

Year 6 Long Term Plan

	Autumn Term		Spring term		Summer term	
Topic	World War Two (History Topic) May continue this topic for a term.	Dinosaurs and Fossils (Science Topic)	Comparing People and Places (Geography Topic)	Fair Trade (Geography Topic) Link to the Fair Trade Fortnight	Earth Matters (Geography/ Science Topic)	The Mystical Maya (History Topic)
English See English mid-term planning for additional detail of spelling and grammar objectives.	See Mid-term planning for objectives					
	<p>3 pieces of independent writing to be completed a half term.</p> <p>Autobiography– Read extracts from “Chinese Cinderella” the autobiography of Adeline May – write our own autobiographies (1 week)</p> <p>Fiction - The Boy in Striped Pyjamas – class book for this half term (may extend onto next half term). Complete lots of writing linked to it – diary entries, letters, persuasive letters, stories, flashbacks, playscript, journalistic writing – consider how it would be reported on in other countries (5 weeks)</p> <p>Biography – linked to The Diary of Anne Frank (1 week)</p> <p>War Poetry – write a class poem about Dunkirk. Ensure that the children are given the chance to memorise and perform a poem linked to World War II (1 week) – teach in</p>	<p>3 pieces of independent writing to be completed a half term.</p> <p>Choral or performance poems Using a range of poems, chn identify features of good narrative performance poems. Discuss how a range of fairy tales could be re-told as poetry and then write own versions (2 weeks)</p> <p>Formal Impersonal Writing – flanimals and plants – how imaginary animals are adapted to their environment – could write about dinosaur species (non-chronological reports) (2 weeks)</p> <p>Stories with Flashbacks Using the Harry Potter books by J.K. Rowling, chn explore different forms of flashback and identify its various functions. They then create a flashback in the form of a Pensieve memory (3 weeks) If possible read a Harry</p>	<p>5 pieces of independent writing to be completed a half term.</p> <p>Modern Classic Fiction The Eighteenth Emergency by Betsy Byers – read as class text this half term. Children will study classic narrative fiction. Using The Eighteenth Emergency by Betsy Byers, they will look at the differences between literal and inferred information. They will examine how the author modifies their language to change the emphasis in writing, using adverbials and modal verbs. The children will then use these features of language to plan and write detailed stories of their own (2 weeks)</p> <p>Non-fiction: Persuasive/ Information leaflets – Children analyse and discuss the features of persuasive leaflets across different genres. Children produce Dream Day Out leaflet. Children produce a persuasive leaflet linked to a school</p>	<p>5 pieces of independent writing to be completed a half term.</p> <p>Tales from Other Cultures – Link to cultures looked at in Fair Trade Topic if possible Use Animated Tales and written stories from The Arabian Nights to inspire chn to re-write Ali Baba and the Forty Thieves from a different point of view and to create a playscript based on a Sinbad story. Introduce chn to the Tales of Nasrettin Hoca. Chn write a tale of their own. (3 weeks).</p> <p>Argument (1 weeks) – Should children have to wear a school uniform?</p> <p>Classic Fiction - The Jungle Book – read as class text on Ipad this half term. Write non-chronological report about animals features in the text. Write diary entries from character’s point of view. Write travel brochures about the rain forest. Newspaper article about event in the</p>	<p>5 pieces of independent writing to be completed a half term.</p> <p>Fiction and Playscripts – Macbeth – discuss the language of Shakespeare. Complete writing compared to different sections of the text. Recount, persuasive writing, journalistic report, playscript. Ensure the children are given the opportunity to act out sections of the play. The look at The Tempest and compare the two plays (4 weeks).</p> <p>Persuasive Writing The Tin Forest by Helen Wood & Wayne Anderson Dinosaurs and all that Rubbish by Michael Foreman Eco-Wolf and the Three Pigs by Laurence Anholt Compare their informal language with formal texts. Write a persuasive</p>	<p>Focus of independent writing to be decided based on what areas the children need to focus on in particular in the run up to teacher assessment being submitted.</p> <p>Poet Study – Emily Dickinson Reading a selection of Emily Dickinson's poems, children explore figurative language and poetic devices. Children read and write poetry, investigate personification through drama and drawing, make careful observations of nature and research the life and works of Dickinson. (2 weeks)</p> <p>Fiction – significant authors - Phillip Pullman – compare the book and film opening of Northern Lights. Use Clockwork to inspire both graphic novels and film scripts (2 weeks). Read a Phillip Pullman text as the class book this half-term.</p>

