

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"> 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. 	<u>Living things and their habitats</u> <ul style="list-style-type: none"> 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. 	<u>Evolution and Inheritance</u> <ul 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 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. 			<u>Light</u> <ul 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. <u>Electricity</u> <ul 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

Year 6- LTP 2021/2022

						<p>brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <ul style="list-style-type: none"> • use recognised symbols when representing a simple circuit in a diagram.
Art/DT	<p><u>Drawing</u> 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 - Clay</u> Work in a safe, organised way, caring for equipment.</p> <p>Secure work to continue at a later date. 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>	<u>DT – Mechanical Systems</u>	<p><u>DT - Structures - Playground</u> Use research to develop and inform the design of innovative, functional and appealing products that are fit for purpose and aimed at particular groups</p> <p>Generate, develop, model and communicate ideas through discussion and annotated sketches</p> <p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Select from and use a wide range of tools and equipment to perform practical tasks</p> <p>Select from and use a wider range of materials and components including</p>	<p><u>Art - Painting</u> 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. Possible artists: Have opportunity to explore modern and traditional arts.</p>	<u>DT – Cooking and Nutrition</u>

Year 6- LTP 2021/2022

	<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>Possible artists: Have opportunity to explore modern and traditional artists using ICT and other resources.</p> <p>Artists: DeGas, Buonarotti, Schiele</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>Possible artists: Have opportunity to explore modern and traditional arts.</p>		<p>construction materials, according to their functional properties and aesthetic qualities</p> <p>Apply understanding of how to strengthen, stiffen and reinforce complex structures</p>	<p><u>Printmaking</u></p> <p>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>Possible artists: Have opportunity to explore modern and traditional art</p>	
MFL						<p>Crash Course - communicate with Secondary schools and teach according to language at school</p>

Year 6- LTP 2021/2022

RE	<p><u>Sikhism:</u></p> <p>How do Sikhs show commitment?</p>	<p><u>Judaism:</u></p> <p>How do Jews remember Kings and Prophets?</p>	<p><u>Religion Deep-dive:</u></p> <p>Buddhism</p> <p><i>[suggested: Buddhist temple/ Yogi visitor]</i></p>	<p><u>Christianity:</u></p> <p>What do Christians believe about Jesus' death and resurrection?</p>	<p><u>Comparing religions:</u></p> <p>How does growing up bring responsibilities and commitments?</p> <p><i>Part 1</i></p>	<p><u>Comparing religions:</u></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 Quizzing (5 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>Islamic Civilisation- AD900</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>Migration- post 1066</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>WW2-post 1066</p> <p>Overview What was the second world war? When did it happen? Where did it happen?</p>	<p>WW2-post 1066</p> <p>Homefront How was Britain impacted by the war? (The Blitz, Battle of Britain, rationing, evacuees and Kindertransport)</p> <p>Changing role of women?</p>

Year 6- LTP 2021/2022

						<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			<p>Place Knowledge</p> <p>Compare a region of the UK, a region in an EU country, and region of North or South America</p>		<p>Rainforest</p> <p>describe and understand key aspects of: physical geography, including: biomes and vegetation belts</p>	