



AUTUMN		SPRING		SUMMER	
<b>Has World War II had a lasting impact on the lives of children in Plymouth?</b>		<b>What is the biggest threat to Planet Earth?</b>			
<b>LITERACY</b> Speaking and listening	Historical Fiction (Blitz Cat)  Newspaper reports (Plymouth Blitz)	Poetry (Remembrance)  Non Chronological (Homefront)  Diary (Joseph's Diary/Anne Frank's Diary)	Non Fiction Unit: Explanation text  Narrative - Suspense story (Frances/Jungle)	Narrative: Poetry  Non Fiction Unit: NCR (information text)	
<b>SPAG</b>	Word classes Sentences types Sentence structure (clauses) Commas, colons and semi-colons Suffixes homophones	Subject/verb agreement Verb tenses (past + past progressive) Active/passive Direct/reported speech Speech punctuation Apostrophe for possession	Word classes Verb tenses (revision + past perfect) Modal verbs Direct/reported speech Inverted commas Commas Parenthesis Suffixes homophones Changing word classes	Word classes Subject verb agreement Sentence structure Verb tenses (past perfect) Direct/reported speech Speech punctuation Commas, semi-colons and colons Words ending: -ence, -tious, -ency, -able and -ible	
<b>SCIENCE</b>	<b>Evolution and Inheritance</b>  Story of Mary Anning Evolution Darwin, Wallace, Mendel Plant and Animal Evolution	<b>Electricity</b>  Circuit Diagrams Creating Circuits Circuit Repairs Series and Parallel Challenges	<b>Living Things and their Habitats</b>  Early Classification Linnaeus Microorganisms Identification Classification	<b>Light</b>  Shadows Eyes Reflection/Refraction Colours Investigations	

Computing	<p><b>E- Safety</b> Reviewing E-Safety at Mayflower and how to use digital technologies responsibly.</p> <p><b>Publisher</b> Timeline of British history</p>	<p><b>Excel</b> Creating databases/spreadsheets about rationing and budgeting in WW2</p>	<p><b>E- Safety</b> Reviewing E-Safety at Mayflower and how to use digital technologies responsibly.</p>	<p><b>Publisher</b> Non Fiction Unit: NCR (information text)</p> <p><b>Internet:</b> Topical research</p> <p><b>Movie maker:</b> Animation/Movie editing</p>	<p><b>E- Safety</b> Reviewing E-Safety at Mayflower and how to use digital technologies responsibly.</p> <p><b>Power Point –</b> Okehampton Recount</p>	<p><b>Scratch</b></p> <ul style="list-style-type: none"> <li>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>
D T	<p><b>Making Evacuee boxes</b></p> <p><b>Materials and Textiles</b> To understand and use the design cycle of planning, developing prototypes, modifying, making and evaluating. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p>	<p><b>Food Technology - Rationing</b> Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet.</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>		<p><b>Junk Art' based on the sculpture of WEEE Man</b></p> <p>To understand and use the design cycle of planning, developing prototypes, modifying, making and evaluating. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p>		
ART and DESIGN	<p><b>Remembrance/Poppy Sculpture</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• about great artists, architects and designers in history</li> </ul> <p>Children will be exploring the art work/architecture of Tom Piper and trying to recreate and innovate their own piece of 'big art'.</p>					

GEOG	<p><b>Mapwork</b></p> <p>To name and locate cities in the UK To identify commonwealth and empire countries. To use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.</p>		<p>To describe key aspects of physical geography, including Volcanoes and earthquakes? To describe key aspects of human geography, including natural resources and energy? To use maps, atlases and globes to locate features? To use grid references? To use fieldwork to observe, measure, record and present human and physical features? To explain geographical similarities and differences?</p>			
HISTORY	<p><b>Local History Study - the effect of WW2 on Plymouth</b></p> <p>To gain historical perspective by placing their growing knowledge into different contexts.</p> <p>Local History:</p> <ul style="list-style-type: none"> <li>a study over time tracing how several aspects of national history are reflected in Plymouth</li> <li>a study of an aspect of history that is significant in Plymouth</li> </ul>		<p>To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>			
MFL	<p><b>French</b></p> <ul style="list-style-type: none"> <li>Food and drink</li> <li>Expressing preferences</li> </ul>		<p><b>French</b></p>		<p><b>French</b></p>	
MUSIC	<p>New Beginnings/ Taking Responsibility</p>		<p>Compose a soundtrack for a volcanic eruption/ Junk band</p>		<p>Transition/Relationship and Sex Education</p>	
PE	<p>Basketball (ball bounce/catch) Swimming</p>	<p>Basketball (ball bounce/catch) Dance</p>	<p>Athletics Gymnastics</p>	<p>Athletics Gymnastics</p>	<p>Cricket (throwing/side arm strike) Dance</p>	<p>Cricket (throwing/side arm strike) Dance</p>
PSHE	<p>New Beginnings/ Taking Responsibility</p>		<p>Good to be Me</p>		<p>Transition/Relationship and Sex Education</p>	
RE	<p>Beliefs in Action in the world Y6 Autumn</p>		<p>Beliefs in Action in the world Y6 Spring</p>		<p>Life and Death Y6 Summer</p>	

## Autumn

Outcome: **Children will be able to consider the impact that World War 2 has had on children and whether it has affected the way they live today.**

## Spring

Outcome: **For children to be able to articulately share their informed opinion, on what they believe is the biggest threat to the environment; both locally and globally. Children will also consider the future environmental consequences on our planet; working with the local community to raise awareness of conservation.**

## Summer

Outcome: