / Locational Geography

NC Links: History – 2b, Geography – 1a, 4a,

Key Milestones:

- H1 - Describe and explain key changes in a historical period (refers to: political, cultural, social, religious, technological changes)
- H2 - Understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.
- H3 - Relate current studies to previous learning and make comparisons between different times in history
- H4 - Select suitable sources of evidence, giving reasons for the choice.
- H5 - Use research and prior learning to explain why there are social, cultural, religious and ethnic diversities within societies studied in Britain and the wider world.
- H6 - Explain and evaluate causes and consequences of the main events, situations and changes in the period studied.
- H7 - In addition to subject related vocabulary - continuity, social, religious, political, technological, cultural
- G1 - On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.
- G2 - Map how land use has changed in local area and major cities over time e.g. link to changes of land use in Portsmouth and London before and after Blitz

ART AND DESIGN:

Time Allowance (30 mins per week, Totalling 7 hours)

Drawing and Painting - Perspective

NC Links: 1a, 1b

Key Milestones:

- A1 - Use light pencil marks, then a wash, before adding layers and detail
- A2 - Mix and match colours to create atmosphere and light effects
- A3 - Begin to identify primary, secondary, complementary and contrasting colours
- A4 - Uses texture gained through paint mix or brush techniques
- A5 - Understand how to use a range of techniques to mix dry materials and match colour eg blending, layering
- A6 - Recognise/understand the difference between marks to represent texture and marks to portray light, dark and shadows to represent 3D shapes
- A7 - Begin to use simple perspective in their work using a single focal point and horizon
- A8 - Be able to record accurately from first hand observation
- A9 - Use a variety of different shaped lines to indicate movement in drawings
- A10 - Collect information, sketches and resources
- A11 - Comment on artworks with a fluent grasp of visual language

DESIGN AND TECHNOLOGY:

Time Allowance (30 mins per week, Totalling 7 hours)

Food Technology – Rationing Inspired Food

NC Links: 1a, 3a, 3b, 5a, 5b, 5c,

Key Milestones:

- DT1 - Demonstrate a range of baking and cooking techniques well
- DT2 - Demonstrate a range of baking and cooking techniques well
- DT3 - Create and refine recipes, including ingredients, methods, cooking's times and temperatures
- DT4 - Understand ways to feed themselves and others affordably and well
- DT5 - Measure accurately and calculate ratios of ingredients to scale up or down from a recipe
- DT6 - Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed
- DT7 - Devised step by step plans that can be read or followed by someone else
- DT8 - Have an awareness that resources may be limited (budget, time, availability)
- DT9 - Discuss how well the finished product meets the design criteria of the user - test on the user

RELIGIOUS EDUCATION:

Time Allowance (1 hour per week, Totalling 14 hours)

Concept of devotion and prejudice (Islam) / Concept of Interpretation (The Two Birth Narratives)

NC Links: 1a-e, 2a-e, 3a-e, 5b, Islam – 1a, 2a, 3a, 4a, Christianity – 2a, 2b, 3a, 5a

Key Milestones:

- RE1 - Pupils can explain their own responses to concept
- RE2 - Pupils can explain key concepts that are common to many religions and used in the study of religion. They can describe some key concepts that are particular to specific religions studied
- RE3 - Pupils can explain examples of how their responses to the concept can be applied in their own lives and the lives of others
- RE4 - Explain the reasons for, and the effects of, diversity within and between religions, beliefs and cultures
- RE5 - Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world

LANGUAGES (Planned on discrete planners):

Time Allowance (30 mins per week, Totalling 7 hours)

Les vêtements

NC Links: 1a, 1c, 1d, 1e, 1g, 1i, 1j, 1k, 1l

Key Milestones:

- L1 - Understand the main points and some of the detail from a short spoken passage – e.g. sentences describing what people are wearing, an announcement
- L2 - Take part in a simple conversation
- L3 - Express an opinion
- L4 - Pronunciation is becoming more accurate and intonation is being developed
- L5 - Know how to pronounce a range of letter strings.
- L6 - Use a bilingual dictionary to look up new words
- L7 - Understand the main points and some of the detail from a short written text.
- L8 - Write a short text on a familiar topic, adapting language already learnt

PHYSICAL EDUCATION (Planned on discrete planners):

Time Allowance (2 hours and 15 mins per week, Totalling 31 hours and 30 mins)

House Games, Dance Day (WW2), Hockey, Health Related Fitness

NC Links: 1b, 1d, 1f

Key Milestones:

