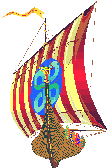
**Thingwall Primary School Year 6 Yearly Planner 2023/24**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | English | Maths  **White Rose Hub** | Science  **Working Scientifically**  **Use age appropriate scientific vocabulary** | Art  **Using a sketchbook to record**  **Stating preferences and evaluating** | Computing  **Use different software safely** | DT  **Use knowledge of existing products** | Geography  Use age appropriate geographical vocabulary | History  **Place historical periods in a chronological framework**  **Use age appropriate historical vocabulary** | Languages  **French**  **Speaking, listening and writing**  **Listening, copying, replying and asking** | Music | PE | RE and World Views  **Develop religious and moral vocabulary** | PHSE  **Jigsaw PHSE** |
| **Autumn**  1 | **Pathways To Reading :**  When we were Warriors by  Emma Carroll  Genre – Fiction: historical  **Pathways to Writing:**  Star of Fear, Star of Hope by  Jo Hoestlandt  Outcome – Fiction: flashback  story & Information text  **Pathways to Poetry:**  Blitz by Mary Désirée  Anderson  Outcome – Free verse  narrative poem which conveys  a viewpoint    **Pathways to Reading:**  Into the Jungle by Katherine  Rundell, Martha’s Suitcase by  The Literacy Company  Genre – Fiction: classic  **Pathways to Writing:**  Can we save the tiger? by  Martin Jenkins  Outcome – Information/  persuasion/explanation: hybrid  text & Recount: diary  **Pathways to Poetry:**  A Tiger in the Zoo by Leslie  Norris  Outcome – Free verse which  conveys a message | Place Value  Addition, subtraction, multiplication and division  Fractions A  Fractions B  Measurement – Converting units  Ratio  Algebra  Decimals  Fractions, decimals and percentages  Area, perimeter and volume  Statistics  Shape  Geometry – Position and direction  Themed projects, consolidation and problem solving | **Living things and their habitats**  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  Give reasons for classifying plants and animals based on specific characteristics | **Gustav Kilimt Inspired patterns**  **This project explores the work of Austrian artist Gustav Klimt during his gold phase.**  **To study his golden colour palette and his use of patterns, both regular and irregular.**  **Observe and explore the contrast between his abstract patterns and the realism in his portraits.**  **Children create their own ‘Klimt inspired’ mixed media self-portrait.** | **Online safety**  To identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location.  To identify the benefits and risks of giving personal information and device access to different software.  To review the meaning of a digital footprint  To have a clear idea of appropriate online behaviour and how this can protect themselves online    To understand the importance of balancing game and screen time with other parts of their lives and the effect this has on their health.    To identify the positive and negative influences of technology on health and the environment. | **Food Technology**  **Plan, design and create cakes using rationed ingredients from WW2.** | World map with a focus on Europe (link to WW2). | **World War 2**  To understand the events that led up to WW2  To know how the local area was affected during WW2. Home Front, evacuees, the Blitz.  To have an awareness of propaganda.  Use a variety of primary and secondary and understand that some can contradict each other and expose a level of bias.  To have an understanding of the Holocaust (focus of Anne Frank.)  To know how WW2 came to end and impact of this. | **Vive le Sport! – Our Sporting Lives**  **Core Language**:  Qu’est-ce que tu fais lundi? - What are you doing/do on Monday?  Je joue au tennis/basket - I play tennis/ basketball.  Je joue au cricket - I play cricket.  Je fais du vélo - I ride my bike/go cycling.  Je fais du skate - I go skateboarding.  Je fais de la danse/natation - I dance/swim.  boire to drink  manger to eat  le jus d’orange - orange juice  le poisson - fish  une pomme - an apple  les carottes - carrot  les pommes frites - chips  les bonbons - sweets  Oui, c’est bon pour la santé - Yes, it’s good for your health.  Non, c’est mauvais pour la santé No, it’s bad for your health. | **Happy by Pharell Williams**  Listen and appraise the song ‘Happy’ and other songs in the same style.  Recognise rhythm, pulse and pitch.  Use band/ orchestral instruments to create an ensemble. | **Invasion Games**  Understand how to attack and defend.  Understand different tactics, formations and strategies when attacking and defending.  Understand practices to help with precision, consistency and speed. | **Islam**  **What is it like to follow a Muslim way of life in Britain today?**  What is Islam?  Who is a British Muslim?  Understand the importance of the Qur’an, the Five Pillars of Islam and the Hajj  Understand how Muslims express obedience and submission to Allah | **Being me in my world**  My Year ahead  Being a global citizen 1  Being a global citizen 2  The Learning Charter  Our Learning Charter  Owning our learning Charter |
