

The Black Pear Trust – SYNOPSIS PLANNER – YEAR 6

	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>This is me</u>	<u>My place, my time</u>	<u>Celebrate</u>	<u>Around the world</u>	<u>STEM</u>	<u>Those that came before</u>	<u>Social Enterprise</u>
Science	Animals including Humans Children will identify the main parts of the circulatory system and describe their functions. Children will recognise the impact of lifestyle choices on their bodily functions.		Living things and their habitats Children will describe and classify living things based on observable characteristics. They will be able to provide reasons for classifications.	Evolution Children will recognise that fossils provide evidence of life from millions of years ago and that living things change (evolve) over time. Children will link their understanding of reproduction to offspring inheriting traits from parents. Children will be able to identify how living things have adapted over time to meet the needs to their environment.		Electricity Children will be able to use recognised symbols to represent components in diagrams of circuits. Children will associate and explore the link between voltage and output (e.g. brightness/volume).	Light Children will recognise that light travels in straight lines and demonstrate understanding that we see from light traveling from a source or being reflected off an object and into our eyes. Children will explain that shadows have the same shape as the object casting them.
History		King John Children will learn about the nature of the monarchy and relationship between king and nobles. Children will learn about the causes and consequences of the sealing of Magna Carta and its impact on the powers of the monarchy. Children will use primary and secondary sources to give evidence to whether or not King John was a 'bad' king				World War 2 Children will understand the events that led up to the WWII. Children will learn the politics involved in terms of democracy and dictatoships. Children will learn about the Battle of Britain and its significance as turning point of the war. Children will learn about the evacuation of children and the efforts of the Home Front.	
Geography		Biomes and map skills Children will know that a large ecosystem is called a biome. A biome contains plant and animal groups, which are adapted to a particular environment. Children will know that the world is made up of different climate and biome zones. Children will understand that you can locate places and landmarks using 4 and 6 figure grid references. Children will know that contour lines show where hills, mountain and valleys are located.		Biomes around the world. Environmental issues Children will be able to name and locate biomes around the world. Children will be able to understand geographical similarities and differences through the Study of human and physical geography Children will be able to make geographical conclusions based on an analysis of a landscape using maps and aerial photographs.			
Art	Drawing- Sir John Tenniel Children will understand that the detail of a drawing can be added using a range and combination of techniques, which includes planning the foreground and background. Children will understand that perspective is what gives a three-dimensional feeling to a flat image such as drawing or painting. Perspective is a way of representing the way that objects appear to get smaller and closer together the farther away they are A focal point is the part of an artwork that first attracts the viewer's attention. The focal point is usually the brightest, largest, or most detailed area of the painting		Painting- David Birt-Whistle	Collage/Montage- Peter Blake		Sculpture- Henry Moore	
Music	Developing Melodic Phrases - How does Music bring us together Children will learn about how music can bring us closer together by sharing the music we like. Children will learn about how the physical and emotional effects of music can bring us into closer coordination with other people by creating their own pieces.		Understanding structure and form - How does music connect us with our past Children will develop an understanding of the history of music by learning about the role of music and musicians as 'history book' guardians of historical and cultural heritage. Children will listen to and learn about how music is like time travel and when we create new pieces of music, we do so by building	Using chords & structure - how does music shape our way of life Children will use and understand staff and other musical notations. Children will identify how music plays a significant part in helping us get through our daily life or even shaping our way of life.	How does music connect us with the environment? Children will learn about respecting each other through composition. Children will understand that Music is a natural phenomenon and that it is a natural resource which comes from nature.	How does music improve our world? Children will learn to gain confidence through a performance. Children will understand that performing, participating in or listening to music has been shown to improve psychological and cognitive	How does music teach us about our community Children will explore and understand staff and other musical notations further. Children will identify that music is very significant to collective and individual identity.

