
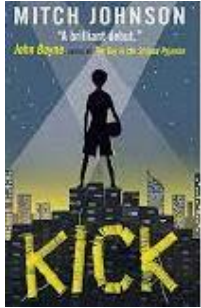
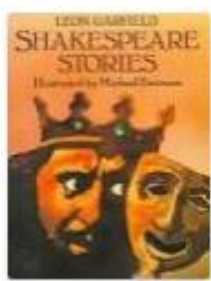
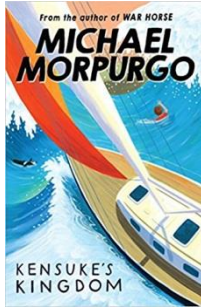
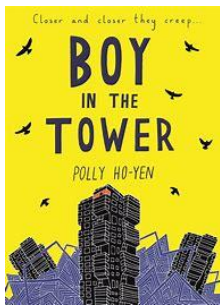



YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Where We Live: London <i>Global City</i>	History: The Kingdom of Benin	Authors & Artists: Macbeth / Kusama / installation	Our World: Volcanoes <i>The Galapagos Islands</i>	Preparation for end of key stage testing	History: Immigration through time
<b>TRIPS</b>		Hackney Museum	Tate Modern	London Zoo Cambridge University		Camping
<b>English</b>	Diary entries Formal letters (complaint) 	Persuasive writing—letters Narrative 	Narrative—flash forward Newspaper reports 	Diary entries Information texts 	Revision of all key writing skills 	Narrative- suspense writing Poetry 
<b>Reading</b>	Wonder by RJ Palacio	Kick by Mitch Johnson	Macbeth Freedom by Catherine Johnson	Kensuke's Kingdom by Michael Morpurgo	Boy in the Tower by Polly Ho-Yen	Malamander by Thomas Taylor
<b>Art or DT project</b>	<b>Painting:</b> create a piece of work inspired by Jasper John's 0 – 9 piece using the alphabet and different dialects.	<b>Ceramics:</b> design and build a ceramic mask inspired by the Benin Bronzes.	<b>Sculpture:</b> Create pumpkins inspired by Yayoi Kusama.	<b>DT:</b> using a variety of household object, design a simple machine to collect and retrieve rain water for children in Kenya to build.	<b>Digital art:</b> David Hockney – Normandy in Spring. Using iPad programs create digital paintings of the local area.	<b>Painting:</b> create a postage stamp with watercolours inspired by a variety of international stamps.
<b>Computing</b>	<b>Online Safety</b>	<b>Coding</b> on Code.org Course F	<b>Coding</b> on Espresso Discovery Year 6- complex variables			<b>We are architects:</b> using Sketch Up to design a building
<b>History or Geography</b>	<b>Geography</b> <b>London: Global City</b> Key Learning Question: What connects London to the rest of the world?	<b>History</b> <b>Kingdom of Benin</b> Key Learning Question: What was the Kingdom of Benin, and how were European countries involved with it?		<b>Geography</b> <b>Volcanoes: Galapagos Islands</b> Key Learning Question: How were the Galapagos Islands formed, and what makes them unique?		<b>History</b> <b>Immigration Through Time</b> Key Learning Question: Why did migrants come to Britain?
<b>PSHE</b>	<b>Being me in my world</b>	<b>Celebrating difference</b> (including anti-bullying)	<b>Dreams and goals</b>	<b>Healthy me</b>	<b>Changing me</b>	<b>Relationships</b>
<b>RE</b>		<b>Humanism:</b> Why is Humanism not a religion?	<b>Christianity:</b> What is forgiveness?		<b>Creation Accounts:</b> How did the world begin?	
<b>Science</b>	<b>Light</b> Light travels in straight lines, objects are visible because light reflects into the eye, shape of shadows	<b>Animals including humans</b> Circulatory system, diet, exercise, drugs, transporting nutrients and water	<b>Electricity</b> Brightness/volume link to cells, standard circuit symbols, compare how components function	<b>Evolution &amp; inheritance</b> Fossils, recognise that offspring are not identical to parents, adaptation may lead to evolution		<b>Living things and their habitats</b> Classify different living things, plants, animals, microorganisms
<b>Spanish</b>	Classroom routines, revision of negatives, clothes, opinions	Revision of family members, sentence structures, quantifiers, adjectives, Christmas traditions	Occupations, homes, furniture vocabulary	Days of the week and months of the year, accommodation, verb ir, Easter celebrations	Transport, holiday destinations,	Names of places to visit, travel and holiday destinations Hispanic Week: <b>El Salvador</b>
<b>Music</b>	<b>History of Western Music:</b> children further their investigations into music by genre, and through the lives of important musicians, identifying purpose within historical context.	<b>Djembe:</b> children develop their djembe drumming as a class and in small groups, using notation to create their own short patterns of structured music.	<b>Digital Music Making:</b> Children use Splice.com to explore texture, structure tempo and purpose in music. Stimulus: creating a soundtrack to a scene from Mac Beth.	<b>Glockenspiels:</b> children further explore glockenspiels, developing their accuracy of tempo, pitch, melody memory and reading and writing notation, to create a 3 part structured piece.	<b>Ukuleles:</b> children further explore ukuleles, developing their accuracy of tempo, pitch, melody memory and reading and writing notation, to create a 3 part structured piece: "Volcanoes".	<b>Special Year 6 project:</b> creating a music festival to say thank you and goodbye to Jubilee. Combining food, drink, musical performance and a disco.
<b>PE</b>	<b>Cricket</b>	<b>Football</b>	<b>Circuit training</b>	<b>Cross-country running</b>	<b>Athletics + sailing</b>	<b>Orienteering + sailing</b>