

**HEALEY FOUNDATION PRIMARY SCHOOL**  
**YEAR 6 - YEARLY PLAN**

	AUTUMN		SPRING		SUMMER	
	1	2	1	2	1	2
	ONE SESSION EACH DAY following the National Curriculum 2014					
<b>LITERACY</b>	<b>ONE SESSION EACH DAY following the National Curriculum 2014 (WITH ADDITIONAL HANDWRITING, SPELLING AND EXTENDED WRITING)</b>					
<b>SCIENCE</b>	<p><u>Light</u></p> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines.</li> <li>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.</li> <li>Explain that we see things because light travels from light sources to our eyes or from light sources to objects + then to our eyes.</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> <p><u>Electricity</u></p> <ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>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.</li> <li>Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p><u>Evolution and inheritance</u></p> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> </ul> <p><u>Evolution and inheritance</u></p> <ul style="list-style-type: none"> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>			<p><u>Animals incl humans</u></p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	
<b>COMPUTING</b>	<p><b>Unit 6.1</b> Coding</p> <p><b>Unit 6.2</b> Coding</p>	<p><b>Unit 6.4</b> Blogging</p> <p><b>Unit 6.5</b> Networks</p>	<p><b>Unit 6.5</b> Text Adventures</p>	<p><b>Unit 6.3</b> Spreadsheets</p>	<p><b>Unit 6.8</b> Understanding binary</p>	<p><b>Unit 6.7</b> Quizzing</p>
<b>RELIGION</b>	<p><b>Believing</b> What do religions say to us when life gets hard? Christians, Hindus and non-religious (e.g. Humanists)</p>		<p><b>Expressing</b> Is it better to express your beliefs in arts and architecture or charity and generosity? Christianity/Hinduism/Humanism/Buddhism</p>		<p><b>Living</b> What matters most to Christians and Humanists? (Christianity/Humanism/Hinduism)</p>	
<b>HISTORY</b>	<p>Leisure and Entertainment</p>		<p><b>The Maya Civilisation</b></p>		<p><b>The Shang Dynasty</b></p>	
<b>GEOGRAPHY</b>		<p><b>Scandinavia</b></p>		<p><b>Yosemite National Park</b></p>		<p><b>South America</b></p>

MUSIC	<p><u><b>Advanced rhythms</b></u> Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition</p>	<p><u><b>Dynamics, pitch and tempo</b></u> <b>(Theme: Fingal's Cave)</b> Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.</p>	<p><u><b>Songs of WW2</b></u> Developing greater accuracy in pitch and control. Identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.</p>	<p><u><b>Film music</b></u> Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.</p>	<p><u><b>Theme and variations</b></u> <b>(Theme: Pop Art)</b> Exploring the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments</p>	<p><u><b>Composing and performing a Leavers' Song</b></u> Creating their own leavers' song personal to their experiences as a class; listening to and critiquing well known songs, writing the lyrics, exploring the concept of the four-chord backing track and composing melodies.</p>
ART AND DESIGN	<p><b>Craft and design</b> Photo opportunity</p>	<p><b>Painting and Mixed media</b> Artist study</p>	<p><b>Drawing</b> Make my voice heard</p>		<p><b>History links</b> Chinese art</p>	
DT  MODERN FOREIGN LANGUAGES (FRENCH)				Building Bridges		Chinese Inventions
	<b>Delivered by Mrs Hibbins</b>					
PSHRE	<p><u><b>Digital Wellbeing</b></u> Online safety, cyber bullying, fake news, using the internet responsibly</p>	<p><u><b>VIPs – RSE</b></u> Secrets and dares, healthy and unhealthy relationships</p>	<p><u><b>Money Matters</b></u> Budgeting, prioritising spending, advertisement dangers</p>	<p><u><b>Diverse Britain</b></u> The diverse faiths and communities in Britain, community groups and charities.</p>	<p><u><b>Growing Up – RSE</b></u> Different types of relationships, changes to our bodies, contraception and menstruation *</p>	<p><u><b>It's My Body</b></u> Consent, body image, stereotypes, exercise and hygiene</p>
	Netball Handball	Gymnastics Target Games	Dance Dodgeball	Tennis Hockey	Cricket Rounders	JagTag Athletics
EDUCATIONAL VISITS	<b>TASTER DAY AT A LOCAL HIGH SCHOOL (WHITWORTH)</b>		<b>ROBINWOOD</b>		<b>Greater Manchester Fire Service/ BIKEABILITY</b>	