

Jennett's Park Primary School - Year 6 Long Term Plan 25-26

	Who were the Mayans?	Why become a spy?	How is Victorian life different to today? How does Electricity work?	What will humans look like in 1000 years?	Is there anything left to find?	Should the Olympics be banned?
WOW, trips, resources	Mayan workshop <u>The Maya</u>		Victorian day <u>Victorian Britain</u>		Residential	Olympics event
Literacy See long term literacy overview	<u>Writing to entertain</u> Narrative The story of the Learning Owl (Hedwig's back story) A Monster Calls – Short writing unit – sentence structure Maya report. <u>Writing to inform</u> Non-chron report on the Mayans for British Museum- For Year 3 or a comparison between Maya and ancient Egyptians.	<u>Writing to entertain</u> Narrative inspired by Stormbreaker - Design gadgets – advertise them - Create a spy story - Instructions on why they should become a spy Scene from a Christmas carol-scrooge.	<u>Write to Entertain Description:</u> Character description and setting description of Wild Boy of story opening <u>Write to Entertain</u> Little freak: Setting and character description <u>Write to inform Recount:</u> Diary entry from Wild Boy, recounting his ventures from the workhouse to the fairground. Recount and description, setting the mood and formality.	<u>Writing to Entertain</u> <u>Writing to discuss:</u> Balanced argument: Is Wild Boy a good or evil character? <u>Writing to inform</u> <u>Writing to inform</u> News reports based on the murders in WildBoy and then the ending of Dominic's discovery or the dialogue at the beginning of Dominic's Discosvery (depending on time)	<u>Writing to persuade</u> Persuade Mrs Savage to let the children go to Thorpe Park. Focus on emotive language and rhetorical questions <u>Residential leaflet</u> <u>Writing to inform</u> Fact file/ blog on keeping healthy/Who should be the next country to host the Olympics <u>Writing to entertain:</u> Random write- a letter, a photograph, some mementos. Who was this person? Why have they left these? Children write a story about this character, explaining what happened. Focus on developing character, cohesion and description	<u>Writing to entertain: Poetry:</u> Poems for leavers service, emotive language is focus, and the symbolism of home. What memories of school can they apply here? Recite and perform. <u>Writing to entertain: Script:</u> Write an alternative ending to the Year 6 production to perform to year 5 <u>Writing to inform: speech:</u> To write their emotional leavers speech
Maths Sats Maths Fractions Decimals	Place value read, write, order and compare numbers up to 10 000000 and determine the value of each digit (appears also in Reading and Writing Numbers) Addition and subtraction Recap Yr5 add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) move onto including decimals	Fractions compare and order fractions, including fractions >1 use common factors to simplify fractions; use common multiples to express fractions in the same denomination add and subtract fractions with different denominators and mixed numbers, using the	recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. 3 / 8)	express missing number problems algebraically find pairs of numbers that satisfy number sentences involving two unknowns generate and describe linear number sequences recognise when it is possible to use	recognise, describe and build simple 3-D shapes, including making nets (appears also in Drawing and Constructing) illustrate and name parts of circles, including radius, diameter and circumference and know that the	solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts solve problems involving similar shapes where the scale factor is

