

Year 6 Topic Overview



THE PINES SCHOOL

SUBJECTS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Around the world in 80 days	Explorers	Birmingham	Chocolate	My Body SRE based	Eco-Warriors
English	All genres should be covered over the half term. Fiction Non-Fiction Poetry Creative Writing	All genres should be covered over the half term. Fiction Non-Fiction Poetry Creative Writing	All genres should be covered over the half term. Fiction Non-Fiction Poetry Creative Writing	All genres should be covered over the half term. Fiction Non-Fiction Poetry Creative Writing	All genres should be covered over the half term. Fiction Non-Fiction Poetry Creative Writing	All genres should be covered over the half term. Fiction Non-Fiction Poetry Creative Writing
Maths	White Rose Maths					
Science	Light	Living things and their Habitats	Evolution and Inheritance	Animals and Humans	Animals and Humans	Electricity
IT and Computing	Using ICT creatively		Computing		Accessing the Internet	
History		Ancient Greece		The Mayans	Inventions and Changes to our Lives	
Geography	Geographical Knowledge (Comparing and Contrasting UK with locations across the globe)		(Rivers, Canals and The Water Cycle)			Geographical Skills and Fieldwork (Climate)

Art and Design		Drawing		Printing	Textiles	
Design Technology	Cooking		Model Making			3d Design
RE	Rules	Belonging	Easter	Expressing Ourselves	What is Important to Us	Being Reflective
Music						
PSHE	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE	Dance	Gymnastics	Games	Gymnastics	Games	Athletics

Year 6 Science

Autumn 1 Topic: Around the World in 80	Autumn 2 Topic: Explorers	Spring 1 Topic: Birmingham	Spring 2 Topic: Chocolate	Summer 1 Topic: My Body	Summer 2 Topic: Eco-Warriors
<p>Key Knowledge</p> <p>Pre N.C.</p> <ul style="list-style-type: none"> Explore the properties of light – shadows / mirrors. <p>Y1</p> <ul style="list-style-type: none"> To be able to name some sources of light. <p>Y2</p> <ul style="list-style-type: none"> To be able to understand how light reflects of surfaces. <p>Y3</p> <ul style="list-style-type: none"> Know light is reflected from surfaces for us to be able to see them and how shadows are formed. Know the dangers of the sun (sunburn / eye damage). <p>Y4</p> <ul style="list-style-type: none"> Explore and understand why shadows change size. 	<p>Key Knowledge</p> <p>Pre N.C.</p> <ul style="list-style-type: none"> Explore common animals and plants. <p>Y1</p> <ul style="list-style-type: none"> Identify common animals and plants and where we would find them. <p>Y2</p> <ul style="list-style-type: none"> Know the differences between living things, dead and non-living things. Know what a food chain is and how animals depend on each other. <p>Y3</p> <ul style="list-style-type: none"> Know what a habitat and micro-habitat is <p>Y4</p> <ul style="list-style-type: none"> Compare animals in familiar habitats with animals found in less familiar habitats, for 	<p>Key Knowledge</p> <p>Pre N.C.</p> <ul style="list-style-type: none"> Explore properties of rocks and materials, hard and soft, rough and smooth. <p>Y1</p> <ul style="list-style-type: none"> Observe and compare different types of rocks <p>Y2</p> <ul style="list-style-type: none"> Observe and examine rocks to identify their properties and sort. <p>Y3</p> <ul style="list-style-type: none"> Know the different types of rock and composition of soil. Know how fossils are formed. <p>Y4</p> <ul style="list-style-type: none"> Know that living things produce offspring of the same kind noting some differences. <p>Y5</p> <ul style="list-style-type: none"> Compare family members and identify 	<p>Key Knowledge</p> <p>Pre N.C.</p> <ul style="list-style-type: none"> Explore and name some common animals. Explore parts of the body. <p>Y1</p> <ul style="list-style-type: none"> Identify and name a variety of common animals and foods they eat. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Y2</p> <ul style="list-style-type: none"> Know the basic needs of animals and how their offspring turn into adults. Know the importance for humans of exercise, eating healthy, and hygiene. 	<p>Key Knowledge</p> <p>Pre N.C.</p> <ul style="list-style-type: none"> Explore and name some common animals. Explore parts of the body. <p>Y1</p> <ul style="list-style-type: none"> Identify and name a variety of common animals and foods they eat. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Y2</p> <ul style="list-style-type: none"> Know the basic needs of animals and how their offspring turn into adults. Know the importance for humans of exercise, eating healthy, and hygiene. <p>Y3</p>	<p>Key Knowledge</p> <p>Pre N.C.</p> <ul style="list-style-type: none"> Explore battery operated toys. <p>Y1</p> <ul style="list-style-type: none"> Identify and group toys that use batteries. <p>Y2</p> <ul style="list-style-type: none"> Identify and group toys that use mains electricity. <p>Y3</p> <ul style="list-style-type: none"> Know and use the vocabulary battery and plug/mains. Know the difference between a battery and a plug and how to use safely. <p>Y4</p> <ul style="list-style-type: none"> Know common appliances which use electricity. Know how to construct a simple series circuit and

