

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

	AUTUMN		SPRING		SUMMER	
	1	2	1	2	1	2
<b>NUMERACY</b>	ONE SESSION EACH DAY following the National Curriculum 2014					
<b>LITERACY</b>	ONE SESSION EACH DAY following the National Curriculum 2014 (WITH ADDITIONAL HANDWRITING, SPELLING AND EXTENDED WRITING)					
<b>SCIENCE</b>	<u>Light</u> <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>	<u>Electricity</u> <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>	<u>Living things and their habitats</u> <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>	<u>Evolution and inheritance</u> <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>	<u>Evolution and inheritance</u> <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>	<u>Animals incl humans</u> <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>	<b>Unit 6.1</b> Coding  <b>Unit 6.2</b> Coding	<b>Unit 6.4</b> Blogging  <b>Unit 6.5</b> Networks	<b>Unit 6.5</b> Text Adventures	<b>Unit 6.3</b> Spreadsheets	<b>Unit 6.8</b> Understanding binary	<b>Unit 6.7</b> Quizzing
<b>RELIGION</b>	<b>Believing</b>  What do religions say to us when life gets hard? Christians, Hindus and non-religious (e.g. Humanists)		<b>Expressing</b>  Is it better to express your beliefs in arts and architecture or charity and generosity?  Christianity/Hinduism/Humanism/Buddhism		<b>Living</b>  What matters most to Christians and Humanists?  (Christianity/Humanism/Hinduism)	
<b>HISTORY</b>	<b>Leisure and Entertainment</b>		<b>The Maya Civilisation</b>		<b>The Shang Dynasty</b>	
<b>GEOGRAPHY</b>	<b>Scandinavia</b>		<b>Yosemite National Park</b>		<b>South America</b>	

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