	Evolution	shape as the objects that cast them Investigations – torches and angles of Reflection and refraction Create Periscopes	Investigation – proving mould is a living thing. What helps it grow. Proving yeast is a living thing. Plants	-describe the ways in which nutrients and water are transported within animals, including humans Investigation – dissect a heart Smoking investigation with straws		Investigation Electricity
Art - Drawing - Printing - Sculpture - Textiles - Painting	Artist – Media – Pencil sketches and water colours Focus – to improve their mastery of art and design techniques, including drawing by beginning with detailed sketches and moving onto 3d perspective Use tone to add depth and light to my sketches(all with just an art pencil) Include detail in my sketches when making observational sketches Use parallel lines when drawing 3d Use my knowledge of parallel lines to draw 1-point perspective 3d sketches Use tone to add depth to 3d sketches Outcomes Darwin's finches (science link) Peppered Moth (Science link) Monsters symbolic (literacy link) additional option depending on time. One-point perspective street Temple drawings (Topic link)	Artist – Media – Pencil sketches Focus – to improve their mastery of art and design techniques, including drawing by beginning with detailed sketches and moving onto 3d perspective Outcomes – Literacy links Book covers – Stormbreaker Eye 3d cars into a storm Remembrance Day art	Artist – William Morris Media – Repeated patterns and print Focus – To continue to develop an increasing awareness of different kinds of art and design Outcomes Repeated pattern in the style of William Morris Book covers – Wild Boy	Artist – Banksy Media – Paint and print Focus – To continue to develop an increasing awareness of different kinds of art and design Outcomes Banksy art work on rocks or wooden hearts Pebble pattern art	Artist – Media – Pencil sketches Focus – To continue to develop an increasing awareness of different kinds of art and design Outcome Book covers – silhouettes of athletes 3d progression from autumn term of sports stadiums.	Artist – Media – Pencil sketches Focus – To continue to develop an increasing awareness of different kinds of art and design Outcome Prop and staging design Production programme
Computing	Can independently understand and apply the fundamental principles and concepts of computer science -focus algorithms Nested loop codes and functions Resource – Swift playgrounds 1 https://studio.code.org/s/express-2021/lessons/21/levels/1?redirect_warning=true or Minecraft https://studio.code.org/s/express-2021/lessons/20/levels/2?redirect_warning=true	Can independently understand and apply the fundamental principles and concepts of computer science -focus algorithms Nested loop codes and functions Coding gadget Create an on-screen presentation with slide transitions, advanced animation effects and action buttons. Applying other useful effects to documents such as hyperlinks; importing sounds to accompany and enhance the text in the document.	- To use nested loops in code - To use variables within code (lessons 19 -23) https://studio.code.org/s/express-2019 Can independently understand and apply the fundamental principles and concepts of computer science -focus algorithms	- To use nested loops in code - To use variables within code https://microbit.org/lessons/getting-active-unit-overview/ They are introduced to variables and develop their understanding through a mixture of unplugged and practical	Information Technology Create and edit a video. Outcome: SAT's revision videos	Write spreadsheet formulae to solve maths problems Outcome: cost out leavers party and trip Information Technology Create and edit a video. Outcomes – All about me – transition project

	Samsung energy project – code microbits as sensors on plugs Information Technology Create and edit a video. Outcomes – friendship videos, narrated e-books	Edit images using layering techniques. Use this skills to create interactive powerpoint games about a book they are reading (Stormbreaker and a typed story that prints as a book	If functions nested loop functions and variables within the energy in school project	programming activities. Pupils design and program the micro:bit to be a star-jump and step counter and a family activity selector. They learn to use repeated if functions		
Design Technology levers, sliders, wheels and axles	Focus – Cutting, fixing, joining accurately Evaluate – Technical Knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures Design and Make– A Mayan temple	Focus – Moving parts Evaluate – Range of celebration cards with varying features Design and Make– Christmas card featuring a pop up lever	Focus – Evaluate – Design and Make–	Focus – Evaluate – Design and Make–	Focus – generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Evaluate – investigate and analyse a range of existing products Design and Make– understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Make fairground moving toys. Start this term and feed into next – Science cross curriculum link with electrical circuits.	Focus – generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Evaluate – Range of wall clocks Design and Make– leavers gift – a clock. Challenge and progression to drill holes and insert fairy lights
Cooking and Nutrition	Focus -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 -understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed Outcome : Harvest festival link Bread and chutney for harvest	Focus	Focus -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 Science link – design and make healthy meals	Focus -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 Science link – design and make healthy meals	Focus	Focus