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	<p>history lessons</p> <p>Independent writing:</p> <ol style="list-style-type: none"> Recount of Robin Wood Story linked to The Boy in the Striped Pyjamas. Newspaper report about an imaginary school event. <p>Ensure lots of writing opportunities in history and science topic. e.g. letter to Anne Frank, biography of Winston Churchill, letter from evacuee etc.</p>	<p>Potter book as the class book this term.</p> <p>Independent writing:</p> <ol style="list-style-type: none"> Story with a flashback. Non-chronological report about a dinosaur that they have researched in detail. Diary entry – link to Harry Potter. <p>Ensure lots of writing opportunities science/ topic</p> <p>Explanation texts about how fossils are formed. Create a short film about an aspect of dinosaur behaviour</p>	<p>event/ visiting local area. (2 weeks).</p> <p>Free Form Poetry Chn investigate a range of free-form poetry. They revise the use of verbs, adverbs, and adjectives in producing exciting and descriptive language. They consolidate the skills needed to write effective poetry, including those of rhyme, alliteration, assonance, onomatopoeia and metaphor. They will bring their skills together to write their own emotive free-form poem. (1 week)</p> <p>Independent writing:</p> <ol style="list-style-type: none"> Persuasive letter – persuading Ms Shaw to allow year 6s to have special privileges. Descriptive writing – BFG clip – focus on us of figurative language. Free form poetry – season of the children’s choice. Story – 	<p>text.</p> <p>Independent writing:</p> <ol style="list-style-type: none"> Discussion text – should eleven year old children be able to go to the park on their own. Description of a scene in The Jungle Book. Story set in another culture. Book review about The Jungle Book. Newspaper article – school event <p>Ensure lots of writing opportunities science/ topic: Persuasive letter – why we should buy fair trade produces. Explanation text – from sugar cane to sugar. Argument - Should supermarkets only sell fair trade topics?</p>	<p>letter, short story + blurb & hold a debate (2 weeks).</p> <p>Independent writing: Focus on comprehension and skills and SATs preparation in English lessons and use the pieces inspired by Macbeth as independent writing.</p> <p>Ensure lots of writing opportunities science/ topic: Story of famous mountain expedition – Bear Grylls/ Sir Edmund Hillary – including flashbacks if possible – chd to perform own compositions focusing on intonation Journalistic writing – natural disasters Explanation texts – how natural disasters occur Write David Attenborough style commentaries of natural phenomena</p>	<p>Ensure lots of writing opportunities science/ topic: Opportunities for other writing: Production work – write reviews, create advertising leaflets, journalistic reports about the production. Children to produce information booklets about Mayan Civilisation</p>

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			<p>trapdoor inspiration.</p> <p>5. Recount – significant school event/ school trip</p> <p>Ensure lots of writing opportunities in science/ topic</p> <p>Create a pitch to a panel about local area. Travel brochure of other area studied. Non-chronological report about a location.</p>			
Mathematics	Ongoing Year 6 Mathematics Objectives – see maths MT planning.					
Science	<p>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:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments <p>Notes and guidance (non-statutory)</p> <p>Pupils in years 5 and 6 should use their science experiences to: explore ideas and raise different kinds of questions; select and plan the most appropriate type of scientific enquiry to use to answer scientific questions; recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. They should use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment.</p> <p>They should make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them; choose the most appropriate equipment to make measurements and explain how to use it accurately. They should decide how to record data from a choice of familiar approaches; look for different causal relationships in their data and identify evidence that refutes or supports their ideas. They should use their results to identify when further tests and observations might be needed; recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact.</p>					

