

Condover Church of England Primary School

Love Each Other and Know We Are Loved

Love Forgiveness Trust

Cycle 3 Condover CE Primary School

Ocean Class- Year 6

Term	Autumn	Spring	Summer
Project	Population	Evolution	Industrial Revolution
Theme Music	Another Hundred People from Company by Stephen Sondheim - sung by Gavin Creel https://www.youtube.com/watch?v=d9MiyzoWDQI&list=PLA4ukW0F1j6UY_BU4InmBmggtYOd9IR7-&index=2 https://www.youtube.com/watch?v=kM2a7q-uhhA	Cells Divide from the film Evolution Music by John Powel and Gavin Greenaway https://www.youtube.com/watch?v=d9MiyzoWDQI&list=PLA4ukW0F1j6UY_BU4InmBmggtYOd9IR7-&index=2	Jean Michelle Jarre Industrial Revolution https://www.youtube.com/watch?v=kM2a7q-uhhA
Equality/Diversity/Inclusion/Responsibility Project starter question. This thread should run through your project	Are there too many people in the world?	Will evolution protect us from extinction?	Was the industrial revolution a good thing for everyone?
English	Core Text 'Why the Whales Came' by Michael Morpurgo -	Core Text 'Darwin's Dragons' by Lindsay Galvin- focussing on Syms' and Darwin's journey. Guided Reading	Core Text 'The vanishing Trick' (Victorian theme) Guided Reading

	<p>looking at a small island population</p> <p>Guided Reading 'Why the Whales Came' by Michael Morpurgo Vocabulary, reading, question and summary focus for each chapter</p> <p>Fiction Fast-paced action scene</p> <p>Non-Fiction Autobiography</p> <p>Poetry Soliloquy</p> <p>Spellings - Spelling Shed Spelling rules 1 – 12</p> <p>Grammar - Spelling Shed</p>	<p>'Darwin's Dragons' by Lindsay Galvin Vocabulary, reading, question and summary focus for each chapter</p> <p>Fiction Narrative</p> <p>Non-Fiction Balanced Argument</p> <p>Poetry Blackout Poetry</p> <p>Spellings - Spelling Shed Spelling rules 13 – 24</p> <p>Grammar - Spelling Shed Bullet points for items in a list Hyphens to avoid ambiguity Use of question tags Incorporating a variety of layout devices to structure text Recap of KS2 grammar curriculum Determiners, relative clauses, prepositions, fronted adverbials, modal verbs, parenthesis</p>	<p>'The vanishing Trick' (Victorian theme) Vocabulary, reading, question and summary focus for each chapter</p> <p>Fiction First person narrative</p> <p>Non-Fiction Explanation text Historical diary entry</p> <p>Poetry Narrative poem</p> <p>Spellings - Spelling Shed Spelling rules 25-36</p> <p>Grammar - Spelling Shed Recap on KS2 curriculum</p>
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	<p>Formal and informal writing</p> <p>Recognising punctuation marks</p> <p>Recognising Independent clauses</p> <p>Dashes, colons and semi colons to link independent clauses</p> <p>Cohesive devices</p> <p>Passive and Active voice</p> <p>Synonyms and antonyms</p> <p>Adding colons at the start of a list</p> <p>The subjunctive form</p>		
Mathematics	<p>1.30 Composition and calculation: numbers up to 10,000,000</p> <p>3.9 Multiplying fractions and dividing</p>	<p>Year 6:</p> <p>3.10 Linking fractions, decimals and percentages</p> <p>6G-1 Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.</p>	<p>Year 6:</p> <p>2.27 Scale factors, ratio and proportional reasoning</p> <p>1.29 Using equivalence and the</p>




	fractions by a whole number 2.24 Division: dividing by two-digit divisor	2.30 Multiplicative contexts: area and perimeter 2 3.8 Common denomination: more adding and subtracting 3.9 Multiplying fractions and dividing fractions by a whole number	compensation property to calculate 1.31 Problems with two unknowns 2.22 Combining multiplication with addition and subtraction 2.28 Combining division with addition and subtraction 2.26 Mean average and equal shares
Science	<u>Animals, including humans</u> <ul style="list-style-type: none"> ▪ (Y5) describe the changes as humans develop to old age ▪ (Y6) identify and name the main parts of the human circulatory system, and describe the functions of 	<u>Evolution and inheritance</u> <ul style="list-style-type: none"> ▪ (Y6) recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago ▪ (Y6) recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents <ul style="list-style-type: none"> ▪ (Y6) identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	<u>Electricity</u> <ul style="list-style-type: none"> ▪ (Y6) associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ▪ (Y6) compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the

