Year 6 – Medium Term Plans 25-26

OUR CORE VALUES

*We want all of our children to **BE…***

Resilient	*Respectful*	*Resourceful*	*Responsible*	*Risk-taking*

CULTURAL CAPITAL

Oaklands Academy Primary is committed to ensuring all of our pupils are equipped with the knowledge and cultural capital they need to succeed in life.
Our curriculum and provision ensure that all our pupils acquire the essential knowledge they need to be educated citizens. We ensure that we are introducing them to the best that has been thought and said, and it is our mission to engender an appreciation of human creativity and achievement. We want all of our pupils to leave Oaklands, by the end of KS2, with aspirational goals for their future, without any limitations.

We have carefully considered four domains for promoting and improving each child's level of cultural capital, based on research by Bourdieu (1986). We believe that the more cultural capital a child has, the more likely they are to succeed in life and reach their potential.

KNOWLEDGE (what we know)	**SKILLS** (what we do)	**APPRECIATION** (what we value)	**ASPIRATION** (who we want to be)

INTENT

The Oaklands curriculum embodies our core values and places the child at the centre of their own personal and academic development. We endeavour to give them opportunities that will equip them with the tools and knowledge they will require to thrive in an ever changing and complex society as valuable contributors. In Year 6, children are given the opportunity and the tools to discuss important social matters in order to prepare them to think independently and approach discussions in a mature and educated way. Children are to use experiences to inform learning and produce work. The wide range of reading opportunities sin Year 6 ensures that all pupils are given the same equal opportunities in school as some children may have outside of the school setting. Year 6 will take part in enrichment days, being taught by professionals from outside of school, building upon and developing their aspirations for the future.

ART - Year 6						
Term	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Autumn 1 **Drawing: Make my voice heard**	• To develop understanding of graffiti art.	• To demonstrate understanding about Käthe Kollwitz inspiration	• To apply knowledge to create an impactful piece of art.	• To apply knowledge to create an impactful piece of art.	• To explore the effectiveness of using alternative mediums.	• To evaluate the impact of a piece of art.
Spring 1 **Painting & mixed media: Artist study**	• To understand how to analyse a famous painting.	• To understand how to find meaning in painting.	• To apply interpretation skills to analyse and respond to an abstract painting	• To understand how art can tell stories or portray messages.	• To develop starting points for creative outcomes.	• To demonstrate an understanding of painting techniques to make personal choices.
Summer 1 **Craft and design: Photo opportunity**	• To develop understanding of using secondary source photography	• To consider the impact of using text and image together in a piece of art.	• To understand abstract art through photography.	• To develop a self-portrait from a photograph	• To replicate the mood and expression of a painting through photography.	• To evaluate the use of photography in art.

COMPUTING - Year 6

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1 Systems and Networks: Bletchley Park	**Online Safety 0: Life online** To describe online issues that give us negative feelings and know how to get help.	**Lesson 1: Secret codes** To understand there are many different types of secret codes.	**Lesson 2: Brute force hacking** To understand the importance of having a secure password.	**Lesson 3: Bletchley Park** To understand the importance of Bletchley Park to the World War II war effort.	**Lesson 4: Computing heroes** To research historical figures that contributed to technological advances in computing.	**Lesson 5: Computing heroes part 2** To research and present information about historical figures in computing.
Autumn 2 Data Handling 1: Big Data 1	**Lesson 0: Sharing online** To explore the impact and consequences of sharing online.	**Lesson 1: Barcodes** To identify how barcodes and QR codes work.	**Lesson 2: Transmitting data** To know how infrared waves transmit data.	**Lesson 3: RFID** To recognise how RFID is used.	**Lesson 4: Using RFID** To input and analyse real-world data.	**Lesson 5: Transport data** To analyse and evaluate data.
Spring 1 Programming: Intro to Python	**Lesson 0: Creating a positive online reputation** To know how to create a positive online reputation.	**Lesson 1: Tinkering with Logo** To tinker with a new piece of software.	**Lesson 2: Nested loops** To understand nested loops.	**Lesson 3: Using Python** To understand basic Python commands.	**Lesson 4: Using loops in Python** To use loops when programming.	**Lesson 5: Coding Mondrian** To understand the use of random numbers.
Spring 2 Data Handling 2: Big Data 2	**Lesson 0: Capturing evidence** To describe how to capture bullying content as evidence.	**Lesson 1: Transferring data** To explain how data can be safely transferred.	**Lesson 2: Data usage** To investigate the data usage of different online activities.	**Lesson 3: The Internet of Things** To identify how data collection can improve city life.	**Lesson 4: Designing a smart school** To design a system for turning a school into a smart school.	**Lesson 5: Smart school presentation** To present ideas for turning a school into a smart school.
Summer 1 Creating Media: History of Computers	**Lesson 0: Password protection** To manage personal passwords effectively.	**Lesson 1: Playing with sound** To tinker with audio recording.	**Lesson 2: Radio plays** To record, edit and add sound effects to a radio play.	**Lesson 3: First computers** To understand how computers have changed and the impact this has had on the modern world.	**Lesson 4: Computers that changed the world** To research one of the computers that changed the world and present information about it to the class.	**Lesson 5: Future computer** To design a computer of the future.
Summer 2 Skills Showcase: Inventing a Product	**Lesson 0: Think before you click** To be aware of strategies that help protect people online.	**Lesson 1: Invention design** To design an electronic product.	**Lesson 2: Coding and debugging** To code and debug a program.	**Lesson 3: Computer Aided Design (CAD)** To use CAD software to design a product.	**Lesson 4: My product's website** To create a website.	**Lesson 5: Video advert** To create a video advert.