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	They should use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time.					
	<p>Animals including Humans Statutory guidelines Pupils should be taught to: 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.</p> <p>Notes and guidance (non-statutory) Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function. Pupils</p>	<p>Evolution and Inheritance Statutory guidelines Pupils should be taught to: 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.</p> <p>Notes and guidance (non-statutory) Building on what they learned about fossils in the topic on rocks in year 3, pupils should find out more about how living things on earth have changed over time. They should</p>	<p>Living Things and their Habitats Statutory guidelines Pupils should be taught to: 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.</p> <p>Notes and guidance (non-statutory) Pupils should build on their learning about grouping living things in year 4 by looking at the classification system in more detail. They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found</p>	<p>Electricity Statutory guidelines Pupils should be taught to: 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 brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram.</p> <p>Notes and guidance (non-statutory) Building on their work in year 4, pupils should construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors. They should learn how to represent a simple circuit in a diagram using</p>	<p>Light Statutory guidelines Pupils should be taught to: 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 ideas that light travels in lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Notes and guidance (non-statutory) Pupils should build on the work on light in year 3, exploring the way that light behaves, including light sources, reflection and shadows. They</p>	<p>Human Reproduction and Relationships Biology Looking at: Similarities and differences between humans and animals. Similarities and differences between people living in Britain – multiculturalism Establish ground rules. Revise life cycles of butterflies and frogs. Discuss reasons for reproduction and animals facing extinction. Use text Flour Babies. Look at development of babies and shape changes between adult and baby. Look at physical and emotional changes that take place during puberty. Look at life choices, relationships and marriage customs in different cultures. Look in more detail and human fertilisation and pregnancy.</p>

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	<p>should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p> <p>Link to topic – the impact of warfare on health – how substances can be harmful to the human body</p>	<p>be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution. Note: at this stage, pupils are not expected to understand how genes and chromosomes work. Pupils might work scientifically by: observing and raising questions about local animals and how they are adapted to their</p>	<p>invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another. Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification. Pupils might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.</p> <p>Link to topic – animals and plants found in the local habitat and in other habitats studied such as the Alps and the Grand Canyon.</p>	<p>recognised symbols. Note: Pupils are expected to learn only about series circuits, not parallel circuits. Pupils should be taught to take the necessary precautions for working safely with electricity. Pupils might work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.</p> <p>Stand alone Science Topic – focus on Fair Trade during Fair Trade Fortnight and focus on Light in other weeks of the half term.</p>	<p>should talk about what happens and make predictions. Pupils might work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. They might investigate the relationship between light sources, objects and shadows by using shadow puppets. They could extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water, and coloured filters (they do not need to explain why these phenomena occur).</p>	

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		environment; comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels. They might analyse the advantages and disadvantages of specific adaptations, such as being on 2 feet rather than 4, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.				
Computing	<p>Pupils should be taught to: 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 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 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 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 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>					
<i>Also use stand alone ICT lessons to support topic/ English</i>	<p>Dinosaurs Technology in our lives Understand computer networks including the internet; how they can provide multiple services, such as the world-wore web; and the opportunities they offer for communication and collaboration.</p>	<p>Inside Your Insides (link to science topic – Animals and Humans studied in previous term) Programming Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>	<p>Technology in our Lives 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.</p>			

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<i>and Maths</i>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>e-Safety Explain the consequences of spending too much time online or on a game</p> <p>Programming Understand that efficient algorithms can be used to solve problems and to plan for specific outcomes. Design and write programs that accomplish specific goals. Use sequence, selection and repetition in programs. Use logical reasoning to detect and correct errors in algorithms and programs.</p> <p>Multimedia Select, use and combine a variety of software (including internet services) to design and create a range of programs and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Embed and edit the dinosaur movie into PowerPoint.</p>		<p>Use sequence, selection, and 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.</p> <p>Technology in our lives Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Explain the consequences to myself and others of not communicating kindly and respectfully</p> <p>e-Safety Support my friends to protect themselves and make good choices online Explain the consequences to myself and others of not communicating kindly and respectfully I protect my computer or device from harm on the Internet.</p> <p>Create their own map of the area using mapping software.</p>		<p>Handling Data Select, use and combine a variety of software (including internet services) to collect, analyse, evaluate and present information.</p> <p>Programming 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 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.</p> <p>e-Safety Support my friends to protect themselves and make good choices online, including reporting concerns to an adult. Explain the consequences to myself and others of not communicating kindly and respectfully. Explain the consequences of sharing too much about myself online</p> <p>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 – create Mayan Myth Blog post</p>	
History/ Geography/ Topic	<p>World War II</p> <p>Specific focus: Battle of Britain. Churchill and Key Moments of War. Home Front: Anne Frank and the Holocaust.</p>	<p>History and geography links to science topic on dinosaurs and fossils:</p> <p>Mary Anning: Find out about the work of palaeontologists</p>	<p>Comparing People and Places - Local area. Grand Canyon. Alps.</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and</p>	<p>Fair Trade</p> <p>To get a better understanding of our dependence on imported products on our everyday lives. To show that many items we buy are made</p>	<p>Earth Matters</p> <p>The Water Cycle and Coasts Form an understanding of the water cycle. Explore and discuss coastal features and</p>	<p>The Maya People</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing</p>