<ul style="list-style-type: none"> look for, and measure, shadows, noting how they are formed and what might cause the shadows to change. <p>Y5</p> <ul style="list-style-type: none"> Explore and describe how light enables us to see. Identify opaque, translucent and transparent objects. <p>Y6</p> <ul style="list-style-type: none"> Know light travels in straight lines. Understand how we can see objects and how shadows are formed. <p>Extension look at and explore range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters.</p>	<p>example, on the seashore, in woodland, in the ocean, in the rainforest.</p> <p>Y5</p> <ul style="list-style-type: none"> Know the lifecycles of a mammal, amphibian, insect and bird. Know how plants and animals reproduce. <p>Y6</p> <ul style="list-style-type: none"> Know how living things (including microorganisms) are classified into broad groups. <p>Extension Discuss and give reasons why living things are placed in one group and not another.</p>	<p>inherited traits and differences.</p> <ul style="list-style-type: none"> Begin to know that characteristics are passed from parents to their offspring, consider different breeds of dogs, what happens when, for example, labradors are crossed with poodles. <p>Y6</p> <ul style="list-style-type: none"> Know fossils can provide evidence of how living things have changed over time. Know variation occurs within offspring. Know how organisms adapt to their environment and adaption can lead to evolution. <p>Extension Find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution</p>	<p>Y3</p> <ul style="list-style-type: none"> Know living things need nutrition and how they get this. Know skeletons are needed for support, protection and movement in animals. <p>Y4</p> <ul style="list-style-type: none"> Know the function and organs of the digestive system, including the name and function of different teeth. Construct and interpret food chains and Identify producers, predators and prey. <p>Y5</p> <ul style="list-style-type: none"> Know the changes as humans develop to old age. <p>Y6</p> <ul style="list-style-type: none"> Know the name of the main parts of the human circulatory system, including the function of the heart, blood vessels and blood. Know the impact of diet, exercise, drugs and lifestyles on health. 	<ul style="list-style-type: none"> Know living things need nutrition and how they get this. Know skeletons are needed for support, protection and movement in animals. <p>Y4</p> <ul style="list-style-type: none"> Know the function and organs of the digestive system, including the name and function of different teeth. Construct and interpret food chains and Identify producers, predators and prey. <p>Y5</p> <ul style="list-style-type: none"> Know the changes as humans develop to old age. <p>Y6</p> <ul style="list-style-type: none"> Know the name of the main parts of the human circulatory system, including the function of the heart, blood vessels and blood. Know the impact of diet, exercise, drugs and lifestyles on health. Know how nutrients are transported in humans and plants. <p>Extension</p>	<p>names the parts (cell, wire, bulb, switch, buzzer).</p> <ul style="list-style-type: none"> Name materials which are conductors and insulators. <p>Y5</p> <ul style="list-style-type: none"> Know that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Know the precautions for working safely with electricity. <p>Y6</p> <ul style="list-style-type: none"> Know the effect of voltage within a circuit (buzzer or lamp). Know the symbols for components of a circuit. <p>Extension Explore parallel circuits</p>
--	---	---	---	--	---

