

Medium Term Plan Curriculum Overview

Year 6	Term 1 & 2 Discover	Term 3 & 4 Explore	Term 5 & 6 Create
History	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – World War II.</p> <p>“Speeches in History”</p> <p>Role of women and people at home.</p> <p>Allies and Axis.</p> <p>WW2 timeline of events.</p> <p>Pearl Harbour attack</p>	<p>Not as much History topic in these two terms.</p> <p>Possibly some remaining from terms 1 and 2.</p>	<p>A non-European society that provides contrasts with British history – a study of Mayan civilisation.</p> <p>History of the Mayans</p> <p>Cultures and traditions</p> <p>Extended writing about the civilisation</p>
Geography	<p>Only geographical knowledge of countries and locations (linked to WW2)</p>	<p>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> <p>“Extreme earth”</p> <p>Map making</p> <p>Scales and grid references</p> <p>Walking trip around KH - planning their own routes</p>	<p>Not as much Geography topic in these two terms.</p>
Science	<p>Term 1</p> <p><u>Animals including humans</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☐ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood <p>Labelling diagrams</p> <p>Reading comprehension</p> <p>Nutrients information table</p> <p>Identifying body parts out of context</p>	<p><u>Light</u></p> <ul style="list-style-type: none"> ☐ 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 ☐ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<p><u>Evolution and inheritance</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☐ 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 vary and are not identical to their parents ☐ identify how animals and plants are adapted to suit their environment in

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	<p>Extended writing on the circulatory system</p> <ul style="list-style-type: none"> ☑ 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>Make a digestive system - write up scientifically - what happened, was it what you expected?</p> <p>Term 2</p> <ul style="list-style-type: none"> ☑ reporting and presenting 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 ☑ identifying scientific evidence that has been used to support or refute ideas or arguments. 	<p>Experiment</p> <p>Extended writing</p> <p>Diagrams and labelling images of the eye</p> <p>Electricity</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☑ 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 ☑ use recognised symbols when representing a simple circuit in a diagram. <p>Making circuits</p> <p>Experiments</p>	<p>different ways and that adaptation may lead to evolution.</p> <p>Genetics lesson</p> <p>Extended writing</p> <p>Fossils and dinosaurs</p> <p>Living things and their habitats</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☑ describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals ☑ give reasons for classifying plants and animals based on specific characteristics. <p>SRE lessons</p> <p>Plants project - carry on from last year</p>
<p>Art</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ☑ to create sketch books to record their observations and use them to review and revisit ideas ☑ 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 <p>RW chocolate / sweeties outcome for display in the hall</p> <p>Harvest pumpkins</p> <p>Stingray</p> <p>Monet</p>	<ul style="list-style-type: none"> ☑ 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] <p>Life sketching</p> <p>Drawing</p> <ul style="list-style-type: none"> ☑ about great artists, architects and designers in history. <p>Art nouveaux movement</p>	<ul style="list-style-type: none"> ☑ 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] <p>Year 6 production</p> <p>Costume design</p> <p>Staging</p> <p>Props</p>

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	<p>Ww2 leaders art Heart drawings Propaganda posters</p>		
Computing	<p>Pupils should be taught to: Design, write and debug programs that accomplish specific goals, solve problems by decomposing them into smaller parts; Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 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 Scratch lessons - coding and programming</p>	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Including controlling or simulating physical systems</p>
PSHE	<p>Demonstrate more confidently that they recognise their own worth, support others in recognising theirs, and identify an demonstrate ways to face new challenges Express their views confidently, and show how their views can develop in the light of listening to others Discuss some of the bodily and emotional changes at puberty and understand how they might affect them, and demonstrate some ways of dealing with these in a positive way</p>	<p>Demonstrate more confidently that they recognise their own worth, support others in recognising theirs, and identify an demonstrate ways to face new challenges Express their views confidently, and show how their views can develop in the light of listening to others Discuss some of the bodily and emotional changes at puberty and understand how they might affect them, and demonstrate some ways of dealing with these in a positive way Talk about a wider range of jobs, explain their interests and how they will develop skills to work</p>	<p>Respond to, or challenge negative behaviours such as stereotyping and aggression, and realise and be able to explain the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities Take a lead role in researching, discussing and debating topical issues, problems and events Understand why and how rules are made and enforced (in different contexts), why different rules are needed in different</p>