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	<p>VE Day.</p> <p>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British history (the Battle of Britain). To understand how our knowledge of the past is constructed from a range of sources. To construct informed responses that involve thoughtful selection and organisation of relevant historical information. Use maps to locate European countries and major cities; to name and locate some counties and cities of the UK. To use maps, atlases, globes and digital/computer mapping to locate countries.</p>	<p>such as Mary Anning. Do some research about Mary Anning. Start to put Mary Anning's life in the context of early 19th century England.</p> <p>Fossil Humans: Put dates into the correct chronological order. Put some human achievements, milestones and fossils on a timeline. Select and organise relevant historical information.</p> <p>Ice Age Fossils: Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Understand geographical similarities and differences through the study of human and physical geography in a region of the United Kingdom, a region in a European country and a region within North or South America. Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. Describe and understand 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. Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.</p>	<p>from raw materials which are imported from countries in the South. To get a better understanding of where the products from raw materials come from. To understand the differences between raw materials and manufactured goods. To make links between our own lives and the lives of other people. To understand the product supply chain. To understand the role of farmers in different parts of the world. To understand the basic principles of global trade. To develop an understanding of who and what is involved in the sugar trade. To consider issues of global justice. To understand how trade can benefit and hinder the development of different countries. To understand some existing trade rules.</p> <p>GLP – understand what global poverty challenges still remain. Understand how inequality and conflict link to poverty. Understand what is</p>	<p>processes and the impacts of coastal erosion. Present and record their knowledge in a variety of instructive media including debates, informative picture captions and short news reports. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>Mountains To describe and understand key aspects of physical geography including the geology and climates of mountain ranges. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Produce models of the five types of mountain (dome, volcanic, plateau, fault-block, fold). Select from and use materials, including construction materials and textiles,</p>	<p>clear narratives. To discover facts about the Maya Civilisation.</p> <p>To consider similarities and differences between ancient religions and different religions today. To look at the characteristics of Maya gods and design your own.</p> <p>To look at the Maya number system.</p> <p>To find out what Maya people grew and ate.</p> <p>To locate the ancient Maya Cities.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>To find out what we know about the Maya from the drawings of Frederick Catherwood.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Consider what we know</p>

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	<p>GLP - Understand how inequality and conflict link to poverty – touched upon –how the impact of WW1 led to poverty which was one of the factors that led to WW2.</p> <p>Recognise how people are interdependent, and know examples of historical and modern connections between countries across the world.</p> <p>Understand how globalisation has linked people through trade, financial flows, socially and culturally.</p>		<p>Retrieve, record and present information from non-fiction.</p> <p>Extend pupils' confidence, enjoyment and mastery of language through public speaking, performance and debate.</p> <p>Complete, read and interpret information in tables. Connect their work on coordinates and scales to their interpretation of graphs.</p>	<p>meant by development. Know how countries have developed over time, including historical civilisations, colonial relationships and post-independence.</p> <p>Understand changes to patterns of development, for example the rise of newly industrialised countries in different parts of the world.</p> <p>Recognise how people are interdependent, and know examples of historical and modern connections between countries across the world.</p> <p>Understand how globalisation has linked people through trade, financial flows, socially and culturally.</p> <p>Understand how governments can act at local, national and global scales, including global agreements – trade agreements and climate change targets.</p> <p>Recognise how the actions of businesses and corporations have positive and negative impacts on poverty and development, for example through global value chains.</p>	<p>according to their functional properties and aesthetic qualities.</p> <p>Retrieve, record and present information from non-fiction sources on mountains, mountain formation and famous mountain expeditions.</p> <p>Explain and discuss their understanding of what they have read, to create a storyboard and freeze-frame drama of a famous mountain expedition (Sir Edmund Hilary, Bear Grylls etc.).</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Volcanoes Describe and understand key aspects of physical geography including volcanoes.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Improve mastery of art and design</p>	<p>about Chichen Itza and use the information to create a leaflet for tourists.</p> <p>GLP –know how countries have developed over time, including historical civilisations.</p> <p>Recognise how people are interdependent, and know examples of historical and modern connections between countries across the world.</p>