DT - Year 6						
Term	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Autumn 2 **Textiles: Waistcoats**	• To explore how pattern pieces are used to design and make fabric items.	To design a bag and based on a target criteria	To use pattern piece templates to shape, cut and stitch fabric.	To create a prototype bag from a design sketch.	• To assemble a prototype	• To add appendages to a bag. To evaluate the success of a product
Spring 2 **Cooking and Nutrition: Come dine with me**	• To research the ingredients for a three-course meal.	• To identify the components of a three-course meal.	• To apply my knowledge to prepare a starter using a recipe.	• To apply my knowledge to prepare a main course using a recipe.	• To apply my knowledge to prepare a dessert using a recipe.	• To evaluate the success of a range of products.
Summer 2 **Structures: Playgrounds**	• To explore and evaluate playgrounds	• To design a playground with a variety of structures.	• To develop understanding on the benefits of different shaped structures	• To apply my understanding of measuring, marking and cutting to create a range of structures	• To apply my understanding of measuring, marking and cutting to create a range of structures	• To evaluate the success of a range of products.

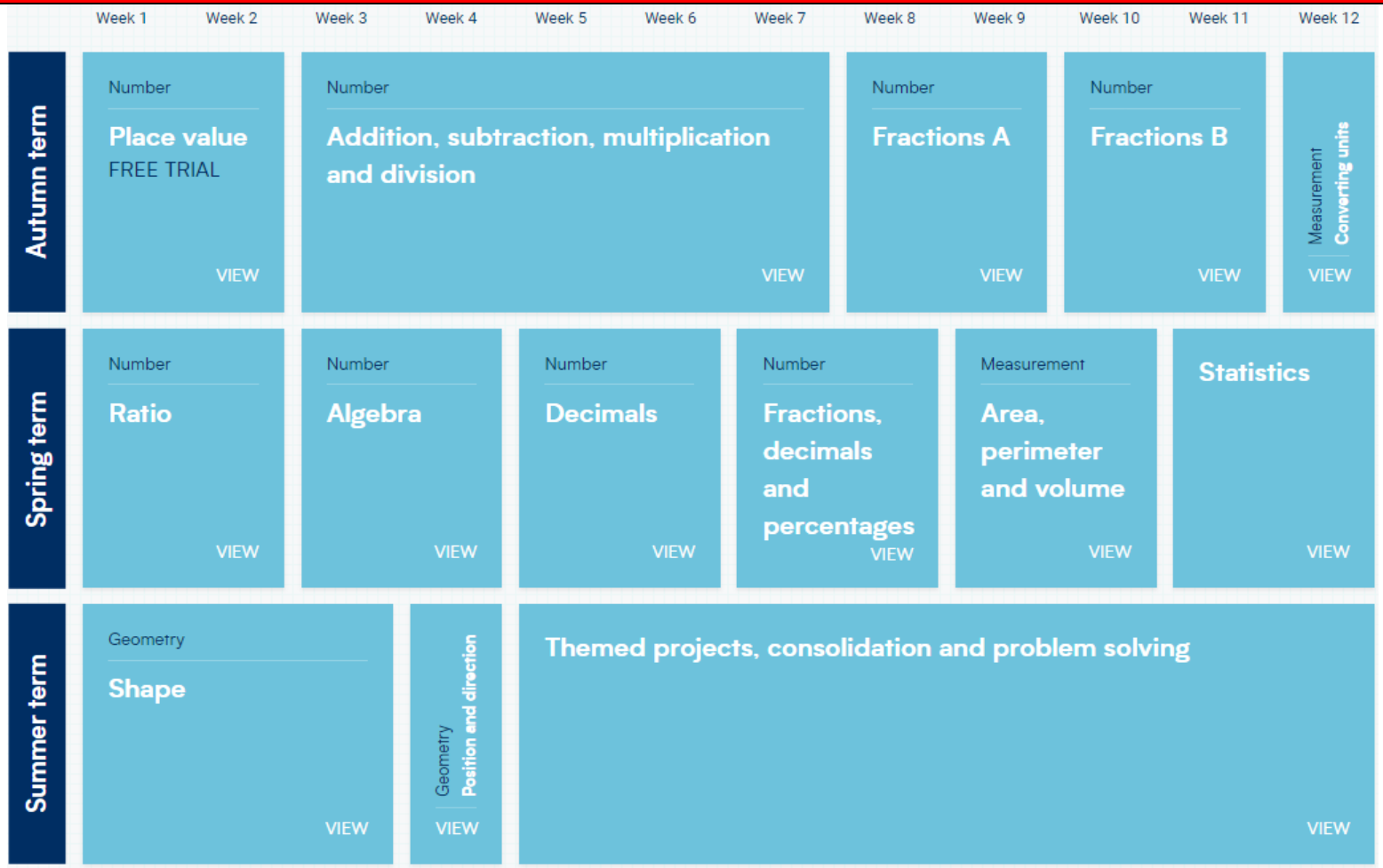
GEOGRAPHY - Year 6

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 2 **Where does our energy come from?**	**Why is energy important?** • To know why energy sources are important.	**What is renewable energy?** • To understand the benefits and drawbacks of different energy sources.	**How does the United States generate energy?** To understand how energy is generated in the United States.	**How does the United Kingdom generate energy?** • To know how energy sources are distributed in an area.	**What is the best way to generate energy?** • To explain reasons for choosing an energy source.	**Where is the best place for a solar panel on the school grounds?** To collect and present data on where to position a solar panel on the school grounds.
Spring 2 **Why does population change?**	**How is the global population changing?** To understand the change and distribution of the global population.	**What are birth and death rates?** • To define birth and death rates and describe why they change.	**Why do people migrate?** • To recognise the push and pull factors influencing migration.	**How is climate change impacting the population?** • To begin to understand the impact climate change can have on the global population.	**How is population impacting our environment?: Data collection** To collect data showing how population impacts the amount of traffic and litter in an area.	**How is population impacting our environment?: Findings** To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.
Summer 2 **Can I carry out an independent fieldwork enquiry?**	**Developing an enquiry question** • To develop an enquiry question.	**Creating data collection methods** To determine the most effective data collection methods for fieldwork.	**Mapping a route** • To plan a route for a fieldwork trip.	**Collecting the data** • To collect the data to answer the enquiry question.	**Analysing the data** • To determine an answer to the enquiry question.	**Presenting the data** To present my findings.

