



Guston Church of England Primary School

Yearly Plan 2023-24

Year Group: 6 Elder Class

Teacher: Mrs Hixon

		Term 1	Term 2	Term 3	Term 4	Term 5 SATS	Term 6
		Me and My Environment		Vikings and Settlers		The Greeks and Y6 Performance	
English		Biographies and auto biography - biographies of Mrs Day, Charles Darwin – Science Information leaflet – information leaflets on Dover Castle and Fort Burgoyne	The Explorer Katherine Rundell Adventure stories	Narrative and VIPERS - Odd and the Frost Giants Neil Gaiman Descriptive writing Newspapers - 'Odd the Hero' Poetry – Odd/ Being Unique	Art Week – Banksy 'Art or Vandalism?' Debate writing Information text RE – Easter story retell	The Boy at the Back of the Classroom Onjali Q. Rauf Letter writing Diary entries	Performance Autobiographies – updated! Persuasive writing – school topic?

Science

Knowledge

Evolution and Inheritance:

I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Light:

I can notice that light is reflected from surfaces. Recognise that he/she needs light in order to see things and that dark is the absence of light. I can recognise that light from the sun can be dangerous and that there are ways to protect eyes. I can recognise that shadows are formed when the light from a light source is blocked by a solid object. I can find patterns in the way that the size of shadows changes. I can recognise that light appears to travel in straight lines. I can 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. I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Animals including Humans:

I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. I can describe the ways in which nutrients and water are transported within animals, including humans.

Electricity:

I can identify common appliances that run on electricity. I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. I can recognise some common conductors and insulators, and associate metals with being good conductors. I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. I can compare and give reasons for variations in how components function,

Living Things and their Habitats:

I can recognise that environments can change and that this can sometimes pose dangers and have an impact on living things. I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. I can recognise that living things can be grouped in a variety of ways. I can describe the life process of reproduction in some plants and animals. I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

Fort Burgoyne

Computing	Skills	<ul style="list-style-type: none"> I can plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary. I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. I can Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. <ul style="list-style-type: none"> I can Use test results to make predictions to set up further comparative and fair tests. I can Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. <ul style="list-style-type: none"> I can identify scientific evidence that has been used to support or refute ideas or arguments. I can Describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources. <ul style="list-style-type: none"> I can Group and classify things and recognise patterns. I can find things out using a wide range of secondary sources of information. I can Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate his/her methods and findings. 					
	CS			I am using sequences, selections and repetition in programs; working with variables and various forms of input and output. Crash course Year 6 Coding	I can understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration - 6.6	I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 6.7	I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. (6.1
	IT	I can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. (6.2,6.9	I can select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals - 6.4 Blog Unit				
	DL	I can use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact – 6.2 Online Safety Unit					

RE	Understanding Christianity	Creation/Fall Creation and science: conflicting or complementary?	Gospels What kind of world did Jesus want?	Islam Who is a Muslim and what do they believe?	Salvation What difference does the resurrection make to Christians? How can people express the spiritual through the arts?	Is it better to express your beliefs in arts and architecture or charity and generosity	Kingdom of god What kind of king is Jesus?
	Knowledge			I can describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.		Child led I can describe a study of Ancient Greek life and achievements and their influence on the western world	
History	Skills	I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry) I can construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Historical enquiry) I can understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry)					Child led I can make confident use of a variety of sources for independent research. (Historical enquiry)

	Threads	I can describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods. I can note connections, contrasts and trends over time and show some use of historical terms. I can use evidence to support arguments.					
Geography	Knowledge						I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within South America.

	Skills	<p>I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world. (Geographical skills and fieldwork)</p>	<p>I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (Geographical skills and fieldwork)</p> <p>I can understand and use a widening range of geographical terms such as urban, rural, land use, sustainability, tributary, and trade links. (Geographical skills and fieldwork)</p> <p>I can use maps, charts etc. to support decision making about the location of places Dover Castle and St James Place. (Geographical skills and fieldwork)</p>			<p>I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>I can describe and understand key aspects of human geography.</p>
	Thread	<p>I can locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>					

Art	Knowledge	<p>Henri Matisse 'Our World'</p> <p>I can describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.</p> <p>I can explain and justify preferences towards different styles and artists.</p>		<p>Banksy 'Viking Tags'</p> <p>I can describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.</p> <p>I can explain and justify preferences towards different styles and artists.</p>		<p>Andy Warhol 'Me, Myself and I'</p> <p>I can describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.</p> <p>I can explain and justify preferences towards different styles and artists.</p> <p>I can produce intricate patterns and textures in a malleable media.</p>	
	Skills	<p>I can use techniques, colours, tones and effects in an appropriate way to represent things seen.</p>		<p>I can create intricate printing patterns by simplifying and modifying sketchbook designs.</p> <p>I can follow a design brief to achieve an effect for a particular function.</p> <p>I can use different techniques, colours and textures when designing and making pieces of work and explain my choices</p>		<p>I can begin to develop an awareness of composition, scale and proportion in their work.</p> <p>I can use simple perspective in their work using a single focal point and horizon.</p>	
	Thread	<p>I can select ideas based on first hand observations, experience or imagination and develop these through open ended research.</p> <p>I can refine my use of learnt techniques.</p> <p>I can adapt my own final work following feedback or discussion based on their preparatory ideas.</p>					

