



## Year 6 Yearly Planner 2021- 2022

	Autumn 1: Science	Autumn 2: History/Geography Science	Spring 1: Science	Spring 2: History/Geography Science week	Summer 1: Science	Summer 2: History/Geography Science
Learning Challenge Curriculum	Why is our heart the most important pump that we own?	Were the Vikings always victorious and vicious?  Can you light up your life?	Have we always looked like this?	Why has Brazil got one of the world's fastest growing economies?	How can we find out if spiders and the flies are related?	Are pirates real?  How do traffic lights work?
Core Text	Pig Heart Boy – Malorie Blackman	Viking Boy - Tony Bradman	Wonder	Trash  Andy Mulligan	R.J. Palacio The Spider and the Fly -Mary Howitt and Tony DiTerlizzi	Treasure island
Ignition		Viking invasion		Recycled art		Orienteering
Poetry	Haiku Poems	The Charge of the Light Brigade – Lord Alfred Tennyson. Link to Remembrance Day	How Doth the Little Crocodile <hr/> Lewis Carroll	I am Somebody	Kenning Poetry	Sea Shanties  Nathan Evans – Wellerman.
Reading / Additional reading	Range of non-fiction books on circulatory system	The Last Viking The Saga of Eric the Viking  How to be a Viking  Non-fiction books on Vikings	Wonder	Mr Elephant's Rio Tour – Janie Dullard  How night came from the sea – Mary-Joan Gerson  Brazilian Folktales – Livia de Almedia  Non-fiction texts on Brazil	Non-fiction on classification and animals  The Last Wild – Piers Today	Treasure island  The boy who sailed the ocean in an armchair



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Curriculum Links – Science/ Geography / History /	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Describe chronology using BC, AD and specific dates.</p> <p>Use a timeline to order events they have learned about.</p> <p>Compare civilisations and societies across time Suggest reasons why civilisations lived in that way.</p> <p>Recognise the role archaeologists have in understanding the past.</p> <p>Use different sources of information as evidence Ask historical questions about change, similarities, differences and importance.</p> <p>Note connections and trends over time using historical terms, particularly about previously studied topics.</p>	<p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>Name and locate continents and countries across the world.</p> <p>Name and describe physical geography of rainforests.</p> <p>Name and describe why rainforests occur in the places they do.</p> <p>Why rivers are important to societies (eg: why the Amazon River is important to the people of South America and the tribes who live along it).</p> <p>Become confident in using maps, atlases and globes.</p> <p>Use geographical vocabulary to communicate information.</p>	<p>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</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>	<p>To name and locate significant continents, countries, oceans and seas.</p> <p>Identify and describe physical and human features which impacted piracy.</p> <p>Describe chronology using BC, AD and significant dates.</p> <p>Identify and describe trade routes used by pirates.</p> <p>Establish connections and contrasts about the way piracy has using a range of historical sources.</p> <p>Ask questions about the history of piracy and contrast with piracy in the modern day.</p>
Art/ D&T	D.T – explain how food ingredients should be stored and give reasons	Art – Viking art	Art – sketching in detail Link to portrait artists	Create a Brazilian ‘Day of the Dead’ mask  Evaluating and sketching to create a product	Create a model of the spider’s house using tools to strengthen and reinforce	



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<b>Music</b>	Singing with City music  'How does music bring us together?' <b>Developing melodic phrases</b> Songs: Home is where the heart is, let's work it out together and please be kind.		You've got a friend		Hip Hop	Y6 Production
<b>Computing</b>	Computer Systems and Network		Creating Media – 3D Modelling		Creating Media – Web Page Creating	
<b>French</b>	Actions	In France	Family	A Weekend with Friends	The Future	Jobs
<b>RE</b>	U2.7 Why do Hindus want to be good?	U2.8 What does it mean to be a Muslim in Britain today?	U2.9 Why is the Torah so important to Jewish people?	U2.10 What matters most to Humanists, Christians? Christians and non-religious, with opportunities to include other faiths studied	U2.11 Why do some people believe in God and some people not? Christians, non-religious	U2.12 How does faith help people when life gets hard? Christians, Muslims and/or Jews and/or Hindus, non-religious
<b>PE</b>	Football/Rugby	Dance - Vikings	Gymnastics/Health Related Education	Multi-Skills	Athletics (including Athletics 365 award)  Swimming	Rounders  Swimming



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<b>PSHE</b>	<p><b>Families and friendships</b></p> <p>Attraction to others; romantic relationships; civil partnership and marriage</p> <p><b>Safe relationships</b></p> <p>Recognising and managing pressure; consent in different situations</p> <p><b>Respecting ourselves and others</b></p> <p>Expressing opinions and respecting other points of view, including discussing topical issues</p>		<p><b>Physical health and Mental wellbeing</b></p> <p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p><b>Growing and Changing</b></p> <p>Human reproduction and birth; increasing independence; managing transition</p> <p><b>Keeping safe</b></p> <p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p>		<p><b>Belonging to a Community</b></p> <p>Valuing diversity; challenging discrimination and stereotypes</p> <p><b>Media literacy and digital resilience</b></p> <p>Evaluating media sources; sharing things online</p> <p><b>Money and work</b></p> <p>Influences and attitudes to money; money and financial risks</p>	
	<b>SMSC/ British Values</b>	<p>Rules (BV: Law)</p> <p>Reinforcing class rules Autumn 1</p> <p>School council Feedback - Autumn 1 Democracy</p>	<p>Christmas</p> <p>Children in Need (M)</p> <p>Anti-bullying week (BV: Tolerance, SM)</p> <p>Remembrance (BV: Tolerance, Respect)</p>	<p>Chinese New Year (C, BV: Tolerance, Respect)</p> <p>Shrove Tuesday (spiritual)</p>	<p>World Book Day</p> <p>Mother's day (S, M)</p> <p>Comic Relief/Sport Relief (Charity)</p> <p>Ash Wednesday (Sp, C)</p> <p>Easter (Sp, C)</p>	<p>Sports Day (BV: Respect)</p>