

## The Black Pear Trust – SYNOPSIS PLANNER – YEAR 6

	Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2	
	This is me	My place, my time		Around the world		Those that came before		Be the Change (incl Social Enterprise)	
Science	<b>Animals including Humans</b> 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.		<b>Living things and their habitats</b> Children will describe and classify living things based on observable characteristics. They will be able to provide reasons for classifications.		<b>Evolution</b> 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.		<b>Electricity</b> 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).		<b>Light</b> 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			<b>King John</b> 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				<b>World War 2</b> Children will understand the events that led up to the WWII. Children will learn the politics involved in terms of democracy and dictatorship. 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			<b>Biomes and map skills</b> 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.		<b>Biomes around the world. Environmental issues</b> 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	<b>Drawing- Sir John Tenniel</b> 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		<b>Collage/montage – Peter Blake</b> We will create a montage/collage – in the style of Peter Blake – inspired by knowledge and understanding of biomes We will decide upon a theme and collect pictures and images (from various sources) to build a suitable background for the chosen theme.		<b>Painting – Georges Seurat</b> We will produce a painting in the 'pointillist' style. We will apply principles of Pointillist style and techniques to create a design for a landscape. We will decide upon the starting point and how to develop the layers of the painting.		<b>Sculpture- Henry Moore</b> We will produce a sculpture in the style of Moore. We will compare clay & Mod-roc and design and create a piece which follows a given stimulus.		<b>Digital printing – Lichtenstein</b> We will select the techniques and mediums that best allow us to re-create a piece of work.
Music	<b>Developing Melodic Phrases - How does Music bring us together</b> 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.		<b>Understanding structure and form - How does music connect us with our past</b> 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 on music that has come before us.		<b>Using chords &amp; structure - how does music shape our way of life</b> 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.		<b>How does music connect us with the environment?</b> 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.		<b>How does music improve our world?</b> 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 performance and wellbeing.
D&T	<b>Cooking – pasta bake</b>						<b>Structures and mechanisms</b>		<b>Textiles – medals</b>

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	<p>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.</p>				<p>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. Children will create a working CAM mechanism.</p>	<p>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.</p>
Computing	<p><b>Online Safety</b> 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.</p>	<p><b>Coding</b> 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.</p>		<p><b>Text and multimedia spreadsheets – Excel</b> 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.</p>	<p><b>Networks</b> 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.</p>	<p><b>Text and Multimedia – blogging</b> 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.</p>
PSHE	<p><b>Family and Relationships</b> 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.</p>	<p><b>Health and Wellbeing</b> 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.</p>		<p><b>Safety and the changing body</b> 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.</p>	<p><b>Citizenship</b> 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.</p>	<p><b>Economic Wellbeing</b> 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.  <b>Identity</b> 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.  <b>Transition</b> 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.</p>
RE	<p><b>U2.11 Why do some people believe in God and some do not?</b>  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.</p>		<p><b>U2.2 Creation and science</b>  Identify what type of text some Christians say Genesis 1 is and its purpose Taking account context, suggest was Genesis 1 might mean and compare their ideas with ways in which Christians interpret it showing awareness of different interpretations. Make clear connections between Genesis 1 and Christian belief about God as a Creator Show understanding of why many Christians</p>	<p><b>U2.5 What do Christians believe Jesus did to save us</b>  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 sacrifice and how Christians their beliefs into practise in different ways</p>	<p><b>U2.7 Why do Hindus try to be good?</b>  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.</p>	<p><b>U2.12 How does faith help us when life gets hard?</b>  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.</p>

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		find science and faith go together.	<b>U2.6 For Christians, what type of King was Jesus?</b> 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 and how Christians put their beliefs into practise in different ways.			
	<b>Movement – dance</b> We will perform matching and mirroring actions and balances with a partner at different levels, showing clarity of shape and good body tension. We will be able to explain what is meant by 'dynamics' and can give examples of how changes in dynamics are used in dance. We will know what to say and do to make others feel successful and good about themselves. We will be positive about our own and others abilities and how to develop them further.	<b>Movement - gymnastics</b> We will perform matching and mirroring actions and balances (both symmetrical and asymmetrical shape) with a partner at different levels, showing clarity of shape and good body tension. We will know actions and balances that we can perform well together with a partner or group and show this both on the floor and on, or using apparatus (props)	<b>Swimming</b> We will aim to swim 25 metres using any stroke. We will know how to perform self-rescue in the water.			
PE	<b>Invasion games – tag- rugby</b> We will use different ways of sending and receiving when playing small sided or modified game and transfer those skills to other Physical Activities. We will read space in different sports and use this to gain an advantage in a game (e.g. finding space in a football pitch to have more time on the ball).	<b>Invasion game (striking) Hockey</b> We will be able to send a ball using different techniques and vary which way they choose depending on who they are sending it to or what is needed in different situations. We will know basic principles of attacking and defending in small sided and modified invasion games and activities.	<b>Outdoor, adventurous activities</b> We will say or show how we have overcome their fears to take part in a new activity that they have enjoyed and can use this to encourage others to.	<b>Net/wall tennis</b> We will hit the ball or other object overarm using their hand or a racket and apply this in different situations. We will know how the basic principles of sending and receiving and effective use of space and can apply this in a range of target and net/wall games and activities.	<b>Striking/fielding – cricket</b> We will hit the ball or other object overarm using their hand or a racket. We will strike a ball with control and precision when a partner from an underarm throw and apply knowledge of when you need to hit a ball harder or softer. We will read space in different sports and use this to gain an advantage in a game.	<b>Athletics</b> We will use the knowledge that leaning forward and using arms whilst maintaining a good stride whilst sprinting can increase your speed whilst maintain head and torso in control. We will know how to combine travel with 3 jumps or movements, each under control to gain distance. They try to travel a bit further each time (Long Jump/Triple Jump). We will know and use a variety of techniques to throw different implements further each time to beat personal bests.
MFL – catch up programme	<b>French greetings:</b> We will learn how to greet each other in French and how to introduce yourself.  (Yr 3 unit)	<b>French greetings:</b> We will learn how to greet each other at different times of the day. Children will then learn in French how to ask somebody how they are.  (Yr 3 unit)	<b>Numbers and calendars</b> We will learn the days of the week, months of the year, dates and seasons and they research dates of French festivals and a traditional French birthday celebration in the classroom  (Yr 4 unit)	<b>Food:</b> We will be using a French cafe scenario to learn vocabulary for food. We will also revise numbers to 100 considering the price of food in the cafe setting.  (Yr 4 units)	<b>Verbs in a French week</b> We will identify the infinitive forms of verbs and group them into -er, -ir and -re categories before learning verb endings. We will discover irregular verbs and create a short piece of creative writing to demonstrate our learning.  (Yr 5 unit)	<b>In my French house</b> 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.  (Yr 6 unit)