

Y6	Theme	Humanities			Arts & Culture				Sciences			
		History	Geography	Languages	Art & Design	RE	PSHE	Music	Science	PE	Computing	DT
B1	Evolution: Where we come from (Author: JK Rowling - Harry Potter & the Goblet of Fire)		Pangea • How Pangea & its break up effects the way the world looks today • To understand continents • To understand position & significance of latitude, longitude & hemispheres	TLM Level 1 Module 4 • To learn the key vocabulary for classroom objects • Understand and use "Quel âge as-tu?" And respond "J'ai ..ans" • Understand simple negative phrases	Graphic Design • To create an illustration linked to Harry Potter using ink pens & line drawing techniques • To create a Harry Potter geometric design, using a wide range of tints, tones & shades of a single base colour • To use a range of shading pencils for effect to create a Harry Potter inspired line drawing	Big Question <i>When & how did the world come into being?</i> • Evolution • Creation stories	Myself & My Relationships Beginnings & Belonging • Making the classroom safe • Building relationships • Coping with new situations • Sources of support		Evolution & Inheritance • Understand what fossils show us about the past • Know that offspring vary from their parents • Know that adaptation may lead to evolution	Outdoor Adventurous Activities • Improve & use leadership skills when working with others • To solve problems independently & when part of a team • To use sensible strategies when solving a range of problems	Programming • Write a simple algorithm • Identify problems & debug them within a program • Create & modify a game on Scratch	Deeping Raft Race • 1 session introduction - a hook to enable pre-thinking
B2	Anglo Saxons (Author: Stuart Hill - Shield Maiden)	Big Question <i>Why is King Alfred called Alfred the Great?</i> • To know who the Anglo Saxons were & when they invaded • To understand how Britain changed during the Anglo Saxon period • Can explain why Alfred the Great was significant • Can compare daily lives to Roman daily lives • To develop accurate use of historical vocabulary	Comparative Study • UK & Iceland looking at similarities & differences • Settlement types • Land use • Economic activity • Trade links • Distribution of natural resources	TLM Level 1 Module 5 • To learn key vocabulary for place names in a town • To use "J'habite +" • Begin to recognise masculine and feminine forms	Wedgewood & Clarice Cliff • Create Wedgewood & Cliff inspired botanical themed artwork • Compare & contrast the botanical designs of the artists • Use of watercolours & recycled paper to create a mixed-media collage • To use oil pastels to create a Cliff-inspired design for a conical sugar shaker	Big Questions <i>Why should we care for the world & people in it?</i> • Why we are here • Natural world • Stewardship • Religious organisations <i>How can we build a more respectful Peterborough?</i> • Religions in our locality • UK religions • Places of worship • Living in harmony		Living Things & Habitats • Classify micro-organisms, plants & animals • Give reasons based on characteristics	Athletics • To learn a technique that will enable us to jump for height • To adapt throwing technique depending on activity • To practise a range of running events and alter speed/pace		Deeping Raft Race • 1 session to re-visit, remind and re-engage	
B3	Vikings (Author: Tony Bradman - Viking Boy)	Big Question <i>What were the Vikings really like?</i> • To know who the Vikings were & when they invaded • Historical enquiry about how views of Vikings have changed over time • Is able to use sources to explain why 'Ivar the Boneless' was a significant viking figure • To know the impact the vikings had on the Peterborough area & cathedral • To know about the daily lives of vikings & compare this to Roman civilian life • To develop accurate use of historical vocabulary		TLM Level 2 Module 1 • To revise colours and learn some more • To learn numbers 11-31 • To learn key vocabulary for animals and days of the week • To use "As-tu un animal?" And "J'ai un/une"	Clay • Anglo-Saxon & Viking inspired • To be able to use soft pastels & shading pencils to reflect daily life • To develop their use of clay as a medium to make an Alfred jewel inspired clay sculpture • To use clay to create a Viking Lewis chess piece, including clear facial details & expression	Big Questions <i>Why is worship important to Christians?</i> • Christian worship • Hymns • Holy Communion • The Lord's Prayer <i>How does the church effect the wider community?</i> • Research St John's Church		Nordic Folk Music • Listen to & evaluate a range of Nordic Folk music • Understand the use of music during the Viking period • Identify key instruments used in this genre • Compose, perform & evaluate own folk song	Netball • To adopt attacking & defending strategies • To intercept without contacting • To land & pivot in a controlled, balanced way	E-safety • Discuss where information can be found online • Understand that information found online isn't always accurate • Understand the risks of sharing personal information online • Explain how to seek support & report online concerns	Deeping Raft Race • Design & make prototypes & models phase	
B4	Mayans (Author: Shakespear - Romeo & Juliet)	Big Question <i>Are Mayans & Vikings similar or different?</i> • To know who the Mayans were & when & where they lived • Historical enquiry • Is able to compare & contrast the daily lives of Mayans to Vikings • To know why Pakal the Great was significant & compare him to Ivar the Boneless • To develop accurate use of historical vocabulary		TLM Level 2 Module 2 • To learn months of the year • To understand "Quelle est la date aujourd'hui?" And respond • To understand and use "Quelle est la date de ton anniversaire?" And respond	3D Sculpture • To develop their understanding of 3D sculpture to create & decorate their own Mayan mask to reflect those traditionally worn by the Mayans • To gain an understanding of traditional Mayan jewellery	Big Question <i>Who was the Buddha & what did he teach?</i> • The Four Sights • Enlightenment • The Noble Truths • Shrines • Monks	<i>Healthy & Safer Lifestyles: Relationships & Sex Education</i> • Human lifecycle • Sexual reproduction • Changing emotions & relationships • Responsibility for others • Love & care • Marriage & civil partnership • Families	Riptide - ukulele • Appraise Riptide • Learn about staff & other musical notation • Perform Riptide on the ukulele with vocals & evaluate	Electricity • Explore how circuits can be changed • Draw accurate circuit diagrams using symbols • Function of bulbs & buzzers Light • Know light travels in straight lines • Explain why shadows have the same shape as the object	Dance/Gymnastics • To adopt 'street dance' movements that can be used in own choreography • To develop flexibility, strength & coordination when performing a sequence of movements • To synchronise with others • To analyse performance	Digital Literacy • Identify & collect information using appropriate technology • Use apps or programs to input & analyse data • Use apps or programs to visually represent data	Deeping Raft Race • Make, perform & evaluate