			<ul style="list-style-type: none"> Know how nutrients are transported in humans and plants. <p>Extension Begin to know how to keep the body healthy and how the body might be damaged – including how some drugs and other substances can be harmful to the human body.</p>	Begin to know how to keep the body healthy and how the body might be damaged – including how some drugs and other substances can be harmful to the human body.	
<p>Teaching Ideas</p> <ul style="list-style-type: none"> Exploring shadow with building blocks shadow drawing with toys Create shadows and draw pictures to illustrate this Shadow play, torches, IWB. Drawing round shadows with chalk. Creating shadows of action figures - draw shadows. Use a torch and a mirror and draw refraction route. Sort objects into opaque, 	<p>Teaching Ideas</p> <ul style="list-style-type: none"> Sorting pics of birds, mammals etc.... Could link to a visit to the Sea Life Centre, e.g. how do we classify an otter? Make bug hotels. Make bird boxes research living things and their habitats and write a fact file. Make graphs to show characteristics of living things and where they live. Explore branch diagrams to classify organisms. 	<p>Teaching Ideas</p> <ul style="list-style-type: none"> Research 3 animals and their adaptations. Guess animal on adaptation features. Look at fossils in rocks. use a flower and compress it into clay compare features of themselves to those of their family look at how some animals are adapted to their way of life, e.g. bird, fish, giraffe Espresso-KS2-science-Evolution-activities and videos including the importance of fossils. 	<p>Teaching Ideas</p> <ul style="list-style-type: none"> Combine with food lesson- 25 healthy meal ideas. Combine with PE- how to keep healthy. Create circulation process on a tracing of a person Healthy living songs and videos – YouTube. Healthy eating food tasting. Observe the effects of exercise on the body. Go and use an outdoor gym in a local park. How the blood moves around the heart can be shown by using 	<p>Teaching Ideas</p> <ul style="list-style-type: none"> Combine with food lesson- 25 healthy meal ideas. Combine with PE- how to keep healthy. Create circulation process on a tracing of a person Healthy living songs and videos – YouTube. Healthy eating food tasting. Observe the effects of exercise on the body. Go and use an outdoor gym in a local park. How the blood moves around the heart can be shown by using kids with either red or blue 	<p>Teaching Ideas</p> <ul style="list-style-type: none"> Paper circuits for kids circuit bugs. Create circuits and label with the appropriate symbols. Make circuit, test which materials are conductors - metal spoon, plastic spoon etc. Sort things which use /do not use electricity Parallel / series circuits with bulbs Learn the symbols match symbol to drawing make a circuit represent it using symbols use a

<p>transparent and translucent, investigate which is the best material to make a shadow.</p> <ul style="list-style-type: none"> • Make shadow puppets and put on a shadow show use a box to investigate how light travels in straight lines. 	<ul style="list-style-type: none"> • Investigate microorganisms group microorganisms, plants and animals into broad groups and then subgroup them according to chosen characteristics. 		<p>kids with either red or blue on. Sports mats showing the different chambers and cones to shows veins and arteries.</p> <ul style="list-style-type: none"> • Look at model of circulation system • Visit Body exhibition at Think Tank • Observe how nutrients go around the body • What does the body need to stay healthy? • Make a healthy eating booklet using publisher. 	<p>on. Sports mats showing the different chambers and cones to shows veins and arteries.</p> <ul style="list-style-type: none"> • Look at model of circulation system • Visit Body exhibition at Think Tank • Observe how nutrients go around the body. • What does the body need to stay healthy? • Make a healthy eating booklet using publisher. 	<p>meter to measure voltage</p>
<p><u>Resources</u></p> <ul style="list-style-type: none"> • Light Sources • Mirrors • Light toys 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Plastic animals • Sequencing pictures • Resources to make bug house. 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Rocks • Fossils 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Ingredients • Body model • Diagrams 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Ingredients • Body model • Diagrams 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Wires, bulbs, motors, batteries • Battery operated toys • Safety posters