	Topic link – Maya foods - Avocado brownies/ Tortillas		MFL link – create Spanish food			
Topic focus	Where were the Mayans ?	Where is the best location for a villain’s lair ?	Digital Quizzes	The sun never set on the British Empire	Olympics or Football tournament Where has it been held? Why host the games?	Presentations about the benefits and disadvantages of hosting a major sporting events
Geography Maps and Atlases	Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Whilst studying the Mayans, children will consider where Mesoamerica was and more specific locations of settlements. Children will consider why there was a Spanish invasion and why Spain explored this region. Whilst studying the Mayans children will make comparisons between South America then and now and compare to UK Whilst learning about the Mayans, children will learn about the types of foods Mayans ate and how the climate zones affects different types of foods grown. <i>The Maya</i>	Children will compare 3 different locations in the UK and present a case for the best suitability for a villain’s lair. 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.	Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Children will create Kahoot quizzes for each other about the locations of countries, capital cities and mountain ranges in the different continents Planning a trip to Reading: Using maps/atlases to plan their trip and understanding how to locate landmarks using these. Using 8 point compasses to help find directions. Fieldwork of local area <i>Rainforests, Rivers, Natural Disasters</i>	Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Whilst study the Victorians, children will locate all the countries of the British Empire and consider the impact of the British Empire during that time compared to now. During their residential trip, children will use maps for location and orienteering skills.	Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Children will find all the countries across the world that have hosted the Olympics or a world cup (depending on when the next major sporting event is) 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 As part of international week, children will draw up travel guides for Bolivia (South America and make comparisons with an EU country)	Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Comparing economic activity and the impact of a major international sports festival, children will look at countries that have hosted the Olympics or world cups and consider the impact on the country. They will then pitch a continent and country to host the next major sporting event.
Locational knowledge						
- The world’s seven continents and five oceans - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas						
Place knowledge						
Human and physical geography						
History Skills	Focus? Is it better to look forwards or to look back ?	Focus	Focus	Focus	Focus	Focus

■ To use primary resources to make explanations about the past	To know when early civilisations appeared including the Mayans and place key events on a timeline using the terminology BC and AD, explaining why it goes backwards. What calendar did they use?		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 The Victorians			To know when early civilisations appeared including the Shang Dynasty and place key events on a timeline using the terminology BC and AD, explaining why it goes backwards. What calendar did they use?
■ Changes within living memory.	To explain the impact of the Mayan civilisation on the wider world		To know where and why the cities expanded during Victorian times. including Reading's development locally.			
■ Events beyond living memory	To describe the events of the Mayan Civilisation, including the periods before and after		To be able to place key events on their historical timeline that is developing through primary school.			To explain the impact of the Shang Dynasty on the wider world To ask and answer complex questions about the significance of technological advances during the Shang Dynasty
■ Lives of significant individuals	To ask and answer complex questions about the significance of civilised culture during the Mayan dynasty					
■ Significant historical events, people and places in their own locality	To compare the evidence available for the Mayan civilisation to that which is available for other early civilisations, and discuss the validity of the sources. To discuss how the Maya relate to other early civilisations (Ancient Egypt studied in Year 5) and analyse trends over time (who, when, where, advances etc.) To use reliable information to argue which would be better to live in, the Mayan Civilisation or Ancient Egypt – outcome discussion text The Maya Ancient Egypt		To know and understand the impact of Queen Victoria on the development of Britain and how certain key elements (such as industrialisation) contributed to this on a local and national scale – link to pepper moths covered in science in Term 1 To explain the story of the development of Britain's industrialisation what life and entertainment was like during that period – link with WildBoy class text To ask and answer more complex questions about city changes during the Victorian period of industrialisation compared to now. Consider north/south divides To compare a range of sources of evidence (including maps, photos etc.) of the local area that contributes to our understanding of what life was like for people at this time To know the contrast in daily life in Reading compared to now To use reliable historical evidence to discuss the contrast between life before and after industrialisation			To examine the accomplishments of Maya civilisations with those of the Shang Dynasty Overview of where & when the earliest civilisations appeared & their achievements How did the technological achievements of the Shang Dynasty compare to those of Maya times. To compare the evidence available for the Shang Dynasty to that which is available for other early civilisations (Maya), and discuss the validity of the sources. To use reliable information to argue which would be better to live in, the Shang Dynasty or the Maya Times Shang Dynasty

