 Curriculum Year Planner Year 6

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| Subject | Unit 1 | | | | Unit 2 | | | | Unit 3 | | | | | | Unit 4 | | | | Unit 5 | | | | |
|  | History and Geography | | | | Science MINI  Unit | | | | Geography | | | | | | History and Geography | | | | Science MINI  Unit | | | | |
| History | Ancient Civilisations:  Aztecs and Maya society. | | | |  | | | | Invaders through time:  WWII – Battle of Britain | | | | | |  | | | | Extreme Earth:  Natural disasters/ Volcanoes | | | | |
| Geography | Geography of South America | | | |  | | | | Geography of Europe and the world:  Allies and Enemies | | | | | |  | | | |  | | | | |
| Art | Mayan Weaving - Textiles | | | | Art Burst: Christmas card/decoration | | | | Propaganda Art  Screen printing | | | | | |  | | | |  | | | | BURST  portraits  Leonardo Da Vinci |
| DT |  | | | | Perfect Pasta!  What makes a great tasting pasta dish? | | | |  | | | | | |  | | | | Digital Micro bots | | | | |
| Science | Light and sight | | | | Living Things  &  Evolution | | | |  | | | | | | Changing circuits | | | | Our Bodies | | | | |
| Music | Charanga Unit: “Happy” by Pharrell Williams, exploring the Neo Pop/Motown genre | | | | TMS  Classroom Jazz 2  (Glockenspiels) | | | | Charanga Unit: “Make You Feel My Love/Rollin’ in the Deep”, exploring Pop Ballad genre | | | | | | TMS  Ukulele | | | |  | | | | TMS  P-Buzz |
| Computing | E-safety: Google It’s cool to be kind  Interland’s Kind Kingdom | | | | Digital Literacy: 3D modelling using Google Sketchup. | | | | E-safety: Why is Social Media Free? Fake News in real life.Coding: Use variables, coding with variables | | | | Coding: Use of types and initialisation in code, parameters and problem solving skills | | | | | Digital Literacy: Childnet video competition | | Coding: The use of Arrays in coding, visualise data and coding concepts | | | |
| PE (PPA) | Hockey | Basketball | | | | Athletics | | | | Football | | | | | Tennis | | | | Ultimate Frisbee | | | | |
| PE (TEACHER) | Tag Rugby | Dodgeball | | | | Handball | | | | Danish longball | | | | | Cricket | | | | Rounders | | | | |
| PHSE | Healthy Lifestyles and mental health | Relationships | | | | Living in the wider world | | | | Keeping safe, including drugs and alcohol. | | | | Ourselves, changing and Growing | | | | | SRE | | | | |
| RE | What do religions say to us when life gets hard? | | Festivals of light (theme day) | | | | What matters most to Christians and Humanists? | | | | Is it better to express religion in arts and architecture or in charity and generosity? | | | | | What difference does it make to believe in Ahimsa (harmlessness), Grace and Ummah (community) | | | | | | What can be done to reduce racism? Can religious communities help? | |
| French | Classroom routines  Simple negative  Making predictions about a text  Recap clothes, family descriptions, verb être  Jobs  Games using French phrases | | | Culture: La Toussaint [All Saints’ Day, November 1]  French songs and sketches  House vocabulary  Adjectives for description | | | | Culture: New Year’s Day [January 1], Valentine’s Day [February 14]  Prepositions  Phrases for repetition or clarification  Furniture  Sustained conversation practice | | | | Culture: Weather and seasons in France  Recap days of the week, months of the year, weather, seasons  Verbs aller, partir, rester  Holiday research for ideal destination | | | | | Culture: Travel and tourism in France  Research transport, accommodation, activities in France for holiday destination  Verbs prendre, visiter, regarder  Write a letter | | | | Culture: Bastille Day [July 14]  Continued research, create itinerary for holiday from research  Presenting research to classmates | | |