Year 6 ICT and Computing

Autumn Term Topic: Around the World in 80/Explorers	Spring Term Topic: Birmingham/Chocolate	Summer Term Topic: My Body/Eco-Warriors
<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> To begin to be creative with technology tools Able to use computer programs to create and present their ideas with some support 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> To be able to save documents. They can add, delete text on a computer To use logical reasoning to detect and debug mistakes in a program. 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> To be able to access websites on a computer in a variety of ways (hyperlinks within a document, taken from a sheet)
<p><u>Teaching ideas</u></p> <ul style="list-style-type: none"> https://bomomo.com/ Not related to the theme but for being creative, this website has a lovely and simple to use art programme – just explore the tools on the bottom bar and get creative Use Google Earth's <i>Fly to your location</i> function to explore the journeys explorers have made e.g. Marco Polo's Silk route Create a Poster with Hyperlinks – e.g. Research places that explorers have discovered (e.g. Howard Carter's discovery of Tutankhamun's tomb, Sir Walter Raleigh bringing the potato back to England). Copy and paste pictures of the explorers and the places/things they discovered and add hyperlinks to reveal more information Create a quiz about the Explorers in PurpleMash/Home/Science/2Quiz. This should involve research on the internet first to find answers to questions they have thought of like who was the first person to reach the North Pole? 	<p><u>Teaching ideas</u></p> <ul style="list-style-type: none"> Create a Flowchart in pictures which shows the production process of chocolate from cacao bean to chocolate bar. Include hyperlinks to map destinations (e.g. where the cacao beans are grown) and links to pictures or information about the processes. Flowcharts or branching databases can also be created in PurpleMash/Home/Science/2Question Design a chocolate bar wrapper – use Microsoft Paint, Purple Mash or other painting/art apps to design a wrapper for a new chocolate bar. Use internet to research existing chocolate bar designs and copy/paste images to create a mood board in PowerPoint Create a quiz about chocolate in PurpleMash/Home/Science/2Quiz. Use Microsoft Excel to create different types of chart (e.g. Pie chart, bar chart etc) to represent data e.g. do a survey of students' favourite chocolate bars and record this information into Excel. There are easy to follow videos on YouTube showing how to create charts in Excel. 	<p><u>Teaching ideas</u></p> <ul style="list-style-type: none"> https://wordwall.net/en-gb/community/labelling-body-parts This website has a range of games relating to our bodies. They are fun and simple. Re the Key Knowledge, students can make their choice of game to play Create information text with pictures and animated clipart about all aspects of the body and healthy living in PurpleMash/Home/Topics/HealthandGrowth Create a quiz about the human body in PurpleMash/Home/Science/2Quiz. This should involve research on the internet first to find answers to questions they have thought of like how many teeth does and adult human have? Explore a range of activities about the human body in PurpleMash/Home/Science/The Human Body

<p><u>Resources</u></p> <ul style="list-style-type: none">• Computers/iPad	<p><u>Resources</u></p> <ul style="list-style-type: none">• Computers/iPad	<p><u>Resources</u></p> <ul style="list-style-type: none">• Computers/iPads
---	---	--