HISTORY - Year 6

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1 How did the Maya civilisation compare to the Anglo-Saxons?	**Who were the Maya and when did they live?** To recognise when and where the ancient Maya lived	**How did the Maya settle in the rainforest?** • To evaluate the challenges of settling in the rainforest.	**What similarities and differences existed between Maya and Anglo-Saxon homes?** • To compare and contrast Anglo-Saxon and Maya houses.	**What did the Maya believe?** • To explain the importance of Maya gods and goddesses.	**What do archaeological remains tell us about Maya cities?** • To design a map of a Maya city.	**The decline of the Maya cities: man-made or natural disaster?** • To evaluate the reasons for the decline of the Maya cities. **Big Finish** (Design a Maya Codex
Spring 1 What did the Greeks ever do for us?	**Who were the Greeks and when did they live?** • To understand where and when the ancient Greeks lived.	**What did the Greeks believe?** • To understand the importance of the Greek gods.	**How was ancient Greece governed?** • To identify similarities and differences between Athens and Sparta.	**Did the ancient Greeks give us democracy?** • To understand how Athenian democracy worked.	**How do Greek philosophers influence us today?** • To understand the importance of the ancient Greek philosophers.	**What did the Greeks do for us?** • To identify and explain the achievements of the ancient Greeks. **Big Finish** (Answer key question: report on architecture, maths, science etc)
Summer 1 Unheard histories: Who should go on the banknote?	**Who features on banknotes and why?** • To explain the significance of people on banknotes.	**Was Alfred the Great or Elizabeth I the more significant monarch?** • To decide whether a person is historically significant.	**How were Ellen Wilkinson and Betty Boothroyd historically significant?** • To evaluate the significance of historical figures.	**Why was Mary Seacole significant?** • To explain the significance of Mary Seacole.	**Who was more significant? Lily Parr or Betty Snowball?** • To evaluate the significance of sporting people.	**Who will be the face of the new £10 note?** • To evaluate the significance of historical figures. **Big Finish** (Letter to Government suggesting change to £10 note)

MATHS - Year 6


Week 1
Week 2
Week 3
Week 4
Week 5
Week 6
Week 7
Week 8
Week 9
Week 10
Week 11
Week 12
Autumn term
Number
Place value
FREE TRIAL
VIEW
Number
Addition, subtraction, multiplication and division
VIEW
Number
Fractions A
VIEW
Number
Fractions B
VIEW
Measurement
Converting units
VIEW
Spring term
Number
Ratio
VIEW
Number
Algebra
VIEW
Number
Decimals
VIEW
Number
Fractions, decimals and percentages
VIEW
Measurement
Area, perimeter and volume
VIEW
Statistics
VIEW
Summer term
Geometry
Shape
VIEW
Geometry
Position and direction
VIEW
Themed projects, consolidation and problem solving
VIEW

MUSIC - Year 6

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1 **Dynamics, pitch and texture (Fingal's Cave)**	• To appraise the work of a classical composer (Felix Mendelssohn).	• To improvise as a group, using dynamics and pitch.	• To improvise as a group, using texture	• To use knowledge of dynamics, texture and pitch to create a group composition.	• To use teamwork to create a group composition featuring changes in texture, dynamics and pitch.	• To evaluate the group composition created.
Autumn 2 **South and West Africa**	To sing a traditional African song unaccompanied.	To use tuned percussion to play a chord progression.	To use vocals or tuned percussion to perform a piece of music as an ensemble.	• To play call and response rhythms using percussion instruments.	To create an eight-beat break to play within a performance.	• To evaluate my performance to reflect on how I can improve.
Spring 1 **Film music**	• To appraise different musical features in a variety of film contexts.	• To identify and understand some composing techniques in film music.	• To use graphic scores to interpret different emotions in film music.	• To create and notate musical ideas and relate them to film music.	• To play a sequence of musical ideas to convey emotion.	• To evaluate the sequence of musical ideas.
Spring 2 **Theme and variations (Pop Art)**	• To explore the musical concept of theme and variations.	• To compare and contrast different variations in the piece The Young Person's Guide to the Orchestra.	• To use complex rhythms to be able to perform a theme.	• To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time.	• To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.	• To evaluate the music notation created visual of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.
Summer 1 **Baroque**	• To understand the importance of Monteverdi in the history of opera.	• To read and play a canon from staff notation.	• To demonstrate an understanding of Baroque music features when composing.	• To combine knowledge of staff notation and aural awareness to play a fugue.	• To apply their understanding of fugue structure when performing with others..	• To evaluate my own composition.
Summer 2 **Composing and performing a Leavers' song**	• To listen to and describe music.	To write lyrics for a song.	• To organise lyrics into a song structure.	To use vocal improvisation and known melodies against a backing track.	• To compose a melody.	• To compose a verse melody.

