

| Year 6 2020-2021 | | | | | | |
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| Enrichment | All About Me Whole School Museum | What did they do for me? Produce and publish a book | From Local to Global Whole School Information Centre | Time Travellers Performance | Show What You Grow Whole School Picnic/Farmers Market | Heal the World |
| <p>Y5 CEW Catch Up: amateur, competition, environment, hindrance, nuisance, relevant, system, average, criticise, existence, interrupt, physical, shoulder, vehicle, leisure, privilege, profession, sincerely.</p> | <p>English: Finding Winnie CEW: Correspond, cemetery, sacrifice, prejudice, foreign, individual, determined</p> <p>Whole class shared read: Adolphus Tips</p> <p>Mastery outcome in role as a character passive voice and subjunctive to create a formal tone appropriate for writing dialogue to convey character stigate the features of biographies and write biographies about Harry Colebourn</p> <p>Oak Academy Units: Diary Writing: The Windrush (25 lessons) Reading: The Blitz Survivor Stories (5 lessons) London is the place for me by Lord Kitchner (5 lessons)</p> | <p>English: Can we save the Tiger?</p> <p>CEW: temperature, suggest, variety, conscience, controversy, especially, committee, determined, necessary, hindrance, nuisance, accommodate, apparent, appreciate, persuade, sufficient</p> <p>Whole class shared read: Adolphus Tips</p> <p>Mastery outcome Children to write their own version of a booklet based on an amazing animal. Children should focus on selecting vocabulary to enhance meaning, expanded noun phrases to convey information precisely, modal verbs and adverbs to indicate degrees of possibility and punctuation for parenthesis</p> | <p>English: Watertower</p> <p>CEW: attached, available, embarrass, exaggerate, convenience, interrupt, explanation, accompany, shoulder</p> <p>Whole class shared read: The Boy in the Tower</p> <p>Mastery outcome Pupils will write an effective news article in journalistic style, selecting language, form, format and content to suit a particular audience and purpose. Children will use the structure and language features of journalistic reports, to write an effective news article in journalistic style, selecting language, form, format and content to suit a particular audience and purpose.</p> | <p>English: Watertower</p> <p>CEW: attached, available, embarrass, exaggerate, convenience, interrupt, explanation, accompany</p> <p>Whole class shared read: The Boy in the Tower</p> <p>Oak Academy Units: Journalistic Writing: Spiderman (20 lessons) Reading: Poetry - The Listeners (5 lessons)</p> | <p>English: The Lost Words</p> <p>CEW:</p> <p>Mastery outcome Write a persuasive letter to the National Trust Selecting and using appropriate registers Use range of cohesive devices- subordination Passive voice Clauses appropriate vocabulary choices</p> <p>Oak Academy Units: Biographical Writing: Important Scientists (10 lessons) Reading: Holes (5 lessons)</p> | <p>English: Selfish Giant CEW: aggressive, awkward, desperate, marvellous, relevant, excellent, existence, lightning, competition, mischievous, signature</p> <p>Whole class shared read: War Horse</p> <p>Mastery outcome Pupils to write their own version of what happened before the children reached the gates of the Giants garden. Pupils should focus on using well chosen vocabulary and grammatical structures (passive voice, subjunctive, clause structures) to reflect the formality of the traditional tale. Semicolons could be used to mark the boundary between clauses.</p> <p>Oak Academy Units: Mixed Outcomes: Sherlock Holmes (30 lessons)</p> |

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| | Goodnight Mr Tom (5 lessons) | Oak Academy Units: NC report: Pandas (15 lessons) Narrative: Rabbit Proof Fence (30 lessons) | Oak Academy Units: Mixed Outcomes: The Golden Compass (30 lessons) aggressive aggressive | | | The Giant's Necklace (5 lessons) |
| | <p>Maths: Unit 1: Place value within 10,000,000 WRM R - Place Value (4 lessons)</p> <p>Unit 2: Four operations (1) Four operations (2) WRM R - Add/Subtract (4 lessons)</p> | <p>Maths: Unit 2 Four operations (2) WRM R - Multiplication/Division (6 lessons) WRM R - Factors (1 lesson)</p> <p>Unit 4: Fractions (1) WRM R - Fractions (5 lessons)</p> <p>Unit 5: Fractions (2)</p> <p>Unit 6: Geometry – position and direction</p> | <p>Maths: Unit 7 Decimals WRM R - Decimals (2 lessons)</p> <p>Unit 8 Percentages WRM R - Percentages (1 lesson)</p> <p>Unit 9 Algebra</p> | <p>Maths: Unit 9 Algebra Unit 10 Measure – imperial and metric measures Unit 11 Measure – perimeter, area and volume WRM R - Volume (1 lesson)</p> <p>Unit 12 Ratio and proportion</p> | <p>Maths: Unit 13 Geometry – properties of shapes WRM R - Drawing Angles (3 lessons)</p> <p>Unit 14 Problem solving</p> <p>Unit 15 Statistics</p> | <p>Maths:</p> |
