

# Cunningham Hill Junior School Year Plan for Year 6

	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>Trips and Activities</b>	Bentley Priory Visit	Buddhist Visitor	Enterprise Week Wales Residential
<b>Performances</b>	WWII Parents assembly		Year 6 School Production
<b>Literacy</b>	Poetry – emotive poems Diaries- evacuation diaries Historical Fiction – WW2 time slip story Reports – Spiderwick Field Guide of the magical world around you Recounts – On our trip to Bentley Prior Narrative – Odd and the Frost Giant	Persuasion – A rallying battle cry speech to a tribe for performance. Non-chronological report on an animal of choice based on Documentaries by David Attenborough for performance. Discussion – on current news. Narrative Workshop – working on fiction skills and writing individual stories.	Action story with linked villainous speech for performance. Poetry writing – research on a particular poet and emanating their style. Debating Skills – current issues pre- secondary school with a PSHE link.
<b>Maths</b>	Positive /negative number Four number operations, place value (rounding/ordering) Equivalent fractions Fraction, decimal and percentage equivalence Finding percentages Arithmetic Solving problems	Word problems Decimals, fractions and percentages – equivalence 2-D shape & quadrilaterals 3D shape Measuring angles Pie-charts, coordinates Ratio and proportion Number systems Converting area /perimeter	Revision of all KS2 units covered Investigative maths
<b>Science</b>	<b><u>Light and how it travels</u></b> Recognise how light travels and that we see because light is reflected into the eye. <b><u>Electricity</u></b> Make circuits and draw them scientifically. Compare the position of components in a circuit and investigate parallel and series circuits.	<b><u>Animals including humans</u></b> 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. <b><u>Living things and their habitats</u></b> Describe how living things are classified into broad groups according to common observable characteristics. Give reasons for classifying plants and animals based on specific characteristics	<b><u>Evolution and Inheritance</u></b> Looking at how living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Understanding 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. Link to PSHCE – Sex education
<b>History</b>	<b><u>World War 2</u></b> Focus on local history: Life for a child in WW2 compared to today. Topic includes: Blitz, school life, rationing, evacuation, shelters and D-Day. Understanding of place – linked to WWII topic.	<b><u>Mayan Civilization</u></b> Mayan customs Mayan geography and distribution Mayan hierarchy and the different roles in society. Comparing the Mayans to other ancient civilizations.	
<b>Geography</b>		<b><u>Rainforests</u></b> Linked to History Mayan topic. Mapping and geographical skills Rainforest study, comparison of topography and physical and human geography of the area. Map skills	<b><u>In the News</u></b> Mapping and geographical skills related to the news. Comparing populations and demographics Contrasting localities to St Albans.
<b>I.C.T.</b>	<b><u>Wikis &amp; Blog</u></b> Create and use a blog to update others on cross curricular learning. Wikis on WW2 militia	<b><u>Animation</u></b> Imotion – stop motion animation linked with science topic on the human body.	<b><u>Excel &amp; Database</u></b> Linked to Year 6 Young Enterprise day-income / expenditure for their stalls.

	<b><u>Controllable vehicles</u></b> Design and make a moving vehicle with engine, battery and circuit system	<b><u>Structures</u></b> Mayan headdresses sculptures and weaving.	<b><u>Clay</u></b> Creating clay structures using a range of sculpture techniques. Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.
<b>Art</b>	<b><u>Figures in Motion</u></b> Proportions of drawing the human figure, combined with collage of emotive backgrounds or landscapes. Artists Vincent Van Gogh and Lowry, "FAUVE" painters Henri Matisse, Salvador Dali and Andre Derain. Use of shape, colour blocking and collage.	<b><u>Sense of place</u></b> St Albans compared to another location. Different media, showing urban and rural landscapes and seascapes.	
<b>P.E.</b>	<b><u>Basketball</u></b> <b><u>Football</u></b> <b><u>Dance</u></b> WWII Gymnastic dance <b><u>Invasion games - Hockey</u></b>	<b><u>Invasion games</u></b> Netball. <b><u>Indoor Athletics</u></b> <b><u>Hockey</u></b>	<b><u>Tennis</u></b> <b><u>Dance</u></b> <b><u>Athletics</u></b> <b><u>Cricket</u></b>
<b>R.E. Buddhism and Christianity</b>	Celebrations and key events in life. Symbolic ways of expressing meaning. Understanding Christianity: Was Jesus the Messiah?	Belonging to a community, individual commitment and religious leadership. Communicating beyond prayer and sacred spaces. Understanding Christianity: What difference does the resurrection make for Christians?	Sacred texts and stories, their guidance and impact. Different ideas about God and gods, creation and ultimate questions. Reflecting on ethics, what is right and wrong, just and fair. Understanding Christianity: What would Jesus do? Taking responsibility for living together, values and respect
<b>Music</b>	Singing and accompanying songs from and about World War 2. Developing an understanding of how music is written for specific times, places and occasions. Using WW2 as a stimulus for our own compositions using a wide variety of instruments and music technology.	Composing Mayan mystic music using chords, melody and rhythm. Using traditional and graphic notation in our own composing. Singing and accompanying songs for our Y6 musical.	Composing and singing inspired by our 'In the news' topic. Using traditional and graphic notation in our own composing. Singing and accompanying songs for our Y6 musical.
<b>PSHE</b>	<b><u>eSafety</u></b> How to keep safe using social media. Discuss the law surrounding websites and ways to protect yourself online. <b><u>New beginnings</u></b> Resolutions, unleashing potential, losing negative thoughts, sticking to rules <b><u>Getting on and falling out</u></b> Valuing friendship, realising qualities of a good friend, peaceful conflict resolution	<b><u>Going for goals</u></b> Reviewing last resolutions, New years resolutions, Realising life goals, Breaking these down into attainable steps, Perseverance techniques <b><u>Say no to bullying</u></b> Recognising bullying tactics, Understanding why people bully, what we can do to stop bullying, resisting peer pressure <b><u>Distractions</u></b> Children recognise, the different risks in situations and then explain how to behave responsibly, including sensible road use.	<b><u>It's good to be me</u></b> Recognising personal potential Celebrating being unique <b><u>Choices</u></b> Drugs education Looking at types of drugs and their harmful side effects  <b><u>Sex Education</u></b> How babies are made - Pregnancy HIV
<b>French Language Angels Intermediate</b>	<b><u>Laa Deuxième Guerre Mondiale (World War II)</u></b> Group/order unknown vocabulary to help decode text in French. Improve their listening and reading skills. Name the countries and languages involved in WW2. Say what the differences were in city and country life during the war.	<b><u>Manger et Bouger (Healthy Lifestyle)</u></b> Name and recognise ten foods and drinks that are considered good for your health and ten that are considered bad. Say what activities they do to keep in shape during the week. Say in general what they do to keep a healthy life-style.	<b><u>Les Habitats (Habitats)</u></b> Talk about some key facts about things that animals and plants need to survive in their various habitats, the most common habitats for particular plants and animals and give an example of where these habitats can be found and what types of animals and plants live in different habitats.

