

Sileby Redlands Community Primary

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Year 6	<p>A Child's War – What was life like for British and Jewish children during WW2?</p> <p>English – Narrative – historical fiction Recount (diary and letters) links to Anne Frank and novel based work Novel based work – Boy in the Striped Pyjamas Goodnight Mr Tom Persuasive writing – propaganda posters, radio broadcasts Poetry – war poems</p> <p>Maths – Maths No Problem</p> <p>Science – Light and Electricity: links to blackouts and air raid sirens. 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 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>		<p>Frozen Kingdom – How do living things survive in the polar regions?</p> <p>English – Biography (explorers) Non-chronological reports (animals) Narrative – adventure Discussion text/debate – Newspaper report on poaching/climate change Historical novel – Call of the Wild</p> <p>Maths – Maths No Problem</p> <p>Science – Polar habitats, animal adaptation, classification of animals and plans and evolution: 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. 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,</p>		<p>Redridge – What made Redridge such an amazing trip?</p> <p>English – Letter of thanks Instructions Narrative – mystery (short stories)</p> <p>Maths – Maths No Problem</p> <p>Science – Human body science day/days. 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</p>		<p>Hola Mexico – Why might people go to Mexico on holiday?</p> <p>English – Poetry – carnival/fiesta</p> <p>Maths – Maths No Problem</p> <p>Science – n/a</p> <p>DT – cooking and evaluating Mexican food. To use market research to inform my plans and ideas. To follow and refine my plans. To justify my plans in a convincing way. To show that I consider culture and society in my plans and designs. I show that I can test and evaluate my products. I can explain how products should be stored and give reasons. I can work within a budget. I can evaluate</p>	

	<p>Associate the brightness of a lamp or the volume of a busser 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 and the loudness of buzzers. Use recognized symbols when representing a simple circuit in a diagram.</p> <p><u>PE – Swimming</u></p> <p><u>DT – build a model Anderson shelter.</u> To follow and refine my plans. To justify my plans in a convincing way. To show that I consider culture and society in my plans and designs. To show that I can test and evaluate my products. I can evaluate my product against clear criteria.</p> <p><u>Computing -Spreadsheets</u></p> <p><u>History – WW2:</u> To place historical events and people from the past societies and periods in a chronological framework. To summarise the main events from a period of history explaining the order of events and what happened. To summarise how Britain had a major influence on the world. To summarise how Britain may have learnt from other countries and civilisations. To identify and explain differences, similarities and changes between different periods of history. To identify and explain propaganda. To describe a key events from Britains past using a range of sources. To describe the features of historical events and way of life from</p>	<p>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.</p> <p><u>PE – Swimming</u></p> <p><u>DT – igloo making?</u></p> <p><u>Computing –</u> Powerpoint</p> <p><u>History – Emigration and exploration in the early 1900’s, polar explorers e.g. Scott of the Antarctic.</u> To place historical events and people from the past societies and periods in a chronological framework. To summarise the main events from a period of history explaining the order of events and what happened. To summarise how Britain had a major influence on the world. To describe a key events from Britain’s past using a range of sources. To describe the features of historical events and way of life from periods I have studied; presenting to an audience.</p> <p><u>Geography - Features of the polar regions:</u> To identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles. To answer questions using a map. To use maps, aerial photographs, plans and e-resources to describe what a locality might be like. To describe how some places might be similar and dissimilar in relation to their human and physical features.</p>	<p>lifestyle on the way their bodies function. Describe the way in which nutrients and water are transported within animals including humans.</p> <p><u>PE –</u></p> <p><u>DT –</u> n/a</p> <p><u>Computing –</u> Scratch</p> <p><u>History –</u> n/a</p> <p><u>Geography - Locating Bude and human/physical features of the area:</u> To use Ordnance Survey symbols and 6 figure grid references. To answer questions by using a map.</p> <p><u>Art –</u> British artists and coastal/seaside art. To use a range of e-resources to create art. To explain the style of my art and how it has been influenced by a famous artist. To</p>	<p>my product against clear criteria.</p> <p><u>Computing – ??</u></p> <p><u>History – Ancient Mayan Civilisations.</u></p> <p><u>Geography - Locate Mexico and human/physical features:</u> To describe how some places are similar and dissimilar in relation to their human and physical characteristics. To identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles. To explain how time zones work and calculate time differences around the world. To name the largest desert region in the world and locate desert regions in an atlas. To use maps, aerial photographs, plans and e-resources to describe what a locality might be like.</p> <p><u>Art – Day of the Dead masks.</u> To explain why I have used different tools to create art. To use a range of e-resources to create art.</p>
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	<p>periods I have studied; presenting to an audience.</p> <p><u>Geography</u> – Locate places involved in WW2 on maps – major countries, cities which were bombed/evacuated etc.</p> <p><u>Art</u> – Blitz pictures, concentration camp artwork.</p> <p><u>Citizenship / Britishness</u> – Remembrance Day. St Andrew’s Day. Queen Elizabeth’s first speech to the nation. I can summarise how Britain has had a major influence on the world. I can summarise how Britain may have learnt from other countries and civilisations historically and more recently. I can describe a key event from Britain’s past using a range of evidence from different sources</p> <p><u>SMSC</u> – Empathising for children and families in the war.</p> <p><u>Music</u> – WW2 wartime songs e.g. Run Rabbit Run, Long Way to Tipperary, Pack Up Your Troubles, Shalom Chaverim (Jewish) – sing them and then write their own wartime song about a topic e.g. the Blitz. To sing in harmony confidently and accurately. To perform parts from memory. To take the lead in a performance. To use a variety of different musical devices in my composition. To analyse features within different pieces of music. To compare and contrast the impact that different composers from</p>	<p><u>Art</u> – Animal sketches, northern lights, Inuit artwork/prints. To explain why I have used different tools to create art. To explain why I have chosen specific techniques to create my art. To use feedback to make amendments and improvement to my art. To use a range of e-resources to create art.</p> <p><u>Citizenship / Britishness</u> – St George’s, St Patrick’s and St David’s Day.</p> <p><u>SMSC</u> – Animal cruelty/testing.</p> <p><u>Music</u> – use instruments to create a soundtrack for either the Northern Lights or an animal.</p>	<p>explain why I have chosen specific techniques to create my art. To explain</p> <p><u>Citizenship / Britishness</u> –</p> <p><u>SMSC</u> – Redridge Warning Zone trip. Cycling proficiency</p> <p><u>Music</u> – <u>Production:</u> To sing in harmony confidently and accurately. To perform parts from memory. To take the lead in a performance.</p>	<p><u>Citizenship / Britishness</u> –</p> <p><u>SMSC</u> – Personal development curriculum.</p> <p><u>Music</u> – <u>Production:</u> To sing in harmony confidently and accurately. To perform parts from memory. To take the lead in a performance.</p>
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