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| Year | **Autumn Term** | **Spring Term** | **Summer Term** |
| 6 | **The Mayans and****Evesham** | **Walls and Barricades** | **Coasts** |
| English | Longer established stories mystery, humour, sci-fi, historicalPoetrySignificant authorsInformation leafletDiscussion textsJournalistic writingDiaries and lettersGrammar/ spelling and punctuation | SATs FocusPersuasive writing PoetryNarrative Classic FictionAutobiography and biographyDiaries’ journals, lettersGrammar/Spelling/Punctuation | Play scriptsNarrativeExplanationsNon chronological reportsPoetry kennings, limericks, riddles, cinquainGrammar/ Spelling/ Punctuation |
| Specific vocab. | Informal/formal speechSynonyms and antonymsPassiveSubjunctive formCohesive devicesEllipsisBullet pointsHyphensParenthesis |
| MathsAll taught and completed by February half Term when revision and consolidation begins | Number and place value addition, subtraction, multiplication and divisionFractions decimals and percentagesRatio and proportionAlgebraMeasuresProperties and shapesGeometryStatistics |
| History | Mayan Civilisation, Evesham in Victorian times |
| To understand how archaeologists and historians find out about the pastTo compare and contrast Ancient Maya with modern society and other historical societiesTo arrange events from Ancient Maya in chronological orderTo understand that different cultures throughout history have used different number systemsTo be able to represent numbers using the Maya number systemTo know some of the achievements of the Ancient MayaTo critically evaluate the importance of these achievements Children to use a variety of sources to establish what life was like when Hadrian’s Wall was built. Children to investigate the rise of The Berlin Wall. The children will show an understanding of how events escalate and how lives are affected by rapid change.Children to create fact files demonstrating their knowledge of significant walls in history.Children to create timelines to order the significant event in the life of Nelson Mandela. |
| Geography | Coasts, Walls and Barricades |
| Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major citiesidentify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and wateruse maps, atlases, globes and digital/computer mapping to locate countries and describe features studieduse the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world |
| Science | ElectricityChanging Circuits – identifying power differencesAll that I amLight – travels in straight lines. Light travels from a light source. How shadows are formed. | Living Things and their habitatsClassification how animals are classifies according to their broad groups. To observe common characteristics based on similarities and differences, including micro-organisms, plants and animals.Give reasons for classification.Evolution and inheritance- living things have changed over time and that fossils provide information about how the world was inhabited millions of years ago. | Animals including humansCirculatory system function of the heart, blood vessels, and blood.Recognise the impact of diet, exercise, drugs and lifestyle.How nutrients and water are transported |
| DT | Prepare a Mayan banquet | Sewing a cross stitchDesigning and making a cushion | Build a castle using Kapla, Lego or Knex {descrete} |
| Art | PeopleSculptureSignificant artists focus on skills and techniquesCollage workMake a Mayan maskLearn about great artists and designers | SewingPrintingFabric textiles and batikTextiles – samplersGraffiti art | Painting using different techniquesSeascapesDigital media |
| PE | Gym Dance Games  | Gym Dance Games | Games Athletics  |
| Music | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments. Improvise and compose. Listen with attention to detail.Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians |
| PSHE | Personal developmentAll that I amE-safety 2 week focus September | Managing ChangeDealing with bulliesParliament and democracy | Fund raising IOWMaking good choicesMoving On |
| Computing | Multimedia presentationsInternet research,Controlling devices | Databases and interpret informationE-mail  | Multimedia presentationsInternet research |
| MFL  | SpanishBasic vocabulary, songs and poems and rhymes. | SpanishAccurate pronunciation and intonation, broaden vocabulary. | SpanishSpeak in sentences recognising phrases. |
| RE | The people and livesSeptember 4th – October 17th | PrayerJanuary 12th –February 16th | Baptism and Confirmation1st June – 19th July |
| The followers of JesusNovember 3rd – 21st | Mary and other saintsSt. Chad visit | Our ChurchApril 20th – 22nd May |
| Advent November 24th – Friday 12th  | Lent 16th February- 21st March |
| Christmas 15th December -19thJanuary 9th | Easter April 13th- 24th | Mary and other saintsMary Assembly 18th May -22nd May |
| Mary and other saints October 6th- 10th | Holy Week 23rd March – April end of term |
| Trips | Local study visit | St. Chad’s | Isle of WightBroadway ParkHouses of Parliament |