

Year 6- LTP 2021/2022

	Autumn 1 7	Autumn 2 7	Spring 1 7	Spring 2 6	Summer 1 5	Summer 2 7
Science	<u>Animals including humans</u> <ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<u>Living things and their habitats</u> <ul style="list-style-type: none"> <li>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</li> <li>give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	<u>Evolution and Inheritance</u> <ul style="list-style-type: none"> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>			<u>Light</u> <ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>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</li> <li>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</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> <u>Electricity</u> <ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>compare and give reasons for variations in how components function, including the</li> </ul>

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						<p>brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <ul style="list-style-type: none"> <li>• use recognised symbols when representing a simple circuit in a diagram.</li> </ul>
Art/DT	<p><u>Structures - Playground</u></p> <ul style="list-style-type: none"> <li>• Use research to develop and inform the design of innovative, functional and appealing products that are fit for purpose and aimed at particular groups</li> <li>• Generate, develop, model and communicate ideas through discussion and annotated sketches</li> <li>• Investigate and analyse a range of existing products</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	<p><u>Drawing</u></p> <p>Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.</p> <p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple</p>	<p><u>3D</u></p> <p>Work in a safe, organised way, caring for equipment.</p> <p>Secure work to continue at a later date.</p> <p>Model and develop work through a combination of pinch, slab, and coil.</p> <p>Work around armatures or over constructed foundations.</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p> <p>Recognise sculptural forms in the environment: Furniture, buildings.</p>	<p><u>DT</u></p>	<p><u>Painting and Printmaking</u></p> <p><u>Painting</u></p> <p>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <p>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Understanding what works well in their work and why.</p> <p><b>Possible artists: Have opportunity to explore</b></p>	<p><u>DT</u></p>

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	<ul style="list-style-type: none"> <li>Select from and use a wide range of tools and equipment to perform practical tasks</li> <li>Select from and use a wider range of materials and components including construction materials, according to their functional properties and aesthetic qualities</li> <li>Apply understanding of how to strengthen, stiffen and reinforce complex structures</li> </ul>	<p>perspectives in their work using a single focal point and horizon.</p> <p>Develop an awareness of composition, scale and proportion in their paintings.</p> <p><b>Possible artists: Have opportunity to explore modern and traditional artists using ICT and other resources.</b></p> <p><b>Artists: DeGas, Buonarotti, Schiele</b></p>	<p>Confidently carve a simple form.</p> <p>Solve problems as they occur.</p> <p>Use language appropriate to skill and technique.</p> <p><b>Possible artists: Have opportunity to explore modern and traditional arts.</b></p>		<p><b>modern and traditional arts.</b></p> <p><u>Printmaking</u> Demonstrate experience in a range of printmaking techniques.</p> <p>Describe techniques and processes.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p><b>Possible artists: Have opportunity to explore modern and traditional art</b></p>	
MFL						Crash Course - communicate with Secondary schools and teach according to language at school

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RE	<p><b><u>Sikhism:</u></b></p> <p>How do Sikhs show commitment?</p>	<p><b><u>Judaism:</u></b></p> <p>How do Jews remember Kings and Prophets?</p>	<p><b><u>Religion Deep-dive:</u></b> Buddhism</p> <p><i>[suggested: Buddhist temple/ Yogi visitor]</i></p>	<p><b><u>Christianity:</u></b></p> <p>What do Christians believe about Jesus' death and resurrection?</p>	<p><b><u>Comparing religions:</u></b></p> <p>How does growing up bring responsibilities and commitments?</p> <p><i>Part 1</i></p>	<p><b><u>Comparing religions:</u></b></p> <p>How does growing up bring responsibilities and commitments?</p> <p><i>Part 2</i></p>
Computing	<p>Purple Mash Unit 6.2 Online Safety (3 weeks) Unit 6.1 Coding (3 weeks)</p>	<p>Purple Mash Unit 6.1 Coding (3 weeks) Unit 6.4 Blogging (4 weeks)</p>	<p>Purple Mash Unit 6.3 Spreadsheets (5 weeks)</p>	<p>Purple Mash Unit 6.5 Text Adventures (5 weeks)</p>	<p>Purple Mash Unit 6.6 Networks (3 weeks)</p>	<p>Purple Mash</p>
PE	Sports UK Plans	Sports UK Plans	Sports UK Plans	Sports UK Plans	Sports UK Plans	Sports UK Plans
PSCHE/RHE	Healthy Lifestyles	Keeping Safe	Growing and Changing	Healthy Relationships	Feelings and Emotions	Valuing Differences
History		<p><b>Islamic Civilisation-AD900</b></p> <p>When was the civilisation founded? Where was it founded? Why was Baghdad a significant settlement? How has this civilisation influenced the modern world?</p>		<p><b>Migration- post 1066</b></p> <p>What contribution has migration brought to the UK? Where have people migrated from? Why did they choose to come to Britain? Does it still happen today?</p>	<p><b>WW2-post 1066</b></p> <p>Overview What was the second world war? When did it happen? Where did it happen?</p>	<p><b>WW2-post 1066</b></p> <p><b>Homefront</b> How was Britain impacted by the war? (The Blitz, Battle of Britain, rationing, evacuees and Kindertransport)</p> <p><b>Changing role of women?</b></p>

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						<p>What did women do before the war began?</p> <p>Why did their role change?</p> <p>What were the consequences of the war for women?</p> <p>(before the war-voting rights, equal pay, equal treatment)</p>
Geography	Fieldwork Study		<p><b>Place Knowledge</b></p> <p>Compare a region of the UK, a region in an EU country, and region of North or South America</p>		<p><b>Rainforest</b></p> <p>describe and understand key aspects of: physical geography, including: biomes and vegetation belts</p>	