Chancellor Park Primary School – Year 6

Subject	Autumn Topic: In the beginning	IDEAS	Spring Topic: Anglo-Saxons	IDEAS	Summer Topic:Field Exploration	IDEAS
Science	Evolution and Living things and their habitats **Sc6/1 Working Scientifically** During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: Sc6/1.1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Sc6/1.2 taking	Link living things to Evolution and adaptation.	Light and Electricity **Sc6/4.1 Light** Sc6/4.1a recognise that light appears to travel in straight lines Sc6/4.1b 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 Sc6/4.1c 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	Light and Electricity	Animals including humans **Sc6/2.2 Animals including humans** Sc6/2.2a identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Sc6/2.2b recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Sc6/2.2c describe the ways in which nutrients and water are	

	measurements, using a range of scientific equipment, with increasing accuracy and precision Sc6/1.3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs Sc6/1.4 using test results to make predictions to set up further comparative and fair tests Sc6/1.5 using simple models to describe scientific ideas Sc6/1.6 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of		Sc6/4.1d use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them **Sc6/4.2 Electricity** Sc6/4.2a associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Sc6/4.2b compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches		transported within animals, including humans.	

	results, in oral and written forms such as displays and other presentations Sc6/1.7 identifying scientific evidence that has been used to support or refute ideas or arguments. **Sc6/2.1 Living Things and their habitats** Sc6/2.1a 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 Sc6/2.1b give reasons for classifying plants and animals based on specific characteristics.		Sc6/4.2c use recognised symbols when representing a simple circuit in a diagram.		

	Sc6/2.3 Evolution Sc6/2.3a recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Sc6/3.2b recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Sc6/2.3c identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.				

Geography	The prime Greenwich meridian and different time zones(including day and night)	Link to maths and calculating time zones using addition and subraction	Human and physical geography Ge2/1.3b describe and understand key aspects of 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	Linked to Viking and Anglo-Saxon invasions and their use of land	Geographical skills and fieldwork Ge2/1.4c use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Own project on local area
History	Victorians	Famous Victorians linked to Evolution e.g. Darwin, Mary Anning etc.	Anglo –Saxons and Vikings **Hi2/1.4 Anglo-Saxons & Vikings** Pupil should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor *Viking raids and*		Local history **Hi2/2.1 Local History** Pupils should be taught about an aspect of local history *a depth study linked to one of the British areas of study listed above* *a study over time tracing how*	Own project on local area

			invasion *resistance by Alfred the Great and Athelstan, first king of England* *further Viking invasions and Danegeld* *Anglo-Saxon laws and justice* *Edward the Confessor and his death in 1066*		*several aspects of national history are reflected in the locality (this can go beyond 1066)* *a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.*	
Computing	**We are app planners** understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration -use search technologies effectively, appreciate	Linked to fossil hunting-Mary Anning	**We are market researchers** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,	Linked to Anglo-Saxons and Vikings and where they come from and what these countries are like now.	**We are app developers** design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and	Linked to local area study to use App for locations in local area or tourist info guide.

	how results are selected and ranked, and be discerning in evaluating digital content -select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information -work with variables and various forms of input and output **We are project managers** -solve problems by decomposing them into smaller parts . -select, use and		evaluating and presenting data and information -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **We are interface designers** design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with variables and various		repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs -select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information **We are marketers** -understand	

	combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. -be discerning in evaluating digital content -use logical reasoning to explain how some simple algorithms work and to detect and		forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs -select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information -be discerning in evaluating digital content -recognise acceptable/unacceptable behaviour -		computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,	

	correct errors in algorithms and programs				evaluating and presenting data and information - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	
Design and Technology	Toy making- **DT2/1.1 Design** DT2/1.1a use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups DT2/1.1b generate, develop, model and communicate their	Evolution of toys	**DT2/1.1 Design** DT2/1.1a use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups DT2/1.1b generate, develop, model and communicate	Making an Anglo-Saxon village and bread making-	Cooking and nutrition-**DT2/2.1 Cooking & Nutrition** DT2/2.1a understand and apply the principles of a healthy and varied diet DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a	Develop their own food for consumption at Summer Fayre.

	ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **DT2/1.2 Make** DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities		their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **DT2/1.2 Make** DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional		healthy and varied diet DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients Taste a range of	

	DT2/1.3 Evaluate DT2/1.3a investigate and analyse a range of existing products DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work DT2/1.3c understand how key events and individuals in design and technology have helped shape the world **DT2/1.4 Technological Knowledge** DT2/1.4a apply their understanding		properties and aesthetic qualities **DT2/1.3 Evaluate** DT2/1.3a investigate and analyse a range of existing products DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work DT2/1.3c understand how key events and individuals in design and technology have helped shape the world **DT2/1.4 Technological**		ingredients and food items to develop a sensory food vocabulary for use when designing. Weigh and measure using scales independently. Cut and shape ingredients using appropriate tools and equipment eg. Grating. Join and combine food ingredients appropriately e.g. beating and rubbing in. Decorate appropriately. Work safely and hygienically.	

	of how to strengthen, stiffen and reinforce more complex structures DT2/1.4b understand and use mechanical systems in their products DT2/1.4c understand and use electrical systems in their products DT2/1.4d apply their understanding of computing to programme, monitor and control their products.		**Knowledge** DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures DT2/1.4b understand and use mechanical systems in their products DT2/1.4c understand and use electrical systems in their products DT2/1.4d apply their understanding of computing to programme, monitor and control their products. **DT2/2.1 Cooking & Nutrition**		

			DT2/2.1a understand and apply the principles of a healthy and varied diet			
			DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet			
			DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and			

			combine ingredients; adapting and using their own recipes] DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients Taste a range of ingredients and food items to develop a sensory food vocabulary for use when designing. Weigh and measure using scales independently. Cut and shape ingredients using appropriate tools and equipment eg. Grating. Join and combine food ingredients appropriately e.g. beating and rubbing in. Decorate			

			appropriately. Work safely and hygienically.			
Art	Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials Ar2/1.3 about great artists, architects and designers in history. Printing-investigate and simple stencils To investigate and use colour,shape and pattern to create borders or central motifs. Use symmetry to create half an image and print to make a full image.	Victorian Christmas cards Victorian architects, Brunel etc.	to understand difference between portrait and self portrait and use the proper proportions of a face when drawing. To alter an image by using distortion and reflection Collage-Work from second hand observation	Weaving	Painting-Explore colour groups and contrasts including complimentary and harmonious colours. To explore how cold colours recede(good for backgrounds) and warm colours are prominent in pictures(good for foreground) Investigate line, colour, shape, pattern by working in the style of another artist.	Landscapes of local area
Music	Play simple pieces and accompaniments, from musical patterns	Based on music hall during Victorian period	Use sounds to achieve intended effect and recall	Great composers and how music was used during Viking	Sing, play and perform music, using their voices	Summer play for all children and a week or two project on

	by ear and and from musical notation with skill and control. Improve and record their compositions (improvised and planned) using musical symbols and notation where appropriate. Listen to others performances and critique.		sounds from increasing aural memory, having listened in detail, appreciated and understood a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.	and Anglo-Saxon period.	and playing musical instruments with increasing accuracy, fluency,control and expression, in a grou and as a soloist. In two parts, rounds and several parts. Develop an understanding of music.	the history of music.
Physical Education	Dance Perform with clear intention and meaning Perform set patterns with knowledge and understanding of their meaning Work collaboratively with small and large groups Comment upon appropriate actions Value the contributions that dance makes to different cultures Explore, improvise and combine movement ideas	Dance	Gymnastics – To understand and identify counter-balance and counter-tension To demonstrate counter-balance and counter-tension in twos to show changes in shape, level and body parts used To work in pairs to construct, practice and evaluate and improve the composition and quality of a sequence To adapt and		Dance Explore, improvise and combine movement ideas fluently and effectively. Create and structure phrases and sections of a dance. Begin to use basic compositional principles when creating dances. Evaluate, refine and develop their own and others work. Perform with expression and show clear understanding of the dance.	Dance