			Follow-up in the spring Term - The life of Mary Seacole is explored in three video episodes - beginning with Mary's arduous journey to the Crimea, her actions during the Crimean War and what happened to her after the war had ended. Victorian Britain			
Languages Language Angels - Spanish	Fonética (Spanish phonetics) 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 *engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help *read carefully and show understanding of words, phrases and simple writing	Yo aprendo Español (I'm learning Spanish) 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 *engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help *read carefully and show understanding of words, phrases and simple writing Spanish Greetings	Puedo (I can) 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 *engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help *read carefully and show understanding of words, phrases and simple writing	Los animals (animals) 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 *engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help *read carefully and show understanding of words, phrases and simple writing Spanish Animals	Canciones infantiles (nursery rhymes) 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 *engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including	Las estaciones (the seasons) speak in sentences, using familiar vocabulary, phrases and basic language structures *develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* *present ideas and information orally to a range of audiences* write phrases from memory, and adapt these to create new sentences, to express ideas clearly *describe people, places, things and

					through using a dictionary	actions orally* and in writing
PE	I review, analyse and evaluate my own and others' strengths and weaknesses. I can read and react to different situations as they develop. I can develop methods to outwit opponents. I can recognise and suggest patterns of play which will increase chances of success. I have a clear idea of how to develop my own and others' work. I can identify specific parts of performance to work on. I can understand ways (criteria) to judge performance. I can use my awareness of space and others to make good decisions Coordination – Ball skills Agility – Reaction/Response Cross country and speed endurance Team games – Tag Rugby	- I can effectively disguise what I am about to do next. - I can use variety and creativity to engage an audience. - I can respond imaginatively to different situations. - I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others. - I can link actions and develop sequences of movements that express my own ideas. - I can change tactics, rules or tasks to make activities more fun or more challenging. Static balance Cross Country Relays Indoor Athletics	- I can involve others and motivate those around me to perform better. - I can negotiate and collaborate appropriately. - I can give and receive sensitive feedback to improve myself and others - I cooperate well with others and give helpful feedback. - I help organise roles and responsibilities and I can guide a small group through a task Jasmine unit 3 Dynamic balance on a line Counter balance with a partner Hockey Events – Indoor athletics	- I can effectively transfer skills and movements across a range of activities and sports. - I can perform a variety of skills consistently and effectively in challenging or competitive situations. - I can use combinations of skills confidently in sport specific contexts. - I can perform a range of skills fluently and accurately in practice situations - I can perform a variety of movements and skills with good body tension. - I can link actions together so that they flow. Physical cog Dynamic Balance to agility – jumping and landing Static Balance – one leg Events – Hockey	- I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. - I can plan and follow my own basic fitness programme. - I can self select and perform appropriate warm-up and cool down activities. - I can identify possible dangers when planning an activity. - I can describe the basic fitness components. - I can explain how often and how long I should exercise to be healthy. - I can record and monitor how hard I am working Kwik Cricket Health and fitness cog Static balance – Stance Coordination – Footwork	- I can create my own learning plan and revise that plan when necessary. - I can accept critical feedback and make changes. - I see all new challenges as opportunities to learn and develop. - I recognise my strengths and weaknesses and can set myself appropriate targets. - I can persevere with a task and improve my performance through regular practice. - I cope well and react positively when things become difficult. Dance – Summer production Personal Cog Coordination – sending and receiving Agility – ball chasing Events Kwik Cricket
PSHE Transition	Relationships To consider the rights and responsibilities we have in friendships and that we can have successful friendships To explore physical and emotional behaviour in relationships To explore positive and negative ways of communicating in a relationship To recognise and explain different forms of bullying To know where to turn in times of unhappiness or when witnessing something you are unsure about To understand and explain similarities and differences between different people To understand and explain how we might disagree and respect different people		Health and Wellbeing To explain what makes up a healthy meal To explain the importance of nutrients and fibre To explain the importance of hydration To explain the importance of portion control To interpret and understand the information on food labels To know that legal and illegal drugs exist To be aware of the risks associated with drug misuse To understand the benefits of a growth mindset and explain how we can further develop growth mindsets		Living in the Wider World To think critically about online information, knowing that some information is false To know what to do and where to turn if you are uncomfortable about anything online, or anyone trying to talk to you online To explain how to keep safe online To understand the risks you may face To understand what risky behaviours are To explain what charity is and explain why people donate to charities To fundraise for a charity	

