

## Cunningham Hill Junior School Year Plan for Year 6

|                         | <b>AUTUMN</b>  | <b>SPRING</b>  | <b>SUMMER</b>  |
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| <b>Topic</b>            | <b>Evacuees</b>  | <b>Mayan Mysteries</b>   | <b>Everyday Matters</b>  |
| <b>Sizzling Starter</b> | Bushey evacuee experience  | Chiquitos  | Enterprise Week  |
| <b>Fabulous Finish</b>  | WWII Parents assembly  | Mayan Fiesta   | Wales  |
| <b>Literacy</b>         | Poetry – concrete poems<br>Autobiographical/ biographical texts<br>Diaries-Zlata’s diary and Anne Frank<br>News paper report writing- WW2<br>Historical Fiction – WW2 time slip story<br>Take one book- Goodnight Mr Tom.  | Mayan Life report-Who were the Mayans.<br>Mayan explanation texts –own choice<br>Poetry – Central American Poetry<br>Take one Book –Mayans (Well of Sacrifice)   | Stories with different settings<br>Travel log<br>Persuasive text – Eco Warriors letter to League of Nations environmental issues. Debates: environmental issues<br>Poetry<br>Take one Book – Around the World in 80 Days |
| <b>Maths</b>            | Positive /negative number<br>Four number operations, place value (rounding/ordering)<br>Equivalent fractions<br>2-D shape & quadrilaterals<br>3D shape<br>Bar/line graphs & averages<br>Solving problems<br>Converting area /perimeter<br>C.C codes for WW2, 3D drawing DT.  | Four number operations<br>Word problems<br>Decimals, fractions and percentages – equivalence<br>3D shape<br>Measuring angles<br>Pie-charts, coordinates<br>Ratio and proportion<br>Number systems<br><br>C.C. number systems/Mayans<br>3D drawing Mayan temples  | Revision of all units covered<br>Investigative maths   |
| <b>Science</b>          | <b><u>Light and how it travels</u></b><br>Recognise that light appears to travel in straight lines.<br>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.<br>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them<br><b><u>Circuits</u></b><br>symbols<br>changes in circuits<br>C.C Active and passive voice<br>literacy<br>Bar/line graphs maths | <b><u>Living things and their habitats</u></b><br>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<br><b><u>Animals including humans</u></b><br>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.<br>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.<br>C.C. pie charts<br>Active and passive voice | <b><u>Evolution</u></b><br><b><u>Life cycles</u></b><br>Plant’s life cycle<br>life cycles of different animals<br>Link to PSHCE – Sex education  |

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|                  |  | literacy<br>PSHCE healthy living   |  |
| <b>History</b>   | <b><u>World War 2</u></b><br>Focus on local history:<br>Life for a child in WW2 compared to today.<br>Topic includes: Blitz, school life, rationing, evacuation, shelters and D-Day.<br><br>C.C.time slip stories and poetry.  | <b><u>Mayan Civilization</u></b><br>Mayan customs<br>Mayan geography and distribution<br>Mayan hierarchy and the different roles in society.<br><br>C.C. Maths-3D shape, number systems<br>PSHCE - job roles   |  |
| <b>Geography</b> | <b><u>Map skills</u></b><br>Understanding of place – linked to WWII topic – Can you locate and study various countries in the world and say if they were Axis, Allies or neutral at the time of WW2?   | <b><u>Mexico and Mayans</u></b><br>Mapping and geographical skills<br>Topography of Mexico<br>Changes in land use<br>Contrasting localities between Central America and St Albans.<br>Comparing populations and demographics<br><br>C.C. Pie charts and graphs | <b><u>Around the World in 80 Days</u></b><br>Travel Companies<br>Mapping and geographical skills related to Phillias Fogg.<br>Travel brochures<br>Would the world be better without borders?<br><br>CC. Debate work<br>PSHCE sustainability and issues in the news   |
| <b>I.C.T.</b>    | <b><u>Wikis &amp; Blog</u></b><br>Create and use a blog to update others on cross curricular learning.<br>Wikis on WW2 militia<br><br>C.C. History/Literacy diary writing and D.T.   | <b><u>Animation</u></b><br>Imotion – stop motion animation around topical issues in the news.<br><br>C.C. PSHCE – relevant news and topics   | <b><u>Excel &amp; Database</u></b><br>Linked to Year 6 Young Enterprise day-income / expenditure for their stalls.   |
| <b>D.T.</b>      | <b><u>Controllable vehicles</u></b><br>Design and make a moving vehicle with engine, battery and circuit system<br><br>C.C. WW2 and Science.   | <b><u>Structures</u></b><br>Mayan headdresses using wire sculptures and weaving.<br><br>C.C. History   |  |
| <b>Art</b>       | <b><u>People in Action</u></b><br>Proportions of drawing the human form.<br><br>C.C. Links to people in WW2.<br>Artist Leonardo De Vinci – Vitruvian man and techniques include pencil sketching, and the use of colour to make a form look as if it is in movement. | <b><u>What a performance</u></b><br>Linked to the Mayan festivals, head- dresses which reflect the feeling using mixed media. Culmination of the unit will be a Tribal Dance with headdress.<br><br>C.C. History   | <b><u>Sense of place</u></b><br>St Albans compared to another location. Different media, showing urban and rural landscapes and seascapes. Artists Vincent Van Gogh and Lowry, “FAUVE” painters Henri Matisse and Andre Derain. Use of shape, colour blocking and collage.<br>C.C. PSHCE sustainability and issues in the news |