| Oak Academy Units: Sustainability (6 lessons) | <p>Science: <i>Humans and Animals</i> <u>Missed Year 5 Objective:</u> •describe the changes as humans develop to old age</p> <p>Statutory requirements</p> <ol style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way | <p>Science: <i>Living Things and their Habitats</i> <u>Missed Year 5 Objectives:</u> •Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird •Describe the life process of reproduction in some plants and animals</p> <p>Statutory requirements</p> <ol style="list-style-type: none"> describe how living things are classified into broad groups according to common observable | <p>Science: <i>Light</i> Statutory requirements</p> <ol style="list-style-type: none"> 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 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. <p>Explanation on how light travels</p> | <p>Science: <i>Electricity</i></p> <p>Statutory requirements</p> <ol style="list-style-type: none"> 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 | <p>Science: <i>Evolution</i></p> <p>Statutory requirements</p> <ol style="list-style-type: none"> 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 | |

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| | <p>their bodies function</p> <p>3. describe the ways in which nutrients and water animals, including humans, are transported within</p> <p>Type of Enquiry - Observation Over Time</p> <p>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>· recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Oak Academy Units: Humans and Animals (6 lessons)</p> | <p>characteristics and based on similarities and differences, including microorganism s, plants and animals</p> <p>2. give reasons for classifying plants and animals based on specific characteristics. (Could tie in missed Y5 objective here linked to reproduction and life cycles)</p> <p>Famous scientist and doctors John snow (cholera outbreak) Alexander Fleming (penicillin) Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification</p> <p>Type of Enquiry - Identifying and Classifying</p> <p>Reporting and presenting findings from enquires,</p> | <p>Type of Enquiry - Comparative and Fair</p> <p>Testing</p> <p>Reporting and presenting findings from enquires, including conclusions, casual relationships and explanations of and a degree of trust in results , in oral and written forms such as displays and other presentations.</p> <p>Use test results to make further predictions and comparative and fair tests.</p> <p>Oak Academy Units: Light (6 lessons) Located in Y5</p> | <p>3. use recognised symbols when representing a simple circuit in a diagram.</p> <p>Look at how a circuit works and how the brightness of a bulb can affect the lighting on a film set.</p> <p>Type of Enquiry - Pattern Seeking</p> <p>Planning</p> <p>different types of scientific enquiry to answer questions, including recognising and controlling variables where necessary</p> <p>Oak Academy Units: Electricity (6 lessons)</p> | <p>produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>3. identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Go back in time look at how an island changes, discoveries of new species (Galapagos). Look at the discovery of the Galapagos islands by father Tomas Berlanga 1535. Compare to Darwin's theory of evolution 1859 biography on Charles Darwin Lend fossil box from museum</p> <p>Type of Enquiry - Research</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Oak Academy Units: Evolution (6 lessons)</p> |
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| | | <i>including conclusions, casual relationships and explanations of and a degree of trust in results , in oral and written forms such as displays and other presentations.</i> | | | |
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| <p>Prior knowledge-</p> <p>Y5- Have touched on Cholera when they have studied Warrington in the Victorian Era.</p> <p>Y5- look at South American Comparisons in Geography- link to Deforestation and conservation topic.