| **Autumn**  2 | **Light**  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 | **Spreadsheets**  To use a spreadsheet to investigate the probability of the results of throwing many dice.    To use a spreadsheet to calculate the discount and final prices in a sale. Create a formula to help work out the prices of items in the sale.  To use a spreadsheet to plan how to spend pocket money and the effect of saving money.  To use a spreadsheet to plan a school charity day to maximise the money donated to charity. | **Classroom Jazz**  Listen and appraise the 2 main tunes and other supporting songs.  Learn about the interrelated dimensions of music through playing instruments and improvising. | Games/Gymnastics/Swimming  As above for games.  **Gymnastics -**  Make up gymnastic sequences and adapt it using different apparatus  Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions)  **Swimming -**  Swim competently, confidently and unaided over a distance of at least 25 metres.  Use a range of strokes effectively. | Christmas around the World.  The history of Christmas.  Discuss different strands of Christianity.  Gain an awareness of how Christmas is celebrated in:  Ukraine  Mexico  Poland  Nigeria  Brazil  Compare and contrast Christmas in the UK compared to other countries. | **Celebrating Difference**  Am I normal?  Understanding difference  Power struggles  Why bully?  Celebrating difference 1  Celebrating difference 2 |
| **Spring**  1 | **Pathways to Reading**:  The Happy Prince and Other  Tales by Oscar Wilde  Genre – Fiction: classic  **Pathways to Writing:**  Selfish Giant by Oscar Wilde  and Ritva Voutila  Outcome – Fiction: classic  narrative & Explanation  **Pathways to Poetry:**  Literacy Company  Outcome – Free verse poem | **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 | **Still Life**  The focus of this project is Still life.    Pupils learn the important elements to consider when creating a successful Still life, such as composition, light, shadow, tone, texture and colour.  To explore and learn from the work of Artist Vincent Van Gogh by observing and exploring his brush strokes, technique and style.  To use his technique and style to create a Van Gogh inspired Still life painting | **Networks**    To discover what the children know about the Internet  To find out what a LAN and WAN are.  To find out how we access the internet in school.  To research and find out about the age of the internet.  To think about what the future might hold. |  | **Local Geography**  Identify North West counties of the UK  Recognise symbols on an Ordinance Survey Map  Contour Mapping of mountainous areas-interpretation of the North West in terms of its topographical features and how these have changed over time.  Use 4 and 6 figure grid references.  Look at Geography of North Wales (link to residential trip). |  | **Le Carnaval des Animaux – The Carnival of the Animals**  **Core Language:**  Où habites-tu? Where do you live?  J’habite dans ... I live in ...  je suis - I am  petit(e) - small  grand(e) - big  lent(e) - slow  rapide- fast  fort(e)- strong  faible - weak  féroce- fierce  timide – shy  Quelle heure est-il? -What time is it?  une heure, deux heures: one o’clock, two o’clock,  trois heures, quatre heures: three o‘clock, four o‘clock  cinq heures, six heures: five o‘clock, six o‘clock  sept heures, huit heures: seven o‘clock, eight o‘clock  neuf heures, dix heures: nine o‘clock, ten o‘clock  Il est midi - it’s midday.  Il est minuit - it’s midnight. | **A New Year Carol**  Listen and appraise A New Year Carol.  Learn about the interrelated dimensions of music through games and singing. | **Gymnastics**  As above for gymnastics and to develop flexibility, strength, technique, control and balance. | **Journeys and pilgrimages**    Cristian and Muslim traditions | **Dreams and Goals**  Personal learning goals  Steps to success  My dreams for the world  Helping to make a difference 1  Helping to make a difference 2  Recognising our achievements |
| **Spring**  2 | **Pathways to reading:**  The Explorer by Katherine  Rundell, Exploring the  Amazon by The Literacy  Company  Genre – Information, Fiction:  Contemporary  **Pathways to Writing:**  The Island by Jason Chin &  Jemmy Button by Alix  Barzelay  Outcome – Recount:  journalistic writing &  Discussion  **Pathways to Poetry:**  The Sea by James Reeves  Outcome – Narrative Poem | **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 | **Text Adventures**  To find out what a text-based adventure game is and to explore an example made in 2Create a Story.  To use 2Connect to plan a ‘Choose your own Adventure’ type story.  To use 2Connect plans for a story adventure to make the adventure using 2Create a Story.  To introduce an alternative model for a text adventure which has a less sequential narrative.  To use written plans to code a map-based adventure in 2Code. | **Link to Maya Civilisation**  Location of the Maya civilisation identified on the map  Research into land use during the Maya times.  Identifying similarities and differences between human and physical geography in Britain and South America (linked to Mayan civilisation)  Northern and Southern Hemispheres-linked to placement of Britain and Mexico (link to Mayan civilisation) climate, biosphere. | **Mayans**  Timeline of key historic events in History.  Research Mayan civilisation and skills (astronomy, mathematicians.)  Recognise the impact and importance of Mayan architecture and discoveries and inventions, such as chocolate.  Recognise Mayan beliefs, such as Mayan Gods.  Compare and contrast Mayan society and our current UK society. |  | **You’ve got a friend**  Listen and appraise the song ‘You’ve got a friend’ and other songs by Carole King.  Learn and build on knowledge of interrelated dimensions of music through games and singing.  Perform the song. | **Net games.**  Tennis, badminton  Use forehand and backhand to control the ball/shuttlecock.  Use different techniques and strategies to score points  Understand the role of the umpire and scoring  . | **Easter: The Afterlife**  Journey through the Easter story | **Healthy Me**  Taking responsibility for my health and well being  Drugs  Exploitation  Gangs  Emotional and mental health  Managing stress and pressure |
