

CURRICULUM REVIEW 2020
MEDIUM TERM PLAN FOR YEAR 6

SUBJECT	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
TOPIC	It's All Greek to Me!	Violent Earth!	Here come the Anglo Saxons!/How Civilised!	Hanging Around	UK OK!	Where in the world?
English Genre	Myth Writing & Free Verse	Recount & Creative Instructional Text	Narrative & Non-chronological Report	Speech Writing & Narrative	Narrative & Book Review	Narrative Poetry & Narrative
Science	Biology: Classification	Physics: Light – travels in straight lines	Biology: Evolution & Inheritance –changes over time, fossils, offspring, adaptation	Biology: Circulatory System	Physics: Electricity – variations in circuit components, circuit diagrams	Biology: Diet, exercise, drugs, lifestyle
History	Ancient Greece NC – a study of Greek life and achievements and their influence on the western world		20/21 and 21/22 Anglo-Saxons NC - Britain's settlement by Anglo-Saxons and Scots Early Civilization (in depth of one and overview of others – Indus Valley, Ancient Egypt, Shang Dynasty) 20/21, 21/22 and 22/23 in depth not to be Ancient Egypt NC -the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty	In depth local study (Bedford over time) 20-21 and 21-22 – <i>Cardington Hangars/flight</i> <i>Continuity and Change</i> <i>Similarity, difference and significance</i> 22-23 History of Bedford NC - a local history study ♣ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.		

			of Ancient China			
Geography	<p>Map Skills</p> <p>NC_use maps, atlases, globes and digital/computer mapping to locate countries (and describe features studied)</p>	<p>Volcanoes and Earthquakes</p> <p>NC- describe and understand key aspects of: physical geography, including: (climate zones, biomes and vegetation belts, rivers, mountains,) volcanoes and earthquakes, (and the water cycle)</p> <p>Use and interpret maps of non-UK countries. (EG: Kompass maps for Germany or IGN maps for France.)</p>		<p>Linking with local History, map how land use has changed in local area over time.</p> <p>Buildings/ Industry and farming/ forestry etc.</p> <p>latitude, longitude,</p> <p>NC-use 6-figure grid references, symbols and key</p> <p>fieldwork</p>	<p>Studying the features of the UK.</p> <p>NC - name and locate (counties and cities of the) United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features), and land-use patterns; how some of these aspects have changed over time</p> <p>NC - human geography,</p> <p>Use maps, atlases, globes and digital/computer mapping</p> <p>Coast</p> <p>Rivers</p> <p>Climate</p>	<p>Natural Resources</p> <p>NC - 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</p>
Art	<p>Form -3D Ancient Greek architecture and sculpture</p>	<p>Painting and Colour</p> <p>Gauguin</p>	<p>Printing</p> <p>Printing tiles – linked to topic</p>	<p>Textiles –linked with DT</p> <p>Waistcoats</p>	<p>Drawing</p> <p>Steven Wiltshire composition, scale and proportion</p>	<p>Collage</p> <p>Kurt Schwitters or Hannah Hoch</p>

DT	Food Technology: Kapow –Come Dine With Me Research and prepare a 3 course meal to be taste tested and scored. Researching the journey of their main ingredient from “farm to fork”	Resistant Materials: Kapow – Automata Toys Develop woodwork skills and explore cams (be able to name different types) to design and make mechanical window displays	Resistant Materials: Kapow – Playgrounds Experiment with a wide range of materials and equipment; apply prior knowledge of net and frame structures as well as bracing and cladding to design and make a playground.	Textiles: Kapow- Waistcoats Design to meet a criteria; learn how to measure, cut and assemble fabric using running stitch to create a waistcoat	Electrical Systems: Kapow- Steady Hand Game Create electromagnetic toys and more complex electronic circuits to create a steady hand game	
Music	Music for Bedford Borough: Music Technology – Garage Band	Charanga: Classroom Jazz 2 Playing instruments (Chime bars/ glockenspiels xylophones /keyboards/ pupils’ own) and Composing	Charanga: New Year’s Carol (Benjamin Britten) Singing	Charanga: You’ve got a Friend (Carole King) Singing, Playing Instruments (chime bars /glockenspiels /xylophones) Improvisation and Composing	Charanga: Music and Me (Inspirational Women) Creating lyrics, Composing	Production Songs Solo and group singing
PE	Dance Val Sabin - Theseus and the Minotaur NC - perform dances using a range of movement patterns Games Tag Rugby NC-play	Gym Group work NC - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Games Val Sabin - Hockey or	Gym Body Symmetry NC - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Games Val Sabin - Volleyball or	Games Val Sabin - Rounders or Cricket Athletics – See Summer term	Dance Val Sabin - English Country Dances (check we have in school) NC - perform dances using a range of movement patterns	Athletics – see below

	competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Football NC - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Tennis NC - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending		Athletics Track and Field events NC - use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.	
RE	How is faith expressed in Islam?	Why do some people believe in God and some people not?	Creation and Science: conflicting or complementary?	What do Christians believe Jesus did to 'save' people?	How does faith resemble resilience?	What will make our community a more respectful place?
PSHE	Jigsaw-Being Me in My World: Identifying Goals for the year Global Citizenship children's universal rights Feeling welcomed and valued Choices, Consequences and rewards Group Dynamics Democracy, having a voice, anti-social behaviour Role Modelling	Jigsaw-Celebrating Difference: Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Jigsaw-Dreams and Goals: Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliment	Jigsaw-Healthy Me: Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Jigsaw-Relationships: Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Jigsaw-Changing Me: Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Computing	Code.org Course F (20/21 Finish Course D then do Course E) See Music	Code.org Course F	Code.org Course F	Code.org Course F	Design, write and debug a program that controls or simulates physical	select, use and combine a variety of software (including internet services) on a

					<p>systems (Flowol? Needs laptops) Understand computer networks and the opportunities they offer for communication and collaboration</p>	<p>range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including evaluating data and information Data- bases Be discerning in evaluating digital content</p>
French	time; places in town; numbers to 21	time - half past, quarter past; numbers to 39; developing sentences	places in town; world cities; ordinal numbers; compound sentences	time to 5 minutes; number 40; speaking and writing about towns and villages	number 50; prepositions; days of the week	