	fluently and effectively		transfer a sequence onto apparatus		Demonstrate initial movement
	Begin to use basic compositional principles when creating dances		To travel over and under shapes with a partner, with or without contact.		responses. Demonstrate ability to translate ideas into symbolic
	Prepare effectively for dancing		To extend their skills to travel over a moving base.		meaning. demonstrate the
	Work creatively and imaginatively with a partner and on their own		To work co-operatively with a partner to design a sequence which		ability to change and vary the space and use of dynamics.
	Perform expressively and sensitively to accompaniment		shows variations in shape, speed, direction and evaluate it's		Understand the cultural context of the dance.
	Perform dances fluently and with control		effectiveness. to travel		
	Observe their own and others dances to evaluate		rhythmically and develop timing with a partner or small groups		
	Warm up and cool down independently		synchronisation and canon.		
			To adapt and develop movement and skills and work co-operatively with a partner or small group.		
			To extend their understanding and		

			use of levels, speed and pathways. To understand the compositional principles of sequencing and recognise when they are absent.			
Physical Education	Games To combine and perform skills more fluently and implement these in kicking and invasion games To understand and apply a range of tactics for attck and defence To evaluste their own and others workand suggest ways to improve it. To understand the need to prepare properly for games. To develop consistency in their striking and fielding games skills To select new skills in a game situation appropriately	Games –striking and fielding games	Games To play small-sided and modify the versions of wll/net games. To develop a range and consistency of their skills. To use and adapt rules, strategies and tactics, with the knowledge of basic principles of attack and defence. To evaluate performance and explain what needs to be improved.	Games	Athletics To increase the number of techniques and develop consistency. To choose appropriate techniques for specific events. To understand the basic principles of warming up. To evaluate their own and others work and suggest ways to improve it. To understand why exercise is good for fitness, health and well-being.	Athletics

	To play a wide range of striking and fielding games and transfer common principles To recognise strengths and weaknesses in their own performances.				
French	Listen attentively to spoken language and show understanding by joining in and responding Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Present ideas and information orally to a range of audiences Read carefully and show understanding of words, phrases and simple writing Write phrases from memory, and adapt these to create new sentences, to express ideas clearly		Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Speak in sentences, using familiar vocabulary, phrases and basic language structures Appreciate stories, songs, poems and rhymes in the language Describe people, places, things and actions orally* and in writing		Listen attentively to spoken language and show understanding by joining in and responding Present ideas and information orally to a range of audiences Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
Religious Education	Humanism and Christianity	Essex guidance for R.E.	Buddhism and Hinduism	Essex guidance for R.E.	Non-European study-	Study of Early Islamic civilisation

	ask and answer questions about groups I belong to and why they are important for me give simple explanations of why Christians go to church and the things they do there describe why it is important for Christians to go to church describe how Christians remember Jesus when they share bread and wine talk about the fact that Christians have a creed stating what they believe describe why it is important for Christians to recite their creed recognise some of the main beliefs held by Christians and explain how these make a difference to their lives describe my own beliefs and compare		identify religious objects and symbols. describe different ways in which religious beliefs are expressed through symbols and artefacts. (Buddhist shrine) say what different forms of religious expression e.g. artefacts mean say what different forms of religious expression mean say how the lives of religious people are affected by their religion (Middle Way' and the 'Noble Eight-fold Path') say how people's ideas and beliefs affect what they do in their lives, applying this to myself and others ask important questions about religion and beliefs and compare my ideas with those of		compare some of the places that are important to me and to others and describe why they are important recognise the importance of Makkah for Muslims and say why it is important explain how Muhammad's connection with the Ka'bah has made it a sacred building for Muslims compare pilgrimage in Islam with pilgrimage in other world religions and describe why pilgrimage is important describe why a particular person acts as a role model for me and explain the impact they have on my life. describe some of the different aspects of the Hajj and why it is important for	

					describe how Muslims express their beliefs by taking part in the Hajj. explain the impact of the Hajj on Muslim beliefs. say how Muslim ideas and beliefs affect what they do in their lives describe why Hajj is especially rewarding for believers even though it is very challenging.	