

Year Group 6	Autumn 1 8w	Autumn 2 7w	Spring 1 6w	Spring 2 7w	Summer 1 5w	Summer 2 7w
<b>Theme</b>	<b>Roman Rotherham</b>	<b>Frozen Planet</b>	<b>Gallery Rebels!</b>	<b>Extreme Earth</b>	<b>We Are Scientists!</b>	<b>Olympics</b>
<b>WOW Experiences</b>	Visit Clifton Museum  Create an exhibition for Clifton museum	Weston Park Museum	Visit Art Gallery  Create an art gallery for parents	Create model volcanoes	Science Day! Day of engaging scientific enquiry.	Run a sports event for school
<b>History</b>	<p><b>A local history study</b> - a depth study linked to one of the British areas of study listed above - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p> <p>Study Roman invasion and specifically focus on Rotherham/Templeborough site featured at Clifton Park</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Study the Endurance trip to Antarctica and the issues which arose.</p>	<p><b>Pupils should be taught about great artists, architects and designers in history.</b></p> <p><b>Monet</b> <b>Pablo Picasso</b></p>			<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>History of the Olympics – Ancient Greece</p>
<b>Science</b> To be taught using the topic within the theme wherever possible – at times it may be discreet from the theme.	<p><b>. Evolution and inheritance</b> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago  - recognise that living things produce offspring of the same kind, but normally offspring</p>	<p><b>- Living things and their habitats</b>  Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including</p>	<p><b>. Light</b> recognise that light appears to travel in straight lines - 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 - 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</p>	<p><b>Electricity</b> - associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - 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</p>	<p><b>Investigations</b> - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p>	<p><b>Animals including humans</b> - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function - describe the ways in which nutrients and water are transported within animals, including humans.</p>



	- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
<b>Art</b>	- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	<b>Northern lights pictures using chalks</b> <b>Wild art (Penguins/Polar bears etc) positive/negative line drawing</b> <b>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</b>	Monet Landscape pictures using paints Picasso plates using clay Picasso Le Coq using chalks  - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history.	<b>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</b>  Tornado art  Great wave of Kanagawao		<b>Famous Japanese painters/artists</b>  <b>Symbols and printmaking</b> <a href="https://art-educ4kids.weebly.com/japanese-art.html">https://art-educ4kids.weebly.com/japanese-art.html</a>
<b>D+T</b>	generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  Make a roman aquaduct that carries water		use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups select from and use a wider range of tools and equipment to perform practical tasks  Make frames to present artwork	Model volcanoes		<b>Design an Olympic kit</b> <b>Design an Olympic medal</b>
<b>Music</b>	‘Charanga’ Rotherham Music Service Scheme of Learning: Y5/6 Curriculum					
<b>PE</b>	Scheme Set by PE lead Teacher – See LTP PE					
<b>RE</b>	SACRE – Upper KS2 Scheme of Work					

**Computing**

Sheffield Scheme of Learning 2014