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		on music that has come before us.				performance and wellbeing.	
D&T	Cooking – pasta bake Children will know that pasta contains carbohydrates and keeps you feeling full. Children will know that each food group has a different impact on the body and the importance of eating a balanced meal. Children will know that different kitchen tools are used for different purposes. Children will be able to design and create a pasta dish for a growing child linked to their needs.				Structures and mechanisms Children will be able to design a create a structure which is fit for purpose. Children can measure and select suitable materials. Children can choose the correct tools and equipment for their project taking into account basic safety. Children can evaluate their project against the design brief.		Textiles – medals Children can use a prototype to experiment with new ideas during construction and alter a design brief accordingly. Children can experiment with range of media to overlap and layer creating interesting colours and textures and effects. Children will be able to use a range of joining techniques with fabrics to join fabrics permanently.
Computing	Online Safety Children will identify safe and unsafe behaviours when using technology. Children will understand that they have a digital footprint and understand the benefits and risks of sharing personal information online.	Coding Children will plan and use selection, variables and functions to achieve pre-identified outputs. Children will use logical reasoning (with the support of flow charts) to create and debug code.		Text and multimedia spreadsheets – Excel Children will recognise spreadsheets and be able to navigate and enter data into cells. Children will use simple formulae to calculate based on inputted data. Children will produce graphs to represent data in clearer formats.		Networks Children will identify what the internet consists of. Children will understand the difference between a LAN and a WAN. Children will a basic understanding of their school network. Children will understand how they access the internet in their school. Children understand the different services available through the internet and can identify opportunities for communication and collaboration.	Text and Multimedia – blogging Children will understand the purpose of blogs and features of successful blog writing. Children will plan, write and edit blogs in order to effectively target the intended audience.
PSHE	Family and Relationships Children will understand that everyone can expect a level of respect, but this can be lost. Children will understand how stereotypes influence our ideas and opinions. Children will create a resolution guide that includes strategies to manage conflicts and describes situations where conflict is likely to arise.	Health and Wellbeing Children will understand the importance of relaxation. Understand how they can take care of their physical wellbeing and create positive habits. Children will understand that technology can have an impact on our health. Children will understand what resilience is and why it is important. Children will understand how vaccination works and why it is important.		Safety and the changing body Children will understand some of the reasons adults decide to drink or not drink alcohol. Understand some ways to check that a news story is real. Understand the changes that take place during puberty. Understand the menstrual cycle and that a male and female are needed to conceive a baby. Recognise when someone is choking and administer first aid.		Citizenship Understand that education is a human right and why education is important. Understand some environmental issues relating to food and food production. Understand the importance of caring for others and that we all have a responsibility to care for things and people around us. Understand what prejudice and discrimination are and why and how they should be challenged. Understand the value of diversity in society, including significant individuals. Understand the roles and responsibilities of people in government.	Economic Wellbeing Understand that there can be a range of feelings related to money and the desire to spend and save. Understand their responsibilities in keeping money safe in the bank. Understand what gambling is and some risks associated with it. Understand that there are a range of jobs that people can do, what some of these jobs are and what is required for some jobs. Identity Understand the factors which make up identity. Understand that images can be manipulated by the professional media but also by individuals and that they are not realistic. Transition Children learn that the change to secondary school can seem like a big one and that they are likely to have mixed feelings about it.
RE	Creation and science Identify what type of text some Christians say Genesis 1 is and its purpose Taking account context, suggest what Genesis 1 might mean and compare their ideas with ways in which Christians interpret it showing awareness of different interpretations.	Why do some people believe in God and some do not? Define the terms 'theist', 'atheist', 'agnostic' and give examples of statements that reflect these beliefs. Identify and explain what religious and non-religious people believe about God saying where they get their ideas from. Give examples of reasons why some people don't believe in God. Make clear connections between what people believe about God and the impact of this belief on how they live. Give evidence and examples to show how Christians sometimes disagree about what God is like.		Why do Hindus try to be good? Identify and explain Hindu beliefs e.g dharma, karma, samsara, moksha, using technical terms accurately. Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara etc. Connect the four Hindu aims of life and the four stages with beliefs about dharma etc.	What do Christians believe Jesus did to save us Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean they say that Jesus's death was a sacrifice. Make clear connections between the Christian belief in Jesus's death as a	For Christians, what type of King was Jesus? Explain connections between biblical texts and the concept of the kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. Make clear connections between belief in the kingdom of God	How does faith help us when life gets hard? Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life. Identify beliefs about life after death in at least 2 religious traditions, comparing and explaining similarities and differences. Make clear connections between what people believe about resurrection/judgement/heaven/karma make a difference to how someone lives.

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	Make clear connections between Genesis 1 and Christian belief about God as Creator Show understanding of why many Christians find science and faith go together.			sacrifice and how Christians their beliefs into practise in different ways	and how Christians put their beliefs into practise in different ways.		
PE	Movement – dance			Movement - gymnastics		Swimming	
	Invasion games – tag- rugby		Invasion game (striking) Hockey	Outdoor, adventurous activities	Net/wall tennis	Striking/fielding - cricket	Athletics
MFL		French sport and the Olympics Children will be able to listen to spoken language and accurately pronounce the name of a sport. Children will construct simple sentences to say whether they like a sport or not and use these to write an interview article in French about their Olympic sport.	French Football Champions Children will learn, translate and pronounce some player profiles to complete part of an individual player profile. Children will construct the sentence, I come from [a place] in French. Children will deliver an oral presentation with a reasonable standard of pronunciation.	In my French house Children will understand and identify different types of houses and their rooms in French. Children will use a writing frame to create a description of where they live, who they live with and all the rooms in their house. Children will be able to label a bedroom using related vocabulary.		Visiting a town in France Children will learn directional, transport and town vocabulary together with prepositional phrases. Children will verbally describe their journey to school, plan a trip to France and become tourist guides. Children will create a tourist leaflet, in French, for their own local area writing phrases from memory.	How to plan a French holiday? Children will learn to use a combination of present and near-future tenses, and become familiar with holiday-related vocabulary around packing a suitcase and planning a journey. Children will explore which countries they might visit and why and ultimately research and plan a holiday to France.