- PE1 - Choreograph creative and imaginative dance sequences, independently and in a group
- PE2 - Enhance dances with style showing artistic intention
- PE3 - Choreograph and perform more complex sequences
- PE4 - Express an concept in new and creative ways
- PE5 - Demonstrate a consistent theme throughout a dance
- PE6 - Dance performance showcases the mood and rhythm of the music
- PE7 - Choose and combine skills in game situations (running, throwing, catching, passing, jumping and kicking)
- PE8 - Work alone and with a team to outwit an opponent / opposing team
- PE9 - Use a range of shots and strokes to strike a ball in order to outwit the opponent, considering the direction of play
- PE10 - Plan an approach to attacking and defending in a game, considering the run of play of the opposing team
- PE11 - Act as a good role model within a team, taking a lead role when required
- PE12 - Understand and explain the short and long term effects of exercise
- PE13 - Lead warm up and cool down activities in ways that enhance the forthcoming activity
- PE14 - Explain why regular exercise is important to general health and well-being
- PE15 - Analyse and appraise skills and techniques used by others and apply in own work
- PE16 - Practice, modify and perfect skills and techniques to improve performance

COMPUTING (Planned on discrete planners):

Time Allowance (1 hour per week, Totalling 14 hours)

Internet Research / Web safety and Creating Websites

NC Links: 1d, 1e, 1f, 1g

Key Milestones:

- C1 - Add pages and subpages to a website
- C2 - Apply sound to a website appropriately
- C3 - Add hyperlinks to internal and external pages of the webpage they create
- C4 - Format menus and sidebars to navigate around the website
- C5 - Use existing skills to import different medias: sound, images etc.
- C6 - Create own webpage on a curriculum linked topic to evoke an audience response
- C7 - Evaluate existing websites and explain the designer's style linked to the purpose and audience
- C8 - Know how to publish the website with support
- C9 - Analyse the accuracy of information online and double check with another source
- C10 - Use more complex search engines to filter information
- C11 - Can explain the term plagiarism
- C12 - Know that emails can contain viruses
- C13 - an filter emails e.g. for attachments or person
- C14 - Can email to a group of people to work collaboratively on a project
- C15 - Know the importance of social media privacy settings and how to keep safe online
- C16 - Know how to report/flag/block inappropriate content
- C17 - Acts as a role model to others for how to stay safe online
- C18 - Recognises the CEOP button and can explain its use

MUSIC:

Time Allowance (30 mins per week, Totalling 7 hours)

Singing and Song writing

NC Links: 1a, 1b, 1c, 1d, 1e, 1f

Key Milestones:

- M1 - Pupils sing in tune with expression and increasing accuracy and perform rhythmically simple parts that use a limited range of notes
- M2 - While performing by ear and from simple notations they maintain their own part with awareness of how the different parts fit together and the need to achieve an overall effect.
- M3 - They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures
- M4 - They describe, compare and evaluate different kinds of music using an appropriate musical vocabulary
- M5 - They suggest improvements to their own and others' work, commenting on how intentions have been achieved.
- M6 - They describe, compare and evaluate different kinds of music using an appropriate musical vocabulary

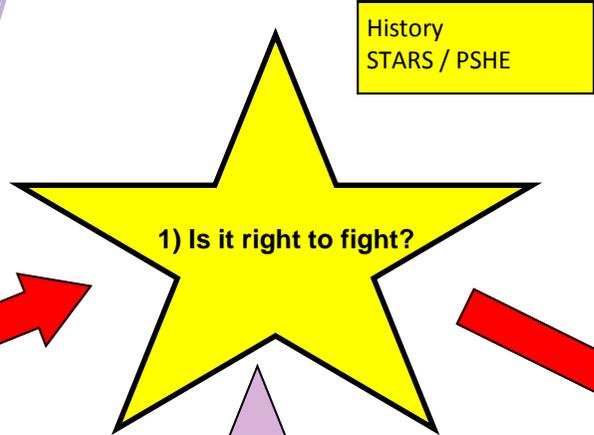
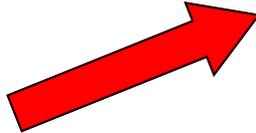
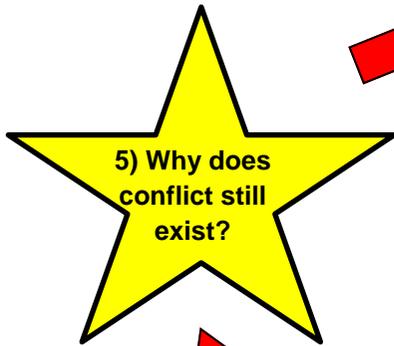
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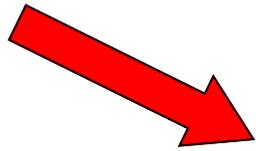
Learning Journey

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RE
Science
Computing
Literacy
PE
PSHE



History
STARS / PSHE



Science
History
Computing
French
PE
Literacy
Art
PSHE



DT
Music
Science
PE
Literacy
Science
French
Computing



History
Music
Science
Literacy
PE
French
Computing

