KIRKBY WOODHOUSE SCHOOL

YEAR PLAN – YEAR 6

	Autumn 1 7 weeks	Autumn 2 7 Weeks	Spring 1 5 Weeks	Spring 2 5 weeks 4 days	Summer 1 5 weeks 4 days	Summer 2 8 Weeks
MAIN TOPIC TITLES	South America	Evolution & Inheritance	WW2 & The Holocaust	WW2 & The Holocaust	The Maya & The Circulatory System	Electricity & Light
ENGLISH	**POETRY**: FREE VERSE – *The British* by Benjamin Zephaniah *Chn to write an original poem, 'Being KWS'* **FICTION**: COMPLEXITY OF THE NARRATOR – *Wonder* by R.J. Palacio *Chn to write narratives pieces from different characters' perspective.*	**FICTION**: COMPLEXITY OF PLOT – *Who Let the Gods Out?* by Maz Evans *Chn to write an alternative opening chapter.* **NON-FICTION**: PERSUASIVE TEXT – Advert for a Christmas Toy *Chn to create a written and spoken advert for a Christmas toy.*	**FICTION**: RESISTANT TEXT – *A Monster Calls* by Patrick Ness *Chn to write an opening to a story which includes suspense & imagery.* **Additional writing:** Anne Frank's Diary SPaG Focus – When the Sky Falls by Phil Earle & The Final Year by Matt Goodfellow	**NON-FICTION**: RECOUNT – Newspaper Report on the Blitz *Chn to write an informative newspaper recount of the first night of The Blitz.* **Additional writing:** WWII SPaG Focus – Once by Morris Gleitzman	**FICTION**: NON-LINEAR TIME SEQUENCE – *Holes* by Louis Sachar *Chn to experiment with dual narratives.* **NON-FICTION**: INFORMATION TEXT – How does the heart work?	**POETRY**: ARCHAIC TEXT – *If* by Rudyard Kipling *Chn to write their own version of the poem.* **FICTION**: ANIMATION – *The Lucky Dip* *Chn to write a narrative piece based on a video animation.*
	Class Story Text: ***Wonder*** by R.J. Palacio	Class Story Text: ***The Final Year*** by Matt Goodfellow	Class Story Text: ***When the Sky Falls*** by Phil Earle	Class Story Text: ***Once*** by Morris Gleitzman	Class Story Text: ***Holes*** by Louis Sachar	Class Story Text: ***The First Year*** by Matt Goodfellow

MATHS (Stand alone)	• Counting • Ordering • Rounding • Addition	• Subtraction • Multiplication • Division • Digits Move	• Fractions • Percentages • Time • Angles	• 2d Shape • 3d Shape • Measuring perimeter • Area	• Revision	• Problem Solving • Investigations
SCIENCE		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 Living things and their habitats Describe how living things are classified into broad groups			Healthy Hearts Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. To recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function. Describe the ways in which nutrients and water are transported within animals, including humans.	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. Light Recognise 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.

		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.				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.
HISTORY			A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (WWII).	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (WWII).	A non-European society that provides contrasts with British history – Mayan civilization.	
GEOGRAPHY	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 and countries. Describe and understand key aspects of:		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 and countries.			Use the eight points of a compass, four a six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use field work to observe, measure, record and present the human and physical features in the local

	Physical geography, including: climate zones, biomes and by vegetation belts, rivers, mountains, volcanoes and earthquakes. Human geography, including: types of settlement and land-use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country, and a region within North and South America. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Artic and Antartartic circle and					are using a range of methods, including sketch maps, plans and graphs and digital technology. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.