Year 6 History

Autumn Term 2: Explorers	Spring Term 2: Chocolate	Summer Term 1: My Body
<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> • Introduce, explain and use terms such as BC, AD, ancient, civilization, empire, democracy. • Use various sources to find out about everyday life, the social structure and beliefs of people in Ancient Greece. Begin to discuss and question the value, advantages/disadvantages of different sources. • Understand the huge influence and impact of the Ancient Greek civilisation on our lives today. 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> • Continue to develop a secure knowledge of chronology by placing the Mayan civilisation and other historical events from around the world on a timeline using centuries. • Describe features of the way of life, beliefs and achievements of the Mayan civilisation, presenting research and findings to an audience. • Draw comparisons between the Mayan way of life in the past and present and the way of life in other civilisations such as Ancient Greece. 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> • Research and find out about key inventions that have impacted and changed life for the better. • Benjamin Franklin – electricity. • Alexander Graham Bell – the telephone. • Charles Babbage, Ada Lovelace, Tim Bernes-Lee-the computer and world wide web. • Alexander Flemming-penicillin. • Explain how ideas were developed, identifying trends over time. • Think about and explain the significance of events, people and developments in their own context and in relation to the present.
<p><u>Teaching Ideas</u></p> <ul style="list-style-type: none"> • Use AA to introduce Greece. Pictures/posters of Greece, Greek food, dress up in a toga-bed sheet. Make Olympic rings in AA. • Sand and water play. Use hairdryer to create warm air for heat. Stones/wooden bricks ect. to replicate buildings. • Build/recreate a Greek temple/Acropolis with large construction sets/wooden bricks/boxes and cardboard tubes. • Have a go at early Olympic sports or have a mini tournament. Make Olympic rings and medals. • Design and make a chariot as a class/group/individually. 	<p><u>Teaching Ideas</u></p> <ul style="list-style-type: none"> • Introduce with AA. Sensory box with tastes and smells. Objects of relevance. • Make Mayan masks and headdresses. • Design and paint a Mayan tattoo. • Make and taste chocolate slabs and lollies. Experiment with different flavours. Mayan hot chocolate with spices. Explore different spices. • Make and decorate shakers with cocoa beans. • Design and make mosaics. • Make 3D structures of Mayan homes-one large room with a door and a thatched roof. This could be dome as a class, group or individually. 	<p><u>Teaching Ideas</u></p> <ul style="list-style-type: none"> • Use AA to introduce invention. Use sensory experiences e.g. sounds of telephones ringing, handling old and new telephones, mixing colourful potions with bicarb etc. • Make collages of objects that use electricity or types of phone or technology cut from catalogues. • Make models of particular inventions as a class, group or individually. Link with DT. Design and describe an invention of your own. • Visit the ThinkTank. • Benjamin Franklin-electricity. Go on an electricity hunt around school, looking for appliances that use

<ul style="list-style-type: none"> • Locate Greece on a map. Make maps of classroom, school, playground etc. More able can look at features on map of Greece – sea, mountains, islands. • Place the time of the Ancient Greek Empire on a timeline, using terms BC and AD. • Find out how Greece was made up of separate city states who often fought. Find out about Spartan soldiers. Children could write a diary entry-A Day in the Life of a Spartan. • Greek myths and legends, Gods and Goddesses- links with literacy. Read, roleplay, make animations using technology or write as comic strips. • Handle Greek artefacts from the history cupboard. What do they tell us? Look at Greek vases. Design and make a story vase. • Useful websites GMAG for Kids and BBC Bitesize. • Find out about everyday life in Ancient Greece, food, homelife, entertainment. • How have the Ancient Greeks changed the world? What did they leave behind? The Olympics, the alphabet and calendar, Greek words in our language, ideas in maths, art, drama, early democracy. Find out how Alexander the Great spread many ideas as he travelled the world, invading other countries. 	<ul style="list-style-type: none"> • Recreate Mayan temples using construction and other materials. • Design and make a Mayan village/city as a class/group project. • Make a paper based Mayan calendar. • Play Mayan ball games. • Find out about Mayan gods, beliefs and temples. Mayan astrology. • Listen to the Mayan creation story and compare it with the Christian creation story. Re-enact or write in comic strip form. • Research everyday life, homes, farming, jobs, roles of men, women and children, clothes and food. • Handle and explore the box of Mayan artefacts from the history cupboard. • How do we know about the Ancient Mayan civilisation today? Look at images of remains of villages. • Where do the Mayans come from and when did the Mayan civilisation begin? Locate on a world map and place on a timeline. Compare with the Ancient Greeks and other periods studied in KS2 to put into context. • Find out about the history of chocolate making. Visit Cadbury world and compare with how chocolate is made today. (Check with Y4 as they may visit for Roald Dahl topic. • Find out that Mayan people still exist today. Info on Bitesize. How are their lives different/the same? What problems/discrimination do they face? 	<p>electricity. Imagine if we didn't have it. What would we be unable to do?</p> <ul style="list-style-type: none"> • Alexander Graham Bell-the telephone. Compare different old telephones and place on a timeline. What can our phones do now? • Technology through time - Charles Babbage, Ada Lovelace, Tim Bernes - Lee-the world wide web. Place events on a timeline and compare computers and technology through history. • Medicine through time - Alexander Flemming - penicillin. Place key medical discoveries on a timeline. • Children can research key inventions using books, websites etc. and present findings in writing or using technology such as a powerpoint or podcast. • Focus on the significance of key inventions. How they have changed society and industry. Look at trends over time.
<p>Resources</p> <ul style="list-style-type: none"> • Greek artefacts from history cupboard. • Information books and posters. • Greek dressing up costumes. (More are needed.) 	<p>Resources</p> <ul style="list-style-type: none"> • BBC Bitesize has a bank of information clips and activities, including images of the remains of 	<p>Resources</p> <ul style="list-style-type: none"> • Information books and information found online.