| **Summer**  1 | **Pathways to Reading:**  Great Adventurers by Alistair  Humphreys  Genre – Information  **Pathways to Writing:**  Manfish by Jennifer Berne  Outcome – Recount: biography  & Fiction: adventure story  **Pathways to Poetry:**  For Forest by Grace Nichols  Outcome – Free verse poem | **Animals incl humans**  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 their bodies function  Describe the ways in which nutrients and water are transported within animals, including humans |  | **Blogging**  To identify the purpose of writing a blog.  To identify the features of successful blog writing.  To plan the theme and content for a blog.  To understand how to write a blog and a blog post.  To consider the effect upon the audience of changing the visual properties of the blog.  To understand how to contribute to an existing blog.  To understand the importance of commenting on blogs.  To peer-assess blogs against the agreed success criteria.  To understand how and why blog posts and comments are approved by the teacher. | **PROJECT ON A PAGE:**  Aspect: Electrical systems  Focus: Monitoring and control  **Fairground Rides**. | **Sustainability**  Understand the term ‘sustainable development’  Understand the difference between renewable and non-renewable energy  Understand and calculate ‘food miles’ for a specific product  To explain the impact of changing global temperatures on the environment |  | **Quel Temps Fait-il? – What’s The Weather Like?**  **Core Language:**  Il neige - it’s snowing.  Il gèle - it’s freezing/icy  Quand ..., il te faut -When ..., you need ...  Il fait ... degrés - it’s ... degrees  ... moins - minus  lundi, le 5 juin, etc. - Monday 5th June, etc.  le 5 juin, etc - the 5th June, etc | **Music and Me**  Inspirational women in the music industry.  Focus on 4 featured artists:  Anna Meredith  Shiva Feshareki  Eska  Afrodeutche  Small group work to create own music. Use a chosen beat, create lyrics over that beat. | **Athletics/Dance (street)**  **Athletics –**  Develop the consistency of their actions in a number of events  Sustain pace over longer distances  Throw with greater control, accuracy and efficiency  Say why athletic activities can improve strength, power or stamina  Understand why exercise is good for fitness, health and well-being.  **Dance –**  Explore, improvise and combine movement ideas fluently and effectively.  Understand how a dance is formed and performed  Understand the importance of warm up and cool down. | **Precious and the natural world** | **Relationships**  What is mental health?  My mental health  Love and loss  Power and control  Being online  Using technology safely |
| **Summer**  2 | **Pathways to Reading:**  Sky Chasers by Emma Carroll  Genre – Fiction: adventure  **Pathways to Writing:**  Sky Chasers by Emma Carroll  Outcome – Fiction: adventure  story with multiple narrators &  Recount: autobiography  **Pathways to Poetry:**  Sonnet Written at the Close of  Spring by Charlotte Smith  Outcome – Narrative Poem  in the style of a sonnet | **Coding**  To design a playable game with a timer and a score.  To plan and use selection and variables.  To understand how the launch command works.  To use functions and understand why they are useful.    To understand how functions are created and called.  To use flowcharts to test and debug a program.  To create a simulation of a room in which devices can be controlled.  To understand the different options of generating user input in 2Code.  To understand how user input can be used in a program.  To understand how 2Code can be used to make a text-based adventure game. | **Geographical skills and fieldwork**  **Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.**  **Identify key geographical features using an interactive map.**  **Carry our successful fieldwork in the local area.**  **Record results and present findings clearly and accurately.** |  | **Reflect, rewind and replay**  Listen and Appraise Classical music  Continue to embed the foundations of the interrelated dimensions of music using voices and instruments  **Improvisation using voices and instruments**  Composition  Share and perform the learning that has taken place | **Striking and Fielding Games**  Play competitive games and apply basic principles for attacking and defending.  Use running, jumping, throwing and catching in isolation and in combination | **Changing Me**  My self image  Puberty  Babies: Conception to birth  Boyfriends and girlfriends  Adolescent friendships alternative  Real self and ideal self  The Year ahead |