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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, historical  Poetry  Significant authors  Information leaflet  Discussion texts  Journalistic writing  Diaries and letters  Grammar/ spelling and punctuation | SATs Focus  Persuasive writing  Poetry  Narrative Classic Fiction  Autobiography and biography  Diaries’ journals, letters  Grammar/Spelling/Punctuation | Play scripts  Narrative  Explanations  Non chronological reports  Poetry kennings, limericks, riddles, cinquain  Grammar/ Spelling/ Punctuation |
| Specific vocab. | Informal/formal speech  Synonyms and antonyms  Passive  Subjunctive form  Cohesive devices  Ellipsis  Bullet points  Hyphens  Parenthesis | | |
| Maths  All taught and completed by February half Term when revision and consolidation begins | Number and place value addition, subtraction, multiplication and division  Fractions decimals and percentages  Ratio and proportion  Algebra  Measures  Properties and shapes  Geometry  Statistics | | |
| History | Mayan Civilisation, Evesham in Victorian times | | |
| To understand how archaeologists and historians find out about the past  To compare and contrast Ancient Maya with modern society and other historical societies  To arrange events from Ancient Maya in chronological order  To understand that different cultures throughout history have used different number systems  To be able to represent numbers using the Maya number system  To know some of the achievements of the Ancient Maya  To 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 cities  identify 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 water  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  use 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 | Electricity  Changing Circuits – identifying power differences  All that I am  Light – travels in straight lines. Light travels from a light source.  How shadows are formed. | Living Things and their habitats  Classification 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 humans  Circulatory 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 stitch  Designing and making a cushion | Build a castle using Kapla, Lego or Knex {descrete} |
| Art | People  Sculpture  Significant artists focus on skills and techniques  Collage work  Make a Mayan mask  Learn about great artists and designers | Sewing  Printing  Fabric textiles and batik  Textiles – samplers  Graffiti art | Painting using different techniques  Seascapes  Digital 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 development  All that I am  E-safety 2 week focus September | Managing Change  Dealing with bullies  Parliament and democracy | Fund raising IOW  Making good choices  Moving On |
| Computing | Multimedia presentations  Internet research,  Controlling devices | Databases and interpret information  E-mail | Multimedia presentations  Internet research |
| MFL | Spanish  Basic vocabulary, songs and poems and rhymes. | Spanish  Accurate pronunciation and intonation, broaden vocabulary. | Spanish  Speak in sentences recognising phrases. |
| RE | The people and lives  September 4th – October 17th | Prayer  January 12th –February 16th | Baptism and Confirmation  1st June – 19th July |
| The followers of Jesus  November 3rd – 21st | Mary and other saints  St. Chad visit | Our Church  April 20th – 22nd May |
| Advent November 24th – Friday 12th | Lent 16th February- 21st March |
| Christmas 15th December -19th  January 9th | Easter April 13th- 24th | Mary and other saints  Mary 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 Wight  Broadway Park  Houses of Parliament |