Mayan villages and photographs of Mayan people today.

- Mayan mask and box of artefacts in the history cupboard.

Year 6 Geography

Autumn 1 Topic: Around the World in 80 Days	Spring 1 Topic: Birmingham	Summer 2 Topic: Eco-Warriors
<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> To be able to locate different countries around the World To compare and contrast the UK with another country 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> To gain a basic understanding of the water cycle To locate some lakes and rivers on the map 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> To begin to gain a basic understanding of climate change To have an awareness of how to look after and protect the local environment
<p><u>Teaching ideas</u></p> <ul style="list-style-type: none"> Planning a plane journey around the World Dress up in traditional clothing from different countries Food tasting of traditional food from different countries Look at languages of different countries Follow a map around the World Compare and contrast different countries – weather, people, animals, music, culture Listen to traditional music and explore the traditional dance of the country Make flags from other countries Look for traditional tales Make posters/brochures to visit different countries Have themed days for different countries Look at artists from different countries – use same style to produce artwork Link to countries children may be from Espresso – Geography – KS2 and KS2 – passport (videos and activities about other countries) Study a large map and locate countries Set up a pen-pal exchange 	<p><u>Teaching ideas</u></p> <ul style="list-style-type: none"> Visit to Birmingham city centre Water based sensory play Design canal boat Follow a barge journey Rosie and Jim story Model making Look/ visit the water works in Birmingham Create a water cycle – practical activity Consider the habitats surrounding the canals Draw a diagram of the water cycle – label with symbols/ words Name some rivers in the UK – find on a map Paint own pictures of rives, use straw to blow paints Make a fact file on a local canal Research the history of canals and why they were built Make a tourist leaflet Visit Black country museum – canal ride River cruise on canal in town Make boats Espresso – KS2 – rivers – videos and fact files Visit Gas Street Basin and Museum 	<p><u>Teaching ideas</u></p> <ul style="list-style-type: none"> Sensory play with water, fake snow, melting ice to show the melting of the glaciers Litter picking and recycling (learning about the harm of plastic) Studying pollution and its effects on the planet Weather and climate change activities Model making Visit to recycling centre Litter pickups around School Maintenance of the allotment Trip to the Think tank Look at the different climate zones and use a globe to locate where in the World experiences similar weather Use a 2D map of the word to mark the equator and then colour code different climates Make a travel brochure on chosen climate outlining the advantages of the climate Match pictures of sports to pictures of different climates Contrast different climates and clothes worn Weekly themes in different climates – explore foods, animals

<ul style="list-style-type: none"> • Educational visits to art galleries, museums and cultural centres • Make a map and display with flags of various of countries • Jigsaw of the World – find a specific country • Focus on comparing with a country of origin for a class member – Poland, Pakistan • Finding out about daily life in these locations • Watch films that include different countries 	<ul style="list-style-type: none"> • Create a picture with water paints • Measure and collect rainfall • Visit Severn Trent water, think-tank • Organise and take part in a class sponsored event for Water Aid • Visit to Kingsbury to see river and lakes • Go Noodle – online great water cycle song • AA ideas: clouds and rain 	<ul style="list-style-type: none"> • Up cycle projects – make thing to sell using recycled items • Sorting landfill rubbish • Make compost • Elmer’s weather – story • Make posters asking everyone to switch off lights, recycle waste, save energy • Build and put up bee/bug hotels, nest boxes • Watch BBC Newsround • Cleaning up local area
<p><u>Resources</u></p> <ul style="list-style-type: none"> • Maps • Globe • Atlas • Traditional country storybooks • Recipe books • Photographs 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Water paints • YouTube video clips • Maps • Atlas • Non- fiction fact books 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Litter picker tool • Rubbish disposable bags • Soil • Photographs

