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| Year 6 | | 1st Half Spring Term  2nd Half Spring Term | |
| Theme/Topic title | | Victorians  (incl canals and railways) | |
| Educational visits/Visitors | | Warwick Town walk | |
| Hook | | Victorian School Day | |
| Texts | | * Street Child by Berlie Doherty * Oliver Twist * Darwin’s journey | |
| English | Fiction focus | Modern Classic | |
| Non-fiction focus | Information on Historical Person | |
| Poetry | Narrative poetry | |
| Mathematics | Content overview | * Number and place value * Addition and Subtraction * Multiplication and division * Fractions (including decimals, percentages, ratio and proportion) | * Algebra * Measurement * Geometry * Statistics |
| Science | Focus | Electricity | Evolution and inheritance |
| Content overview  N.C. P.O.S. | * 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 | * 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 different to their parents * Identify how animals and plants are adapted to suit their environment in different ways and that adaption may lead to evolution |
| Cornerstones Investigation | Cornerstones Investigation | Can you send a coded message? |
| Computing | Focus | use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. SMART  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 |
| N.C. subject content | Research and presentation | Research and presentation |
| Online safety message | If I see images or text that worries me, what should I do? | How should I behave responsibly online? |
| Geography | Focus | Local Study | |
| N.C. subject content | * Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom * Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) * Compare and contrast settlements, land use, economic activity including trade links, and the distribution of natural resources with the introduction of canals and railways * Plan a route on a map, suggesting the fastest route from one place to another. * Produce accurate scaled maps. | |
| History | Focus | Local History  Study of Victorian Warwick | |
| N.C. subject content | * develop a chronologically secure knowledge and understanding of British, local history * connections, contrasts and trends over time and develop the appropriate use of historical terms * devise historically valid questions about change, cause, similarity and difference, and significance * Comparisons between modern and Victorian life * Victorian education * The differences between the rich and poor in the Victorian era * The role of the workhouse in eradicating poverty | |
| Physical education | Content overview | Onside coaching | Onside Coaching |
| N.C. subject content | * Develop flexibility, strength, technique, control and balance * Compare performance and demonstrate improvement to achieve personal best | * Compare performance and demonstrate improvement to achieve personal best * Play competitive games, modified where appropriate * Use running, throwing and catching in isolation and in combination |
| Art and design | Focus | Victorian decoupage | Lowry |
| N.C. subject content | Embellish a 3D form using collage techniques | Use pen and ink to add line, tone and perspective. |
| Design and technology | Focus | Brunel  Technological Knowledge | Creating a working lock |
| N.C. subject content | * apply their understanding of how to strengthen, stiffen and reinforce more complex structures. * understand how key events and individuals in design and technology have helped shape the world | * Use research and develop design criteria to inform the design of innovative, functional lock fit for purpose * Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities |
| Music | Focus | Charanga (Pulse and Rhythm)  Clash and Bang  Music Company (fortnightly based on Victorian and Oliver Twist) | Charanga (Pulse and Rhythm)  Theme song to Fresh Prince of Bel Air  Music Company (fortnightly based on Victorian and Oliver Twist) |
| N.C. subject content | * improvise and compose music for a range of purposes using the interrelated dimensions of music | * improvise and compose music for a range of purposes using the interrelated dimensions of music |
| PSHE |  | Focus on 3D PSHE  Healthy lifestyles  Bullying  Lifestyle choices | Focus on 3D PSHE  Healthy lifestyles  Bullying  Lifestyle choices |
| French | Rigolo unit |  | |
| R.E. | | Key question: Spring A   * What would Jesus do? * Can we live by the values of Jesus in the twenty-first century? | |
| Cross curricular links | English | History of the Victorian era – balanced argument and explanation text |  |
| Maths | Topic – presenting data using statistical analysis | Use of scientific calculators within science |
| Other | Edison- science ‘electricity’  French songs – cross curricular |  |