

Y6 Long term Curriculum plan

	Autumn Term Disasters	Spring Term Treasure Hunters	Summer Term Benin
Science	<p>Animals including humans identify and name the main parts of the human circulatory system</p> <p>recognise the impact of diet, exercise, drugs and lifestyle</p> <p>Living things and their habitats</p> <p>Classification</p> <p>Reproduction in plants and animals</p>	<p>Light Explain how light travels in straight lines, how this affects seeing and shadows</p> <p>Electricity Look at circuits, effect of voltage in cells and resistance and conductivity of materials</p>	<p>Evolution And Inheritance Look at resemblance/difference in offspring Look at changes in animals over time Look at adaptation to environment</p>
Geography	<p>Locational knowledge Greenwich Meridian, time zones, including day and night (links with maths)</p> <p>Human and physical geography Study of volcanoes and earthquakes across the world continents</p> <p>In depth studies- Indonesian tsunami, New Zealand earthquake, Flooding, Pakistan and Somerset</p>	<p>Human and physical geography types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Link to Egypt- How Nile was used during ancient times and present day</p> <p>Geographical skills and fieldwork use 8 points of a compass, grid references, symbols and keys to build knowledge of UK and world record human and physical features in local area (standon bowers).</p>	<p>Locational knowledge Locate Benin and identify its neighbouring countries.</p> <p>Human and physical geography Sustainable travel programme- travelling the globe with eco awareness-national geographic.</p> <p>Describe and identify climate zones- arctic/Mediterranean and desert climates. Compare Benin's climate with Canada (links with french).</p>
History	<p>Not a history based topic- links with Titanic theme during autumn 1.</p>	<p>Early Civilisation In depth study of Ancient Egypt the achievements of</p>	<p>A non-European society contrasting with British history a non-European society</p>

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		the Egyptians- links to geography- farming, engineering, number and writing systems etc	that provides contrasts with British history – Benin (West Africa) c. AD 900-1300.
DT	<p>Cooking and nutrition prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Christmas spiced fruit bread Design, Make, Evaluate, Technical Knowledge understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>design a shelter providing protection from a natural disaster- use hot glue guns, hacksaws, sanding</p>	<p>Design, Make, Evaluate, Technical Knowledge use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose</p> <p>Use tools and equipment to perform practical tasks</p> <p>Design and make metal detectors Link with science- use circuits in these models with buzzers</p>	<p>Design, Make, Evaluate, Technical Knowledge use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose</p> <p>use wide range of materials including textiles</p> <p>make an African wall hanging- sewing skills Link with art- African mask making</p>
MFL *all 3 skill areas run across the 3 terms through topic areas taught in each term	<p>Listening, exploring and speaking</p> <p>The World Understanding and naming countries and continents, rivers and mountains</p>	<p>Understanding and communication</p> <p>Money Understanding quantities, including money au café/au supermarche</p>	<p>Applying and developing fluency</p> <p>My town Describing my town, asking for directions, making statements and asking questions</p>

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Art	Produce create work, exploring ideas, recording experiences to create sketch books to record their observations and use them to review and revisit ideas	Become proficient in a range of techniques to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Understand historical and cultural development of art forms by great artists To learn about great artists, architects and designers in history.
Music	Play and perform play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Create and compose improvise and compose music for a range of purposes using the inter-related dimensions of music	Listen and rehearse sounds accurately listen with attention to detail and recall sounds with increasing aural memory Patterns: Use and apply musical notation use and understand staff and other musical notations	Listening to and appreciate a range of music appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Music over time develop an understanding of the history of music
PE	Acquiring and developing skills develop running, throwing, catching, hitting skills in games- Invasion Games, ASM to deliver first half term Football, hockey, basketball Evaluating and improving performance compare performance with previous ones and demonstrate improvement to achieve personal best Knowledge and understanding	Selecting and applying skills, tactics and compositional ideas develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics Evaluating and improving performance compare performance with previous ones	Selecting and applying skills, tactics and compositional ideas perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team Evaluating and improving performance

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	<p>of fitness and health be physically active for sustained periods of time</p> <p>Games</p>	<p>and demonstrate improvement to achieve personal best</p> <p>Knowledge and understanding of fitness and health be physically active for sustained periods of time</p> <p>Gymnastics</p>	<p>compare performance with previous ones and demonstrate improvement to achieve personal best</p> <p>Knowledge and understanding of fitness and health be physically active for sustained periods of time</p> <p>Dance</p>
PSHE	Health and wellbeing	Relationships	Living in the wider world
ICT	<p>E-Safety and Digital Literacy</p> <p>Describe how search engines find and store data; use search engines effectively; use technology safely and securely</p> <p>Talking Safely Online Keeping personal information private</p> <p>Super Digital Citizen</p> <p>Working together</p> <p>Privacy Rules</p> <p>What are secure websites?</p> <p>What's Cyberbullying?</p> <p>What is it and how to deal with it?</p> <p>Selling Stereotypes</p> <p>How the media sells</p>	<p>Programming</p> <p>Use sequence, selections and repetitions in programs; work with variables and various forms of input and output</p> <p>Design and write programs including controlling or simulating physical systems</p> <p>Scratch</p>	<p>Information and Communication Technology</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>It's a dogs life</p> <p>ENTRUST- where the internet lives</p>

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