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	<p>Talk about a wider range of jobs, explain their interests and how they will develop skills to work in the future, and demonstrate how to look after and save money</p> <p>Make and explain choices, with more confidence and independence, about how to develop healthy lifestyles</p> <p>Identify and explain some factors that affect emotional health and well-being, and strategies for dealing with them.</p> <p>Mind to be kind lessons</p> <p>Growth mindset lessons</p> <p>Meditation</p>	<p>in the future, and demonstrate how to look after and save money</p> <p>Make and explain choices, with more confidence and independence, about how to develop healthy lifestyles</p> <p>Identify and explain some factors that affect emotional health and well being, and strategies for dealing with them</p> <p>Make judgements and decisions and list and describe some ways, for themselves and for others, of resisting negative peer pressure around issues affecting their health and well being</p> <p>List a range of substances and drugs that are legal and illegal, including those which are commonly available, describe some of their effects and risks, and explain how to manage the risks in different familiar situations</p> <p>Identify different types of relationships for themselves and others, and show ways to maintain good relationships and to support others with their relationships</p> <p>Recognise and describe the nature and consequences of bullying, express ways of responding to it, and support others to do so</p>	<p>situations, and take a lead role in making and changing rules</p> <p>Demonstrate respect and tolerance towards others, resolve differences, and support others to resolve differences, by looking at alternatives, making decisions and explaining choices</p> <p>Understand and describe what democracy is, institutions that support it locally and nationally and how it happens</p> <p>Appreciate and explain the range of national, regional, religious and ethnic identities in the United Kingdom and describe some of the different beliefs and values in society</p> <p>Understand that and describe how resources can be allocated in different ways and how these economic choices affect individuals, communities and the sustainability of the environment</p> <p>Explore and comment on how the media present information</p>
<p>Music</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☑ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ☑ improvise and compose music for a range of purposes using the inter-related dimensions of music ☑ listen with attention to detail and recall sounds with increasing aural memory 	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>☑ improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<ul style="list-style-type: none"> ☑ listen with attention to detail and recall sounds with increasing aural memory ☑ use and understand staff and other musical notations ☑ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ☑ develop an understanding of the history of music.

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	<p>Music at Malling Learning ww2 songs</p>		
RE	<p>Christianity Teaching and authority Symbols and religious expression Beliefs in action in the world Religions across the world during WW2</p>	<p>Sikhism Teachings and authority Symbols and religious expression Beliefs and questions Worship and sacred places Religion and community</p>	
DT	<p>☑ 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 RW chocolate / sweets outcome for display in the hall Harvest pumpkins</p>	<p>Make ☑ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ☑ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate ☑ investigate and analyse a range of existing products ☑ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ☑ understand how key events and individuals in design and technology have helped shape the world</p>	<p>Technical knowledge ☑ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ☑ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ☑ apply their understanding of computing to program, monitor and control their products. Cookery and Nutrition understand and apply the principles of a healthy and varied diet ☑ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques .</p>
MfL	<p>Pupils should be taught to: ☑ listen attentively to spoken language and show understanding by joining in and responding</p>	<p>listen attentively to spoken language and show understanding by joining in and responding ☑ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly ☑ describe people, places, things and actions orally* and in writing</p>

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	<p>☑ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>☑ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>☑ speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>French lessons Spoken oral lessons and conversation</p>	<p>☑ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>☑ speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>☑ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>☑ present ideas and information orally to a range of audiences*</p> <p>☑ read carefully and show understanding of words, phrases and simple writing</p> <p>☑ appreciate stories, songs, poems and rhymes in the language</p> <p>☑ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>☑</p>	<p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>
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