	To understand the possible repercussions of feeling excluded To challenge gender stereotypes To know I have the right to say no Outcomes: Recipe for what makes a good friend, followed by an imovie about friendship red = friendship blue = relationships green = identity purple = diversity and equality orange = NSPCC PANTS Healthy Replationships		To understand the importance of exercise and understand the effects of exercise on the body To explain the risks associated with alcohol To explain the associated risks of volatile substance abuse, e.g. cannabis use To explain the link between puberty and reproduction To explore the process of conception and pregnancy To know the types of difficulties people with dementia may experience To explore ways in which communities can support people living with dementia To understand how to develop positive self-talk red = healthy living blue = cleanliness and hygiene (including smoking, alcohol and drug use) purple = emotions and mindset Links with Science and cooking/nutrition		To understand that different jobs have different salaries To explore what value for money means To understand the reasons why some people may be homeless To explain what hidden homelessness is To challenge stereotypes associated with homelessness To understand how beauty is portrayed around the world To understand how a Parliamentary debate takes place in the House of Commons To set own short and long term goals and aspirations for the future To consider the emotional and physical changes occurring during puberty To explore male and female changes in more detail To consider the impact of puberty on the body and understand the importance of physical hygiene red = online safety blue = charities and donating green = lives of different people purple = goals, aspirations and changes green = puberty, reproduction and the human body Online Safety	
RE	We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way. Enquiry question What is the best way for a Muslim to show commitment to God ? Do religious people lead better lives ? Do all religious beliefs influence people to behave well towards each other? Five Pillars	We are learning to analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians, Enquiry question How significant is it that Mary was Jesus’ mother? Do sacred texts have to be ‘true’ to help people understand their religion?	UC- Concept: Creation Theme: Evolution unit Key Question: Creation and science: conflicting or complimentary?	UC- Concept: Salvation Theme: Easter Key Question: What difference does the resurrection make for Christianity?	UC- Concept: Gospel Key Question: What would Jesus do?	We are learning to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this. Enquiry question Does belief in Akhirah (life after death) help Muslims ? Should religious people lead better lives? Do all religious beliefs influence people to behave well towards others ?

Music - Singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory Know and be able to talk about: ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to ● Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session. - To sing in unison and to sing backing vocals. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being ‘in tune’.	To know and be able to talk about: ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave ● The instruments they might play or be played in a band or orchestra or by their friends ● Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session. Music throughout the decades- song writing	To know and be able to talk about: ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave ● The instruments they might play or be played in a band or orchestra or by their friends ● Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session.	To know and be able to talk about: ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave ● The instruments they might play or be played in a band or orchestra or by their friends ● Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session.	improvise and compose music for a range of purposes using the inter-related dimensions of music Leavers song with garage band
Climate and sustainability education	Analyse Man Vs Earth poem – consider the impact humans have made on planet earth What could we do to make a difference ? - Discuss butterfly effect	Look at the impact of the industrial revolution in Britain and consider the effects on the environment. Discuss	Where does our food come from ?	Look at the impact of hosting a major sporting event	Responsive to What’s in the news How would you like to make history ? https://www.theharmonyproject.org.uk

	- Code microbits to act as watt detectors to find out which devices are high energy usage Lead into next terms' project of reducing amount of energy used in our homes	the Pepper moth and smog in London		World Eco day – Where does our energy come from ?	/teaching-resources/year-6-enquiry-overviews
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