Design & Technology	Knowledge		I can use information on food labels to inform choices.		I can use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products. I can generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.		I can use my knowledge of famous designs to further explain the effectiveness of existing products and products I have made.
	Skills		Christmas Cooking Project I can research, plan and prepare and cook a variety of dishes, applying his/her knowledge of ingredients and my technical skills. I can confidently plan a series of healthy meals based on the principles of a healthy and varied diet.		Viking Longboats Draken Harald Harfagre I can use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately.		Summer Project – Greek Salad I can apply my understanding of computing to program, monitor and control his/her product.
		I can apply my knowledge of materials and techniques to refine and rework my product to improve its functional properties and aesthetic qualities. I can use technical knowledge accurate skills to problem solve during the making process.					
PSHE	Jigsaw	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me

	Unit	World Unite – Step Dance Performance	Journeys – song cycle performance	Growth- street dance performance	Roots – mini musical performance	Class awards – awards show performance	Moving on – levers assembly performance
MFL	Unit	Getting to know you	All about ourselves	That's tasty	Family and friends	School life	Time travelling
	Knowledge	Appreciate stories, songs, poems, and rhymes in French Write phrases from memory to express ideas clearly Broaden vocabulary and develop the ability to understand new words that are introduced in familiar material.	Listen attentively to spoken language and show understanding by joining in and responding Write phrases from memory to express ideas clearly	Read carefully and show an understanding of words, phrases and simple writing Listen attentively to spoken language and show understanding by joining in and responding Write phrases from memory to express ideas clearly	Present ideas and information orally to a range of audiences Broaden vocabulary and develop the ability to understand new words that are introduced in familiar material.	Present ideas and information orally to a range of audiences Read carefully and show an understanding of words, phrases and simple writing	Listen attentively to spoken language and show understanding by joining in and responding Broaden vocabulary and develop the ability to understand new words that are introduced in familiar material.
	Skills	I can describe people, places, things and their actions orally and in writing. I am developing accurate pronunciation and intonation	I can describe people, places, things and their actions orally and in writing I can explore the patterns and sounds of language through songs and rhymes linking the spelling, sounds and meaning of words. I am developing accurate pronunciation and intonation	I can engage in conversations: ask and answer questions; express opinions and respond	I can speak in sentences, using familiar vocabulary, phrases and basic language structures I can describe people, places, things and their actions orally and in writing I can explore the patterns and sounds of language through songs and rhymes linking the spelling, sounds and meaning of words. I can engage in conversations: ask and answer questions; express opinions and respond	I can speak in sentences, using familiar vocabulary, phrases and basic language structures I can engage in conversations: ask and answer questions; express opinions and respond	I can speak in sentences, using familiar vocabulary, phrases and basic language structures

		I can understand basic grammar appropriate to the language being studied.					
Music		<p>World Unite Step Dance Performance</p> <p>I can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>I can improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>I can use and understand staff and other musical notations</p>	<p>Recorders / Journeys Song Cycle Performance</p> <p>I can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>I can develop an understanding of the history of music</p>	<p>Growth Street Dance Performance</p> <p>I can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can use and understand staff and other musical notations</p> <p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Class Awards Awards Show Performance</p> <p>I can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>I can improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Performance</p> <p>I can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>I can improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Performance</p> <p>I can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can use and understand staff and other musical notations</p>
PE	Sport: knowledge and skills	<p>Games - Football – I can play competitive games</p> <p>Dance - I can perform dances using a range of movement patterns</p>	<p>Athletics - Sports-hall Athletics</p> <p>Gymnastics – I am developing flexibility, strength, technique, control and balance</p>	<p>Games - Basketball - I can play competitive games</p> <p>Dance - Yoga – I am developing flexibility, strength, technique, control and balance</p>	<p>Games – Handball - I can play competitive games</p> <p>Athletics - Running and fitness – I am developing flexibility, strength, technique, control and balance</p>	<p>Games - Netball - I can play competitive games</p> <p>Athletics- I am developing flexibility, strength, technique, control and balance</p> <p>PGL - I can take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Games - Rounders - I can play competitive games</p> <p>Cricket - I can play competitive games</p>

		Pupils will compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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