Year 6 Art and Design

Autumn 2 Topic: Explorers	Spring 2 Topic: Chocolate	Summer 1: My Body SRE Based
<p><u>Key Knowledge</u></p> <p>Children start collecting more information and resources to present in sketchbooks if appropriate to the child. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p><u>Exploring and Developing Ideas</u></p> <ul style="list-style-type: none"> • review and revisit ideas in their sketchbooks where appropriate; • think about their art and design work; • use technology as sources for developing ideas; • use key vocabulary to demonstrate knowledge and understanding. <p><u>Work of other Artists</u></p> <p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.</p> <p><u>Drawing</u></p> <p>Children continue to use a variety of drawing tools. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p>	<p><u>Key Knowledge</u></p> <p>Children start collecting more information and resources to present in sketchbooks if appropriate to the child. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p><u>Exploring and Developing Ideas</u></p> <ul style="list-style-type: none"> • review and revisit ideas in their sketchbooks where appropriate; • think about their art and design work; • use technology as sources for developing ideas; • use key vocabulary to demonstrate knowledge and understanding. <p><u>Printing</u></p> <p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p>	<p><u>Key Knowledge</u></p> <p>Children start collecting more information and resources to present in sketchbooks if appropriate to the child. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p><u>Exploring and Developing Ideas</u></p> <ul style="list-style-type: none"> • review and revisit ideas in their sketchbooks where appropriate; • think about their art and design work; • use technology as sources for developing ideas; • use key vocabulary to demonstrate knowledge and understanding. <p><u>Textiles</u></p> <p>Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.</p>

<p><u>Teaching Ideas</u></p> <ul style="list-style-type: none"> • Explore photography and animation. • Mood boards • Story boards (cross curricular English) 	<p><u>Teaching Ideas</u></p> <ul style="list-style-type: none"> • Project - Make own chocolate bar, and design and make own wrapping and packaging. Take photographs of each stage of process, and create a mini 'exhibition' of the whole process. • Chocolate inspired artwork. Children could draw chocolate bars from observation (if they can resist eating it). Children could collect wrappers to make a large collage. Perhaps link with a visit to Cadbury and make a large collage with the Cadbury logo letters? 	<p><u>Teaching Ideas</u></p> <ul style="list-style-type: none"> • Create a sculpture of a 3D skeleton, or parts of the skeleton, using clay, papier mache or cardboard tubes, and skulls out of plaster of paris. Draw and paint self portraits of face.
<p><u>Resources</u></p> <ul style="list-style-type: none"> • Pencils - Different Gradients • Crayons • Pencil Crayons • Felt Tips • Drawing Boards 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Sponges • Printing Blocks 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Children's needles • Wool • Textiles

Year 6 Design and Technology

Autumn 1 Topic: Around the World in 80 Days	Spring 1 Topic: Birmingham	Summer 2 Topic: Eco Warriors
<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
<p><u>Teaching ideas</u></p> <ul style="list-style-type: none"> Cook recipes from around the world. Indian poetry/recipe book 'The Magic Spicebox' English book cupboard Create a 3D sculpture of the world (model earth) 	<p><u>Teaching ideas</u></p> <ul style="list-style-type: none"> Visit Birmingham to look at buildings Recreate buildings using different materials Create a safe street – road safety, traffic lights 	<p><u>Teaching ideas</u></p> <ul style="list-style-type: none"> Junk Modelling Recycled material collages Decorate recycling bins
<p><u>Resources</u></p> <ul style="list-style-type: none"> Equipment, ingredients, symbol instructions/recipes in KS2 Food Tech room – chapatti making, spices, rice, lentils, woks, noodle bowls, chopsticks, steel Indian thali plates, spice box 	<p><u>Resources</u></p> <ul style="list-style-type: none"> Reclaimed materials plus sheet materials e.g. Corriflute Saw, cutting block, G Clamp, sand paper, Lynx Corners Traffic light controlled by computer Electric circuit to control lights, alarm Photographs 	<p><u>Resources</u></p> <ul style="list-style-type: none"> Modelling materials, clay Mechanisms – cams, levers, pulleys, linkages Recycling

