

Key: Science History Geography DT ICT/Computing Music Art						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Y6	<p>Does the moon shine? (how light behaves)</p>	<p>Heir Hunters (evolution and inheritance)</p>	<p>My Family and Other Animals (classification)</p>	<p>Does the moon shine? (how light behaves)</p>	<p>Heir Hunters (evolution and inheritance)</p>	<p>My Family and Other Animals (classification)</p>
	<p>Forces, forces everywhere! (mechanisms) incl. Why are pulleys useful?</p>			<p>Forces, forces everywhere! (mechanisms) incl. Why are pulleys useful?</p>		
	<p>Vicious Vikings Experience day @ school</p>	<p>Should education be free? (changes through time; focus on the Victorians) St. John's Museum trip</p>	<p>Mayan civilisation c. AD900</p>	<p>Vicious Vikings Experience day @ school</p>	<p>Why explore? (exploration through time; focus on the Tudors)</p>	<p>Ancient Greece Experience day @ school</p>
	<p>How do rivers shape our lives?</p>	<p>Disappearing rainforests</p>		<p>The mountain environment</p>	<p>Shakespeare's Stratford (local tourism) Fieldwork trip</p>	
	<p>Crumble project (control & monitoring)</p>	<p>Seasonal supper (food technology)</p>	<p>Fancy footwear</p>	<p>Crumble project (control & monitoring)</p>	<p>Seasonal supper (food technology)</p>	<p>Fancy footwear</p>

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	ICT/Computing: Programming		ICT/Computing: Use of ICT		ICT/Computing: E-Safety	
Y6	<p>Scratch Animated stories (e.g. scene from Macbeth) Drawing & animating own sprites and backdrops using Scratch editor. Sequencing conversations (broadcast message/receive message blocks). Show/hide blocks.</p> <p>Crumble (DT link) Programming the Crumble to monitor the environment and control outputs (e.g. LED, Sparkle, filament bulb) accordingly.</p>		<p>The expectation is that in Y6, pupils will continue to develop and refine skills learned in previous years, using software including MSWord, MSPowerPoint and a range of digital devices to research, record and present their work.</p> <p>In addition:</p> <p><u>Data handling:</u> Using spreadsheets: entering data; formatting cells; using formulae for calculations.</p> <p><u>Blogging:</u> Writing blog posts; adding images, audio & video to posts. (e.g. Blogger by Google)</p>		<ul style="list-style-type: none"> •I protect my password and other personal information. •I can explain the consequences of sharing too much about myself online. •I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. •I can explain the consequences to myself and others of not communicating kindly and respectfully. •I can explain the consequences of spending too much time online or on a game. •I protect my computer or device from harm on the Internet. •I can check the reliability of a website. •I can tell you about copyright and acknowledge the sources of information that I find online. 	

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Y6

Singing:

Pupils should be taught to perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.

Class songs e.g. from Year 6 Music Express; topic-related songs; songs for school assemblies; songs for KS2 end-of-year musical.

Range of songs for accompanying using hand chimes.

Introduction to part singing.

Opportunity for some solo singing in summer musical.

Playing musical instruments; reading & notating music.

Pupils should be taught to play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.

Use of a range of classroom percussion instruments (including hand chimes) to play solo or as an ensemble, or to accompany singing.

Use of hand chimes to play melodies as well as accompaniments.

Opportunities for pupils who learn instruments with CMS to play and perform together.

Pupils should be taught to use and understand staff and other musical notations.

Revision/use of conventional rhythm notation incl. rests, time signatures etc.

Revision/use of pitch notation (on the treble stave).

Composing:

Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.

Opportunities to create and compose music on their own and with others. Compositions may be notated and recorded using ICT, enabling playback, evaluation & improvement.

Listening & appraising:

Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory. They should have opportunities to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Opportunities to listen to live music (e.g. other children singing and/or playing instruments; visiting musicians) and recorded music from a range of times and cultures.

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Y6	<p>Fine Art Skills <i>'Pupils should be taught to improve their mastery of art and design techniques, including drawing and painting with a range of materials.'</i> In Year 6 at BT this means: Using 1 & 2 point linear perspective Representing movement Creating form using tone & texture</p> <p>Media: <i>'Pupils should be taught to improve their mastery of art and design techniques with a range of materials.'</i> In Year 6 at BT this means: Wire mesh/mod roc Screen print Own Art project using skills & knowledge from previous years.</p>					