	the Prime/Greenwich Meridian and time zones (including day and night). Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.					
R.E. (using Nottinghamshire Agreed Syllabus)		R.E. Week – God and Nature 2.13 What can we learn by reflecting on words of wisdom from religions and world views? Enquiry Question: *"What can we learn by reflecting on words of wisdom from different religions?"* Compare and contrast two key texts from different religions and explain the similarities and difference between them. Express why religions revere and cherish chosen texts that you by giving clear religious reasons based on their		2.15, 2.16 To find out about the Jewish religion. Investigate aspects of the persecution of Jewish people. Enquiry Question: *"What was the Kindertransport? Who resisted and rescued? How can we be upstanders today?"* Know and understand what life was like for Jewish people before the Second World War in Germany and what life was like during the war. Express opinions on whether incidents of extreme hatred should always be remembered and what we can learn	Enquiry Question: *"How do religions and beliefs responds to issues of human rights, fairness, social justice and environmental issues.* Know and name the religious organisations that are working globally to respond to global issues. Express ideas about areas in which organisations can do more and work together more effectively linking commonalities in religious practice. Explore how each religions' beliefs on charity impact these global organisations.	2.14 What contributions do religions make to local life in Notts.? How can we make Notts. a county of tolerance and respect? Enquiry Question: *"What contributions to religions make to local life?"* Use local and National data to establish and articulate a picture of what the religious context of our local area looks like and how this compares Nationally and globally. Explain how communities are important and how they can find similarities to live

		knowledge of the religion.		from reminding ourselves of religious hatred and persecution. Understand the importance of telling the stories of survivors and the persecuted, rather than focussing on the hatred of the oppressors.	Express opinions on the effectiveness of how charities operate.	together in the same locality. Identify examples of tolerance within religious texts and how these can be used to alleviate potential disagreements between different beliefs in community life.
D.T.	Cooking - South American Food - empanadas 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. Select from and use a wider range of materials and components, including construction materials, textiles and				Paul Smith – Designer 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. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional	Electricity Quiz 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. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional

	ingredients, according to their functional properties and aesthetic qualities. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Understand and apply the principles of a healthy and varied diet.				properties and aesthetic qualities. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	properties and aesthetic qualities. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand and use electrical systems in their products.
ART	Andy Warhol To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example,	Fossil Drawing/Sculpture To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example,	Butterfly/Barbed wire art To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example,	Mothers' Day cards – watercolour flowers Paul Cezanne To improve their mastery of art and design techniques, including drawing, painting and sculpture		

	pencil, charcoal, paint, clay]. To learn about great artists, architects and designers in history.	pencil, charcoal, paint, clay]. Christmas cards	pencil, charcoal, paint, clay].	with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history.		
MUSIC	Leonard Berstein Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. 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. South American Drumming workshop Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing		Charanga – Carole King Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and		Charanga – Martha Reeves Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from	

	accuracy, fluency, control and expression.		from great composers and musicians.		different traditions and from great composers and musicians.	
Computing	E safety Block 1 – Computing Systems and networks. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Block 4 - Spread sheets Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Block 5 – Creating media – 3d Modelling Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Block 2 Creating a website on WW2 Understand computer networks including the internet; how they can provide multiples services, such as the world wide web; and the opportunities that offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Block 3 - Coding – Programming A – Variables in games Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Block 6 – Programming B - Sensing Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

	Understanding computing systems and networks.					
P.E.	Hockey (PH) Tag Rugby Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.	Handball (RY) Invasion Games Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.	Gymnastics (PH) Fitness & Yoga Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].	Multi-Skills (RY) Dodgeball Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.	Cricket (PH) Dance Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.	Basketball (RY) Orienteering Athletics Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
P.S.H.E.	DAaRT	DAaRT	One Decision	One Decision	One Decision	One Decision Conception

MODERN LANGUAGES - FRENCH	French MFL Day - French Listen attentively to spoken language and show understanding by joining in and responding. Speak in sentences, using familiar vocabulary, phrases and basic language structures.	French 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. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.		French Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language.		French Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally and in writing. 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 these, for instance, to build sentences; and how these differ from or are similar to English.

TRIPS / SPECIAL EVENTS	Stanage Edge Shining Cliff Samba drumming MFL Day Harvest Festival	Christmas Pizza Express	Holocaust Memorial Day World Book Day	Evacuee Day		Residential Sports Events