Year 6 Music

Autumn Topic: Around the world in 80 days/Explorers	Spring Topic: Birmingham, our city/Chocolate	Summer 1: My Body SRE Based/Eco-warriors
<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> Investigate musicians from around the world <p><u>Exploring and Developing Ideas</u></p> <ul style="list-style-type: none"> PULSE: the steady beat of a piece of a piece of music PITCH: the melody and the way the notes change from low to high and vice versa RHYTHM: or duration is the pattern of long and short sounds in a piece of music DYNAMICS: Loud and soft TEMPO: Fast and slow TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments) TEXTURE: Layers of sound (number of instruments or voices playing together) STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse. 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> Compose and perform (a song/nursery rhyme/chant) <p><u>Exploring and Developing Ideas</u></p> <ul style="list-style-type: none"> PULSE: the steady beat of a piece of a piece of music PITCH: the melody and the way the notes change from low to high and vice versa RHYTHM: or duration is the pattern of long and short sounds in a piece of music DYNAMICS: Loud and soft TEMPO: Fast and slow TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments) TEXTURE: Layers of sound (number of instruments or voices playing together) STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse. 	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> Build and play a musical instrument from recycled materials <p><u>Exploring and Developing Ideas</u></p> <ul style="list-style-type: none"> PULSE: the steady beat of a piece of a piece of music PITCH: the melody and the way the notes change from low to high and vice versa RHYTHM: or duration is the pattern of long and short sounds in a piece of music DYNAMICS: Loud and soft TEMPO: Fast and slow TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments) TEXTURE: Layers of sound (number of instruments or voices playing together) STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.
<p><u>Teaching ideas</u></p> <ul style="list-style-type: none"> Listen to music from different countries <ul style="list-style-type: none"> - Africa, India, Brazil, China, Mexico, USA - Talk about/compare the sound - Is it fast/slow, loud/quiet, etc 	<p><u>Teaching ideas</u></p> <ul style="list-style-type: none"> Write and perform a song, rhyme or chant Compose a simple piece using body percussion or musical instruments 	<p><u>Teaching ideas</u></p> <ul style="list-style-type: none"> Design, make and decorate a musical instrument from recycled materials <ul style="list-style-type: none"> - Cereal-box guitar, Plastic Bottle/Yoghurt pot shaker, etc

<ul style="list-style-type: none"> - What sounds/instruments can you hear? - What do you like/dislike about it? • Research/look at musicians from different countries 	<ul style="list-style-type: none"> - Use pictures or symbols to represent each instrument/sound to plan your piece - Perform your composed piece for a friend • Compose a piece of music using the computer, whiteboard or iPad <ul style="list-style-type: none"> - GargeBand App (iPad) - PurpleMash '2Sequence' or '2Beat' - Busythings 'Monster grid' 'Crazy Cogs' or 'Colour choir' 	<ul style="list-style-type: none"> • Become a class band and play your eco-instruments
<p><u>Resources</u></p> <ul style="list-style-type: none"> • KS2 Traditional Music around the World Power-Point (Twinkl) 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • KS2 Percussion Box (Music Cupboard) • Wooden Claves, Bells, Drums, etc (Music Cupboard) • Compose a piece of Music Activity (Twinkl) • Composing Body Percussion Patterns Resource Pack (Twinkl) 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Activity Sheets (Twinkl) • Craft Supplies i.e. glue, cello tape, paint, tissue paper, etc • Recycled materials i.e. plastic bottles, yoghurt pots, cereal boxes, tissue boxes, crisp tins, etc