	<p>the heart, blood vessels and blood</p> <ul style="list-style-type: none"> ▪ (Y6) recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ▪ (Y6) describe the ways in which nutrients and water are transported within animals, including humans <p><u>Earth and space</u></p> <ul style="list-style-type: none"> ▪ (Y5) describe the movement of the Earth, and other planets, relative to 		<p>on/off position of switches</p> <ul style="list-style-type: none"> ▪ (Y6) use recognised symbols when representing a simple circuit in a diagram <p><u>Light</u></p> <ul style="list-style-type: none"> ▪ (Y6) recognise that light appears to travel in straight lines ▪ (Y6) 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 ▪ (Y6) 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
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	<p>the Sun in the solar system</p> <ul style="list-style-type: none">▪ (Y5) describe the movement of the Moon relative to the Earth▪ (Y5) describe the Sun, Earth and Moon as approximately spherical bodies▪ (Y5) use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky		<ul style="list-style-type: none">▪ (Y6) use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
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RE	UC. Unit U 2.1 God differentiated using Digging Deeper where needed. Christmas- What is the meaning of Advent? (3 Weeks focus- Christmas)	UC. Unit U 2.3 Incarnation differentiated using Digging Deeper where needed. UC. Unit U 2.5 Salvation using Digging Deeper where needed. (3 Weeks focus- Easter)	G. Unit L 2.9 How do Festivals and Worship show what matters to a Muslim? G U2.12 How does Faith help when Life gets hard?
History	A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. Mayan	A local history study Charles Darwin Key Questions: Describe Darwin's early life. What impact did Charles Darwin have on science? Were his ideas accepted? What was life like in Victorian Britain for the majority of the population? Describe Darwin's expedition.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Industrial Revolution Key questions: When was the Industrial Revolution and where did it start? Name Why is the Ironbridge so significant? some changes in energy, technology,

	<p>Key Questions: Where and when did the Maya live? What was Maya writing like? How did the Maya tell the time? What numbers did the Maya use in Maths? Did the Maya play football like us? How do we know about the Maya?</p>		<p>transport and workplaces that were caused by the Industrial Revolution. Was the Industrial Revolution all positive?</p>
Geography	<p>Describe and understand key aspects of types of settlement Suggested teaching Within the local area or of a major city studied (Chichen Itza)</p>	<p>NC-The Prime/Greenwich Meridian and time zones (including day and night) Suggested teaching Teach children that the GMT line runs through London. Show children how to calculate time zones using maps/ atlases and make links to the areas visited by Darwin, such as Galapagos, Azores, Brazil, Australia etc. (History)</p>	<p>NC-land-use patterns; and understand how some of these aspects have changed over time Suggested teaching Birmingham's changes from town to city over 200 years and the demands on the neighbouring</p>

			<p>areas to keep up with demand for resources (raw materials, food, etc) and link with demand for resources from Shropshire (Ironbridge)</p>
<p>Art</p>	<p>Project: Population</p> <p>Media: Painting</p> <p>Marcel Duchamp – painter showing movement.</p>  <p><u>Year 5</u> Marcel Duchamp was a French American artist</p>	<p>Project: Evolution</p> <p>Media: Pastel, chalk</p> <p>Henri Rousseau</p>  <p><u>Year 5</u> Henri Rousseau was a French painter who died in 1910. Naïve or primitive Art is art that is created to look quite simple or childlike. Using similar colours creates a mood and atmosphere. Line and shape can create a sense of space or can make a picture feel flat.</p>	<p>Project: Industrial Revolution</p> <p>Media: Pencil</p> <p>Christopher Richard Wynne Nevinson – Futurist painter.</p>  <p><u>Year 5</u> Christopher Richard Wynne Nevinson was a British WWI artist.</p>