</p> | <p>History/Geography:</p> <p>Research Project on WW2 - Changing Europe- extending pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> • Describe characteristics features of the past including ideas, beliefs, attitudes and experiences of men, women and children. • Describe changes in a period of history. • Give a broad overview of life in Britain and some major events from the rest of the world. • Identify periods of rapid change in history and contrast them with times of relatively little change. • Show an understanding of propaganda and how historians must understand | <p>History/Geography :</p> <p>Deforestation and conservations</p> <ul style="list-style-type: none"> • Describe how locations around the world are changing and explain some of the reasons for this change. • Identify and describe how physical features affect the human activity within a location. • Locate the world's countries, using maps concentrating on their environmental regions <p>Vocabulary:</p> <p><u>Subject Vocabulary</u></p> <p>Urban , Rural, Rainforest</p> <p>Tropical, Habitat, Agriculture</p> | <p>Geography:</p> <p>Mountains, Earthquakes and Volcanoes.</p> <ul style="list-style-type: none"> • Use a range of geographical resources to give detailed descriptions and opinions of characteristics /features of locations. • Identify and describe how physical features affect the human activity within a location. • Use the 8 compass points of a compass, four-figure grid references and symbols and keys. • Describe and understand key aspects of physical geography of mountains, | | <p>History/Geography:</p> <p>Different uses of land: air-miles/food - when to go local when to go global?</p> <ul style="list-style-type: none"> • Create maps of locations identifying patterns. • Identify and describe the geographical significance of latitude and longitude. • Describe and understand key aspects of trade links. <p>Oak Academy Units:</p> <p>Population (10 lessons)</p> <p>Globalisation (10 lessons)</p> | <p>Local History- A study over time- Cholera Epidemic</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate. • Use sources of evidence to deduce about information in the past. • Select suitable sources of evidence. • Understand that no single source gives the full answer. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Refine ways of enquiry as appropriate. |
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| | <p>the social context of evidence studied.</p> <p>Vocabulary: <u>Cross Curricular:</u> Evacuation letter Instructional writing</p> | <p>Ecosystems, Biomes, Vegetation Belt, Weather Patterns, Natural Materials, protection</p> <p>Demonstrator vocabulary</p> <p>Deforestation, Conservation, Location , Change</p> <p>Oak Academy Units: Biomes (10 lessons)</p> | <p>volcanoes and earthquakes.</p> | | | <p>Vocabulary:</p> <p><u>Cross Curricular:</u> Report</p> |
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| <p>Oak Academy Units: Sikhism (10 lessons)</p> | <p>RE: (In what way is life like a journey?) Judaism - how do religions make the signposts and the turning points on the journey through life?</p> | <p>RE: Islam - What attributes should we have for a journey?</p> | <p>RE: Christianity - God- What is worth celebrating?</p> | <p>RE: Christianity - Jesus - can saying sorry change things?</p> | <p>RE: Christianity - The Church - what do we commit ourselves to on a journey?</p> | <p>RE: Buddhism - can people really change? Oak Academy Units: Buddhism (10 lessons)</p> |
| | <p>Art/DT: DT- Frame structures- history link Art- Painting- Blitz painting</p> | <p>Arts/DT: Sculpture- Key artist study- Michelle Reader geography link</p> | <p>Arts/DT: Printing- PAN</p> | <p>Art/DT: Printing</p> | <p>Art/DT: DT Food- Geography link</p> | <p>Art/DT: Also see LS Lowry- Creative Steps Year 6 Drawing Key artist study Lowry DT- more complex switches and circuits Science link- applying last half terms learning</p> |
| | <p>Computing: Online Safety Blogging</p> | <p>Computing: Coding</p> | <p>Computing: Spreadsheets</p> | <p>Computing: Spreadsheets</p> | <p>Computing: Quizzing</p> | <p>Computing: Networks</p> |
| | <p>PE: Real PE Unit 6 Striking and fielding - Kwik Cricket</p> | <p>PE: Real PE Unit 5 Invasion games - Quicksticks</p> | <p>PE: Real PE Unit 2 Dance - Creative steps: Ordnance survey</p> | <p>PE: Real PE Unit 1 Net / Wall games - Badminton</p> | <p>PE: Real PE Unit 4 Athletics.</p> | <p>PE: Real PE Unit 3 Gymnastics</p> |

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| | <p>PSHE: <i>Social, local and national democracy-ongoing- all year setting up and running school councils</i></p> <p>Relationships and their difficulties</p> | <p>PSHE: <i>anti-bullying week</i></p> <p><i>Social, local and national democracy-ongoing- all year setting up and running school councils</i></p> <p>Relationships and their difficulties</p> | <p>PSHE: <i>self esteem and puberty-</i></p> <p>R</p> | <p>PSHE: <i>self esteem and puberty-</i></p> | <p>PSHE: <i>Money</i> <i>Micro-organisms</i></p> | <p>PSHE: <i>Transition - puberty and feelings linked to transition</i></p> |
| | French: | French: | French: | French: | French: | French: |