PSHE - Year 6

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1 **Me and My Relationships**	**Me and My Relationships** Demonstrate a collaborative approach to a task;	**Me and My Relationships** Explain what is meant by the terms 'negotiation' and 'compromise'.	**Me and My Relationships** Recognise some of the challenges that arise from friendships.	**Me and My Relationships** Recognise and empathise with patterns of behaviour in peer-group dynamics.	**Me and My Relationships** Describe the consequences of reacting to others in a positive or negative way.	**Me and My Relationships** Recognise that some types of physical contact can produce strong negative feelings.
Autumn 2 **Valuing Difference**	**Valuing Differences** Recognise what bullying and discriminatory behaviour are.	**Valuing Differences** Know that all people are unique.	**Valuing Differences** Demonstrate ways of showing respect to others.	**Valuing Differences** Understand and explain the term prejudice.	**Valuing Differences** Explain the difference between a friend and an acquaintance;	**Valuing Differences** Define what is meant by the term stereotype;
Spring 1 **Keeping Myself Safe**	**Keeping Myself Safe** Accept that responsible and respectful behaviour is necessary online.	**Keeping Myself Safe** Know what is meant by addiction.	**Keeping Myself Safe** Explain how drugs can be categorised into different groups.	**Keeping Myself Safe** Understand some of the basic laws in relation to drugs;	**Keeping Myself Safe** Understand the actual norms around drinking alcohol.	**Keeping Myself Safe** Understand that all humans have basic emotional needs.
Spring 2 **Rights and Responsibilities**	**Rights and Responsibilities** Know what the terms 'fact', 'opinion', 'biased' and 'unbiased'.	**Rights and Responsibilities** Understand the legal age for having a social media account.	**Rights and Responsibilities** Explain some benefits of saving money.	**Rights and Responsibilities** Recognise and explain that different jobs have different levels of pay.	**Rights and Responsibilities** Explain what is meant by voluntary, community and pressure (action) group.	**Rights and Responsibilities** Explain what is meant by living in an environmentally sustainable way.
Summer 1 **Being My Best**	**Being My Best** Explain what the five ways to wellbeing are.	**Being My Best** Identify aspirational goals;	**Being My Best** Research and present health and wellbeing issues.	**Being My Best** Identify risk factors in a given situation;	**Being My Best** Recognise what risk is;	**Being My Best** Understand what to do if someone needs basic first aid.
Summer 2 **Growing and Changing**	**Growing and Changing** Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect;	**Growing and Changing** • Recognise how the media can sometimes reinforce gender stereotypes;	**Growing and Changing** • Understand the risks of sharing images online and how these are hard to control, once shared	**Growing and Changing** • Recognise some of the changes they have experienced and their emotional responses to those changes.	**Growing and Changing** • Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it	**Growing and Changing** • Explain the difference between a safe and an unsafe secret.

RE - Year 6

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1 **Why does religion look different around the world? (Part 1)**	To recognise the importance of words used to describe God.	To identify the similarities and differences between some Abrahamic religions.	To identify why some mitzvot have been adapted.	To explain reasons why traditions can vary within a religion.	To recognise how some religious practices are influenced by both culture and scripture.	To discuss reasons why someone may choose to cover their hair.
Autumn 2 **Why does religion look different around the world? (Part 2)**	To recognise diversity within the Hindu worldview.	To recognise the impact of influences on beliefs.	To analyse and understand Diwali across different traditions.	To explain why there are different Buddhist teachings.	To make links and comparisons between different meditative practices.	To express the different factors that affect diversity within and across worldviews.
Spring 1 **Why is it better to be there in person?**	To explore the factors that can shape someone's experience of a religious or non-religious event.	To understand the significance of places for some Jewish and non-Jewish people.	To evaluate the rules around attending significant places.	To consider the challenges that many Muslims may face when travelling to Makkah.	To understand the significance of attending a non-religious event as a Humanist.	To explore the concept of pilgrimage and its relevance in the UK.
Spring 2 **Why is there suffering? (Part 1)**	To explain some causes of suffering by exploring scripture and experience.	To understand the concept of free will through exploring scripture.	To investigate beliefs about human wrongdoing through religious perspectives.	To explore beliefs about suffering and goodness through scripture and personal responses.	To explore different beliefs about God's role in suffering.	To examine how teachings about Jesus affect some Christian responses to suffering.
Summer 1 **Why is there suffering? (Part 2)**	To consider how people's beliefs influence their response to suffering.	To interpret the Buddhist concept of the Second Noble Truth using the story of Kisa Gotami.	To explore how the Four Noble Truths can help some Buddhists respond to suffering	To recognise how the belief in Hukam can help some people in difficult times.	To discuss how some Shinto followers believe suffering can be prevented.	To recognise how responses to suffering vary using stories, beliefs and practices.
Summer 2 **What place does religion have in our world today?**	To express a personal worldview through art.	To interpret the religious make-up of the UK by examining census data.	To compare the use of places of worship locally and elsewhere in the UK.	To investigate the spread of religion across the world.	To discuss the importance of freedom of religion and belief by analysing different scenarios.	To explain the importance of learning about and understanding others' worldviews through real-life examples.