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| <p><b>P.E.</b></p>                           | <p><b><u>Invasion games</u></b><br/>Football. Rules of the game, positions and tactics. Defending and attacking through Netball</p> <p><b><u>Gym</u></b><br/>Counter-balance, counter-tension, speed, level and direction on floor and with apparatus</p> <p><b><u>Dance</u></b><br/>'Stomp' communicating ideas, feelings and thoughts through dance</p>   | <p><b><u>Net games</u></b><br/>Tennis/Volleyball, learning tactics and developing skills</p> <p><b><u>Indoor athletics</u></b><br/>Jumping, throwing and sprinting</p> <p><b><u>Invasion games</u></b><br/>Hockey: Rules of the game, positions and tactics.</p> <p><b><u>Dance</u></b> – Mexican Hat Dance communicating ideas, feelings and thoughts related to Mayan folklore through dance</p>  | <p><b><u>Striking games</u></b><br/>Rounders, learning different roles, skills and strategies</p> <p><b><u>Swimming &amp; Water safety</u></b></p> <p><b><u>Athletics</u></b><br/>Outdoor jumping and throwing. Long and short distance runs and relays.</p> <p><b><u>Outdoor and Adventure:</u></b><br/>Orienteering and problem solving. Activities in Wales such as climbing, biking, canoeing.</p> |
| <p><b>R.E. Buddhism and Christianity</b></p> | <p><b><u>What does it mean to be a Buddhist?</u></b><br/>Life of Buddha and key Buddhist principles. Comparing Buddhist life and Christian life relating this to the lives of children.</p> <p><b><u>Sacred v Secular Christmas</u></b><br/>Definitions. Is it OK to have your own beliefs? How Christians celebrate Christmas.</p>   | <p><b><u>How do Christians and Buddhists express their faith in art, drama and song?</u></b><br/>Why do people of faith use art, Drama and song to enrich their Religious experience?<br/>How is the life of Jesus relevant today?<br/>Why do Christians remember Jesus particularly at Easter?</p>   | <p><b><u>Ideas about God</u></b><br/>What might god be like?<br/>What do Christians believe about god?<br/>How do humans exercise responsibility for the environment?<br/>What do Christians believe about the relationship between humans, their environment and other living creatures?</p>  |
| <p><b>Music</b></p>                          | <p>Singing and accompanying songs from and about World War 2.<br/>Developing an understanding of how music is written for specific times, places and occasions.<br/>Using WW2 as a stimulus for our own compositions using a wide variety of instruments and music technology.</p> <p>C.C. History WW2</p>  | <p>Composing Mayan mystic music using chords, melody and rhythm.<br/>Using traditional and graphic notation in our own composing.<br/>Singing and accompanying songs for our Y6 musical.</p>  | <p>Singing and accompanying songs from around the world. Comparing and evaluating two pieces of music using a wide musical vocabulary.<br/>Using world music to inspire our own compositions using a wide variety of instruments and music technology.</p>   |
| <p><b>PSHE</b></p>                           | <p><b><u>eSafety</u></b><br/>How to keep safe using social media. Discuss the law surrounding websites and ways to protect yourself online.</p> <p><b><u>New beginnings</u></b><br/>Resolutions, unleashing potential, losing negative thoughts, sticking to rules</p> <p><b><u>Getting on and falling out</u></b><br/>Valuing friendship, realising qualities of a good friend, peaceful conflict resolution</p> | <p><b><u>Going for goals</u></b><br/>Reviewing last resolutions<br/>New years resolutions<br/>Realising life goals<br/>Breaking these down into attainable steps<br/>Perseverance techniques</p> <p><b><u>It's good to be me</u></b><br/>Recognising personal potential<br/>Celebrating being unique</p> <p><b><u>Say no to bullying</u></b><br/>Recognising bullying tactics, Understanding why people bully, knowing what we can do</p> | <p><b><u>Choices</u></b><br/>Drugs education<br/>Looking at types of drugs and their harmful side effects</p> <p><b><u>Sex Education</u></b><br/>How babies are made -<br/>Pregnancy<br/>HIV</p>   |

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|  |  | <p>to stop bullying, resisting peer pressure</p> <p><b><u>Distractions</u></b></p> <p>Children recognise, the different risks in different situations and then how to behave responsibly, including sensible road use.</p> |  |
| <p><b>French</b></p> <p>Tout Le Monde</p> <p>Level 4</p> | <p>Directions</p> <p>Town</p> <p>Alphabet</p> <p>Numbers to 100</p> <p>Conversational French</p> <p>C.C. writing biographies in literacy</p> | <p>Recognise masculine and feminine words</p> <p>Dictionary skills</p> <p>Town</p> <p>Write a letter to describe their home town</p>   | <p>Animals</p> <p>Musical Instruments</p> <p>Expressing likes/dislikes</p> <p>Time</p> |
| <p><b>CHILL</b></p> <p><b>OUT</b></p>                    | <p>Sustainability</p>  | <p>Journey sticks</p> <p>C.C. art</p>  |  |