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|  | 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 recount  Canopic jar instruction writing | **You’re Hired!**  Production |
| **WW1** | | **WW2**  Evacuation letter  The Blitz |
| **English**  Power  Of  Reading | **London Eye Mystery** | **A Monster Calls** | **Poetry (2 wks)**  War Horse  Dulce 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 with  Germany?  What was it like to be a child during  WW2?  Why was the Battle of Britain so  important and how did the use of  RADAR help in its victory.  Could it have been avoided?  P4C opportunity – Is it ever right to go to war? | | | Symbols and hieroglyphics  Pyramids  Ancient Egyptian timeline  Family tree of Egyptian gods  Pharaohs  Mummification |  |
| **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 from  which 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 Poppies  Create 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 production  Memory 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