SCIENCE - Year 6

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer Term
	Living Things 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.	**Electricity** 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.	**Light** 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	**Animals Including Humans** Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood 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.	**Evolution and adaptation** 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 different ways and that adaptation may lead to evolution.

SCIENCE - Year 6

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1 **Living things and their habitats**	Step 1 To understand the conditions for life	Step 2 To be able to group organisms	Step 3 To be able to classify animals	Step 4 To be able to classify plants	Step 5 To understand what makes a Microorganism	Step 6 To classify microorganisms To understand the impact of Carl Linnaeus
Autumn 2 **Electricity**	Step 1 To construct and draw series circuits using symbols	Step 2 To describe complete and incomplete circuits	Step 3 To identify variations within circuits	Step 4 To understand how voltage affects a circuit	Step 5 To investigate how voltage affects a circuit	Step 6 To compare and give reasons for variations in how components function
Spring 1 **Light** **Light Pollution**	Step 1 How we see To understand how we see light	Step 2 To recognise that light appears to travel in straight lines	Step 3 To explain why shadows have the same shape as the objects that cast them	Step 5 To investigate how shadows are formed	Step 7 Refraction Step 8 Explore light To be able to identify what refraction is	Step 1 Step 2 To understand what light pollution is and what can be done to reduce it
Spring 2 **The circulatory system** **Diet, drugs and lifestyle**	Step 1 The circulatory system Step 2 Blood	Step 3 The heart Step 4 Blood flow in the heart	Step 5 Oxygenated and deoxygenated blood Step 6 Dissection of the heart	Step 1 Diet Step 2 Drugs	Step 3 Cigarettes Step 4 Plan - heart rate experiment	Step 5 Investigate - heart rate experiment Step 6 Evaluate - heart rate experiment
Summer 1 **Variation** **Adaptations**	Step 1 Variation	Step 2 Inheritance and characteristics	Step 1 Animal adaptations	Step 2 Plant adaptations	Step 3 Evolution Step 4 Charles Darwin	Step 5 Natural selection Step 6 Darwin's finches
Summer 2 **Fossils** **Themed Projects**	Step 1 Fossil formation	Step 2 Explore fossils	Step 3 Mary Anning	Plan - melting points	Investigate - melting points	Evaluate - melting points

SPANISH - Year 6

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1 **Clothes in Spanish**	To identify the meaning of new words.	To describe everyday objects.	To give reasons for actions using extended sentences.	To write a short descriptive text.	To identify and use key information in a text.	To present information orally.
Autumn 2 **School life in Spanish**	To express likes and dislikes in a conversation.	To give opinions in a conversation.	To make comparisons.	To seek and give information in a conversation.	To engage in conversations expressing preferences.	To use familiar phrases and vocabulary in writing.
Spring 1 **Household tasks in Spanish**	To interpret and translate opinions about household tasks.	To find and categorise vocabulary from descriptions of different robots.	To describe a robot's purpose using verbs and adverbs.	To write a descriptive text about an invented robot.	To describe the functions of a robot using a persuasive advert.	To evaluate and justify a choice of robot.
Spring 2 **Shopping in Spain**	To explore pronunciation rules using vocabulary for food and market stalls.	To describe the location of a market stall using prepositions.	To express different amounts of money using numbers up to 100.	To express how much/how many using food vocabulary.	To create and use dialogue for a shopping transaction.	To adapt and use language structures for a shopping game.
Summer 1 **Free time in Spain**	To read a cartoon to identify how verb endings change.	To report about seasonal activities using regular verb endings.	To answer questions about free time in Spain using appropriate verb endings.	To translate travel reports from English to Spanish.	To construct a descriptive travel blog using a range of verbs in the present tense.	To compare and respond to different travel blogs to express preference.
Summer2 **Maya city treasure hunt**	To translate sentences to find out about Ancient Maya cities.	To describe the Ancient Maya people.	To deduce and follow simple directions to different Maya city landmarks.	To interpret directional language to navigate around a Maya city.	To create written clues for a treasure hunt around an Ancient Maya city.	To evaluate the use of language used in giving directions.