|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | TERM 1 | TERM 2  | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
| **Y6** | **London** | **Angry Earth**Pompeii recount/diary | **V is for Victory** Bombs, Battles and Bravery! | **Who’s The Mummy?**Howard Carter recountCanopic jar instruction writing  | **You’re Hired!** Production  |
| **WW1** | **WW2**Evacuation letterThe Blitz |
| **English** Power OfReading  | **London Eye Mystery**  | **A Monster Calls** | **Poetry (2 wks)**War HorseDulce et Decorum**Goodnight Mr Tom?** (3wks) | **Little Ships** (2wk)**Rose Blanche** (4wk)OR **Boy in striped pyjamas**   | **The Viewer**- Gary Crew + Shaun Tan AND**Egyptian Echo** | Text linked to production |
| **Reading**  |  |  |  |
| **Maths**  | White Rose |
| **Science****(SC)** | **Electricity** | **Microbes****Living things** | **Evolution**Charles Darwin study | **Animals including humans**  |  | **Light** |
| **ICT** | **Purple Mash****2code**Gorilla level*Catching game & driving game.* | **iProgram**Unit 2. Designing and developing multi-level X-Box games.8 weeks (term 5-6) | **iProgram**Unit 1. Designing and developing computer games.8 weeks (term 2-3) | **UKS2 iAlgorithm**Sessions 1-2. Searching, sorting and Networks. Efficient algorithms.2 weeks | **iWeb**Remixing and creating web content using HTML.6 weeks | **UKS2 iSafe**Sessions 1-4. Staying safe in a digital world.4 weeks |
| **History** | The history of London. The history of laws and parliament.  | Impact of the Pompeii eruption. | How did ww1 and ww2 start? End?Key dates and significant events.Why was Britain at war withGermany?What was it like to be a child duringWW2? Why was the Battle of Britain soimportant and how did the use ofRADAR help in its victory.Could it have been avoided?P4C opportunity – Is it ever right to go to war? | Symbols and hieroglyphicsPyramidsAncient Egyptian timelineFamily tree of Egyptian godsPharaohsMummification |  |
| **Geography** | Compare and contrast two cities/countries. Plot the journey from one to the other. Why is London so important to Great Britain? | Levels and types of volcanic eruptions.Formation of volcanoes.Location of volcanoes and earth quake zones | Use the voyage of the HMS Beagle and Darwin’s recounts of the voyage as a springboard fromwhich to find out about key geographical terms. | Location of countries within the British Empire. Map of countries effected by the great wars.I.D Countries, Seas and Continents | Location of Egypt.Geographic features. Factfile on modern Egypt.  |  |
| **Art** | Biro drawings on top landmarks.Banksy - Urban Art  | Learn the sgrafffito technique with oil pastels and acrylic paints.Analyse volcano images by famous artists.  | Study design and slogans of propaganda posters - design own poster. Clay War Medals Clay PoppiesCreate large scale mural of London during the Blitz using silhouettes. Evolution: Leonardo da Vinci study of art and science of the universe. Draw stages of Darwin’s theory of evolution. | Draw and design canopic jars | Props and backings for productionMemory books |
| **D and T**  |  | Volcano models | Build carrier boxes for gas masks/ suitcases for evacuees. Build Anderson shelters | Canopic jars | Design the packaging for product enterprise |
| **PSHE** | **Me and keeping safe**Basic First aid  | **Me and feelings and relationships****Conflicting feelings, Moving on and changes** | **Me and making a positive contribution****Rules and laws houses of Parliament** | **Me and medicines and drugs**Legal and illegal drugs, Risk, peer pressure | **Me and my healthy lifestyle****Food and body image in the media. Evaluate own lifestyle** | **Me and growing and changing****How a baby is made and born, relationships** |
| **RE** | Is it better to express your beliefs in arts and architecture or in charity and generosity? | What difference does it make to believe in Ahimsa, Grace and Ummah? | What matters most to Christians and Humanists? |  | What do religions say to us when life gets hard? |
| **PE** | **Gym – key steps****Football** | **Multi skills****Rugby** | **Dance****The Blitz**‘40s dance**Hockey** | **GYM- Key Steps****Netball** | **Cricket** | **Tennis****Athletics****(Rounders)** |
| **MFL** |  |  |  |  |  |  |
| **Music**  | Listen to the National Anthem  | Use the pentatonic scale to make improvised melodies. Play instruments to create phased/ layered music. Play musical instruments in an expressive/ controlled way.  | Listening to and singing popular music from WW2. Preparing and ‘broadcasting’ their own WW2 radio programme with songs, messages and news items. Christmas songs.  | Singing and adding accompaniments to songs. Composing simple pieces- inventing and exploring rhythm patterns.  | Programme music.Analyse different musical elements within pieces. Consider pitch/ dynamics/ tempo/ instrumentation/ timbre and texture.  | Production Songs and musical accompaniment |
| **Trips/ workshops/ enrichment**  | **Raise money for a homeless Charity/ Shelter** | **Houses Of Parliament & Imperial War Museum** | **Goodnight Mr Tom film showing****OR** **Apply for 12A Dunkirk showing** | **Ancient Egyptian workshop** | **Residential****to Swattenden****Theatre group** |

⚫ - Topic / theme

⚫ - Inspire Curriculum unit

⚫ - Power Of Reading books

Sc- Kent Primary Science Scheme of Work unit