	<p>who died in 1968.</p> <p>Cubism is a movement.</p> <p>Cubist artists try to show all the different views of an object at the same time rather than one view point.</p> <p>Marcel Duchamp wanted people to enjoy thinking about the art work.</p> <p>Sketchbooks can be used to collect and adapt ideas for artwork.</p> <p>Use colour, shape and texture to provoke a response or feeling when painting.</p> <p><u>Year 6</u></p>	<p>Artists often develop a particular style and use particular tools, such as a pallet knife, to enhance their work.</p> <p><u>Year 6</u></p> <p>Henri Rousseau was a French painter who died in 1910.</p> <p>Naïve or primitive Art is art that is created to look innocent or childlike – not following artistic rules.</p> <p>Using tones of the same or similar colours creates a distinct mood and atmosphere.</p> <p>Shape, colour and line can create a sense of space or can make a picture feel flat.</p> <p>Artists use ideas of others, evaluate, change and improve their work to achieve the maximum impact.</p>	<p>A War artist tried to capture scenes of a war, often from the battle fields.</p> <p>Nevinson was a Futurist artist who used machines and technology in his work.</p> <p>Shapes and line can be combined to make interesting images.</p> <p>Generate multiple ideas and present a clear process that leads to a finished piece of work using a sketchbook.</p> <p><u>Year 6</u></p> <p>Christopher Richard Wynne Nevinson was a British WWI artist.</p> <p>A War artist tried to capture the feeling and spirit of a war.</p> <p>Nevinson was a Futurist artist who enjoyed making images using</p>
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	<p>Marcel Duchamp was a French American artist who lived through both World Wars and died in 1968. Cubism is a movement. Cubist artists try to show all the different views of an object at the same time rather than one view point. Marcel Duchamp wanted art to please the mind rather than just the eye. Sketchbooks can be used to collect and evaluate ideas for artwork.</p> <p>Analyse and evaluate the effectiveness of</p>		<p>machines and technology. Geometric shapes and line can be combined to make interesting images.</p> <p>Show an ability to give and receive constructive criticism and adapt their own work accordingly.</p>
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	their work making changes to improve it.		
Music	<p>BBC 10 Pieces:</p> <p>Joseph Bologne – Symphony No 1</p> <p>https://www.bbc.co.uk/teach/ten-pieces/KS2-joseph-bologne-chevalier-de-saint-georges-symphony-no-1-in-g-major-allegro/zrpsv9g</p>	<p>BBC 10 Pieces:</p> <p>Benjamin Britten - Storm</p> <p>https://www.bbc.co.uk/teach/ten-pieces/KS2-benjamin-britten-storm-interlude-from-peter-grimes/z4fsv9g</p>	<p>BBC 10 Pieces:</p> <p>MUSSORGSKY – A Night on the Bare Mountain</p> <p>https://www.bbc.co.uk/teach/ten-pieces/primary-music-ks2-mussorgsky-night-on-bare-mountain/zvw2t39</p>
Computing	<p>Databases – using search tools</p> <p>Searching the web</p>	<p>Computing systems and networks-communications</p> <p>Computing systems and networks – Communication</p> <p><u>Internet safety</u></p> <p>Online bullying</p> <p>Managing online information</p>	<p>Data and information spreadsheets</p> <p>Programming A-Variables in games</p> <p>Data and information – Spreadsheets</p> <p>Programming A – Variables in games</p> <p><u>Internet safety</u></p> <p>Health, well-being and lifestyle</p>

	<u>Internet safety</u> Self imagery and identify Online relationships Online reputation		Privacy and security Copyright and ownership
Design Technology	Food Design, make and evaluate fair trade cookies.	Mechanical Systems CAMS Design and make a mechanism about sustainability using a cam with a lever or slider follower	Structures Design and make good quality saleable product from recycled goods.
PSHE/ RSE Class Ocean Year 6 SCARF units- adapted for year 5	Me and my relationships Valuing difference	Keeping myself safe Rights and responsibilities	Being my best Growing and changing
PE	Tag Rugby Netball	Gymnastics Hockey	Tennis Athletics
French	Words and Phrases: Let's Visit a French Town,	Words and Phrases: This is France, All in A Day https://www.twinkl.co.uk/resource/tp2-l-209-planit-french-this-is-france-year-6-unit-pack	Words and Phrases: Catch up or own choice project on French culture/Life

	Lets go Shopping	https://www.twinkl.co.uk/resource/tp2-l-169-planit-french-year-6-all-in-a-day-unit-pack	
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