Allesley Primary School Curriculum Planner: Year 6
Autumn Term Context for Learning - Groovy Greeks - (How has life in Ancient Greece affected our lives today?)

| MFL | Science | Computing | Design Technology | History | Geography | Art and Design | Music | Physical Education | PSHE \& C | Religious Education |
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| Language angels <br> Phonetics lesson 4 <br> (C) <br> The Café (I) | Living things and habitats (classification) | Kapow - Online Safety <br> Basic skill using text and image manipulation. |  | Ancient Greece-a study of Greek life and achievement $s$ and their influence on the western | human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy. | Kapow: Art and Design skills Sculpture making memories <br> Greek Clay pots | Kapow, Theme and variations: Pop Art | Invasion games Tag rugby with Engage | SCARF: Unit title: Me and My Relationships | What matters most to Christians and humanists? (LIVING) |
| Language angels <br> At Home (I) | Electricity | 3D modelling <br> Tinkercad Minecraft Hour of Code and progression of coding challenges | Electrical circuit games (through science) | world. | food, minerals and water. |  |  |  | SCARF: <br> Unit title: <br> Keeping <br> Myself <br> Safe |  |

Spring Term Context for Learning: River deep, Mountain high - (How are rivers and mountains formed?)

| Language angels <br> At School <br> (P) | Evolution and Inheritance | Programming code.org courses E \& F | Kapow, Digital World: Navigating the world |  | describe and understand the key aspects of: -physical geography. including: climate zones, biomes and | Kapow, Art and design skills: painting and media | Kapow, Dynamics, Pitch and Tempo (Fingal's cave) | Sportshall Athletics \& School Games inter-school event. | SCARF: Unit title: Valuing Difference | What do religions say to us when life gets hard? Christians, Hindus and non-religious (e.g. Humanists) |
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| Language angels <br> The Weekend (P) |  | Kapow Data Handling (big data) |  |  | vegetation belts, rivers, mountains , volcanoes and earthquakes, and the water cycle 4 Day residential at PDYM | Design and make a mountain |  | Real PE Unit 3 Social Skills <br> Real PE Unit 4 | SCARF: Unit title: Rights and responsibilities <br> 4 Day residential at PDYM | (BELIEVING) |
| Summer Term Context for Learning: Central America (How was Mayan life different to Britain?) |  |  |  |  |  |  |  |  |  |  |
| Language angels <br> Healthy Lifestyle (P) | Animals including humans | Modify, debug and develop an existing Scratch game on Scratch website. | Kapow, Structure: Playgrounds | Mayan Civilisation - a study of Mayan life making comparisons to life in Britain in the $15^{\text {th }}$ century | identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer | Kapow Art Drawing: Make my voice heard | Kapow - Baroque <br> End of Year performance | Striking and fielding games (rounders \& cricket) | SCARF: Unit title: Being my best | Is it better to express your beliefs in arts and architecture or in charity and generosity? |
| Language angels <br> Me In The World (P) | Light | Photo \& video editing using i-movie or alternative video editor Kapow Skills showcase (inventing a product) | Kapow: Textiles: Waistcoats |  | and Capricorn, <br> Arctic and <br> Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <br> Similarities and differences between different regions of the UK, | Design skills Craft and design photo opportunity |  | Zumba <br> (linked to <br> theme) | SCARF: Unit title: Growing and changing | What difference does it make to believe in ahimsa, grace and ummah? <br> (EXPRESSING) |