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					<p>techniques. Produce creative work, exploring their ideas and recording their experiences. Appreciate and understand a wide range of high-quality live and recorded music. Be able to improvise and compose music for a range of purposes. Identify the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>GLP – Consider the human and environmental impact of changes to the climate, biodiversity, water and land resources. Explore the impact of local, national and international efforts to deal with these changes. Understand how governments can act</p>	

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					at local, national and global scales, including global agreements – trade agreements and climate change targets.	
Art	<p>Churchill and Key Moments of War: Use Churchill's paint of choice, watercolours, to paint the Dunkirk evacuation.</p> <p>Home Front: Produce creative work, exploring their ideas and recording their experiences. Create war posters in style of dig for victory campaign.</p> <p>Anne Frank and the Holocaust: Produce creative work, exploring their ideas and recording their experiences. Create a 'memorial' art installation that uses various techniques, materials and symbolism</p>	<p>Ice Age Fossils: Make some sketches of Ice Age animal fossils Make an experimental silhouette with their fossils.</p>	<p>Grand Canyon: Create sketchbooks to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials Learn about great artists in history Create a symbolic abstract piece of art that reflects the three key geological events that carve/d out the Canyon and human and cultural features of the region Create a piece of 2D art that reflects/represents the 3D topographic nature of the Grand Canyon today and that of the future Explore the photographic work of Ansel Adams for the Grand Canyon region Create a piece of art work using some of Ansel Adams' photographs that shows</p>	<p>Artist study: Henri Rousseau – link to the Jungle Book</p>	<p>Volcanoes: Create volcanic artwork inspired by the work of artist Margaret Godfrey by layering tissue onto a tile, to represent layers of a volcano.</p>	<p>Writing: Understand syllable glyphs of the Maya people and write/draw words using the glyphs Make a class hieroglyph stairway and design a class or school emblem glyph Design, paint and make class Maya codex on 'tree bark' (paper and PVA glue)</p>

	Autumn Term		Spring term		Summer term	
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			the beauty and dramatic nature of the Grand Canyon's features Create a mixed media (photography and drawing/painting) piece of art that highlights contrasting local geographic features			
DT	Battle of Britain: Make a Battle of Britain clasp, the service medal awarded to 'The Few'.	Dinosaur DIY: Choose from a selection of materials to create and cover a dinosaur structure. Apply this knowledge of skin colour to dinosaur design. Act as palaeoartists and create a skin colour and texture fitting for their dinosaur's behaviours (camouflage, warning). Dinosaur Behaviour: Construct a dinosaur finger puppet Use the internet to generate questions and answers about fossilised dinosaur eggs. Create backdrops for the short film. Using the dino- puppets, create a short film about an aspect of dinosaur behavior.			The Water Cycle and Rivers: Recreate a mountain range (river source) out of junk modelling resources and investigate watershed. Make a river's source and V-shaped valley out of Modroc and label features. Make a mature, meandering river and floodplain out of Modroc and label features.	
RE						

	Autumn Term		Spring term		Summer term	
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PE Games	Tag Rugby (Invasion Games) Link to Rugby World Cup	Football (Invasion Games)	Invasion Games (Hockey)	Invasion Games (Netball)	Net/Wall (Tennis)	Athletics
PE	Health and Fitness/ Indoor Athletics	Dance	Gymnastics	Outdoor Adventurous Activities (OAA)	Striking/Fielding (Golf)	Striking/ Fielding – Cricket/ Rounders
Music						