



















# Woollen Hill Curriculum












FS2 Planning Overview			
	Autumn	Spring	Summer
FS2	We are Amazing Acorns!	Acorns in Anstey	Tiny Acorns to Mighty Willows!
Drivers (past present future)	The EYFS curriculum will be planned around the interests and needs of each cohort. These titles are linked to seasonal ideas and generic themes which occur annually.		
	<p><b>Past:</b> What happened before I was born?</p> <p><b>Present:</b> Who is in my family? Why are they special to me?</p> <p><b>Future:</b> What do I want to be when I grow up?</p>	<p><b>Past:</b> How do things grow? How have I grown?</p> <p><b>Present:</b> What are the different seasons and what do they mean?</p> <p><b>Future:</b> How can I make good choices for our environment?</p>	<p><b>Past:</b> What have I got better at since I started school?</p> <p><b>Present:</b> How can I keep myself safe?</p> <p><b>Future:</b> What am I looking forward to in year one?</p>
Curriculum of Global Discovery drivers	 aspiration Human Rights  <b>Avenues for exploration:</b> How have I already grown up? How can we make our class a happy place to be?	 Sustainability Human Rights Equity Community & Collaboration  <b>Avenues for exploration:</b> How can we take care of our village? Does everyone get the same all the time?	 Critical thinking & Problem Solving Technology & Digital Literacy Healthy Minds & Bodies  <b>Avenues for exploration:</b> Beebots, iPads, VR headsets. How can I keep my body healthy in summer?
UN Global Goal links			
British Values			







<b>Overall outcome for topic: (showcase)</b>	Present a flipgrid video about their family and how they are special.	Create posters to discourage people from littering. Go litter picking in our local environment.	Discuss with a partner how they can help to keep their bodies healthy. Perform a class assembly to parents.
<b>Outcomes for Subjects</b>	<p><b><u>Geography:</u></b> Children can talk about changes in the weather.</p> <p><b><u>History:</u></b> Children can talk about what happened in the past and before they were born.</p> <p><b><u>Music:</u></b> Children can sing well-known favourite songs.</p> <p><b><u>Science:</u></b> Children can talk about the changing seasons and identify key features of the seasons.</p> <p><b><u>PSHE:</u></b> Children can talk about their feelings and how to manage their behaviour.</p> <p><b><u>RE:</u></b> Which people are special and why? Which stories are special and why?</p>	<p><b><u>Design:</u></b> Children can use their knowledge of materials to build a bridge for the three billy goats, and houses for the three little pigs.</p> <p><b><u>Science:</u></b> Children can identify the adult and young versions of animals. (link to farm trip.)</p> <p><b><u>PSHE:</u></b> Children can create posters about dropping litter around Anstey.</p> <p><b><u>RE:</u></b> Which places are special and why? What times are special and why?</p>	<p><b><u>Geography:</u></b> Children can discuss the similarities and differences between Anstey and Skegness.</p> <p><b><u>Biology:</u></b> Children can identify what they need to do to keep their body healthy in summer.</p> <p><b><u>Music:</u></b> Children can clap along to the rhythm of a song. Children can roleplay and perform songs in front of an audience.</p> <p><b><u>Science:</u></b> Children can identify changing states of matter of a melting ice cream.</p>



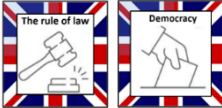
Year 1 Planning Overview			
	Autumn	Spring	Summer
<b>YEAR 1</b>	<b>This is me!</b>	<b>Secret Garden</b>	<b>Whatever the Weather</b>
<b>Drivers (past present future)</b>	<p><b>Past:</b> What was I like before I started school? Photograph montage: What did I like / not like to eat? What was my favourite toy to play with? What did I like doing?</p> <p><b>Present:</b> How have I changed and the people and places around me changed? (physical changes as well as abilities), What do I like doing? What do I like to play with? What am I good at? (talents) What do I find difficult? What do I want to get better at? Who are my friends? Who are my family? Where do I live? Who are the important people in the country and how do they help me?</p> <p><b>Future:</b> What will I be like when I am older? What do I want to do when I am older?</p>	<p><b>Past:</b> How gardens have changed over time? (e.g. Food based to play-based)</p> <p><b>Present:</b> What does my garden look like? What is happening to the wildlife in our garden?</p> <p><b>Future:</b> How can we make sure that the wildlife in our gardens has a place to live?</p>	<p><b>Past:</b> What did the weather used to be like?</p> <p><b>Present:</b> What changes happen in the seasons of a year?</p> <p><b>Future:</b> How can we use the weather to help us? (Solar panels, wind farms)</p>
<b>Curriculum of Global Discovery drivers</b>	 <p><b>Avenues for exploration:</b> What do I want to be when I am older? How can I take care of my mind and body? What makes a good leader? Kings and Queens of the past</p>	 <p><b>Avenues for exploration:</b> What is your local environment like? Should everyone have the right to a green space? How can we help Prince Charles achieve his vision? How can we use our gardens to help with food waste?</p>	 <p><b>Avenues for exploration:</b> <b>Technology</b> – wind, sun, water power (overview – recovered later) <b>Equity and Diversity</b> – how can we help people who are affected by the weather?</p>
<b>UN Global Goal links</b>			

<b>British Values</b>			
<b>Overall outcome for topic: (showcase)</b>	<b>To create the front of a postcard that accurately represents the village that they live in ready for school to use.</b>	<b>To create a habitat in the Forest School Area for a bee.</b>	<b>To track the weather over a week and produce a weatherman-style video to show what the weather is like across the UK.</b>
<b>Outcomes for Subjects</b>	<p><b><u>Geography:</u></b> Create the front of a postcard that accurately represents the village that they live in ready for school to use.</p> <p><b><u>ICT:</u></b> Learners will develop their understanding of technology and how it can help them in their everyday lives.</p> <p><b><u>History:</u></b> To create a Historical timeline to how the monarchy has changed over time.</p> <p><b><u>Art:</u></b> A self-portrait in the style of Pablo Picasso.</p> <p><b><u>Biology:</u></b> To create a human body using a range of materials identifying key parts of the body.</p> <p><b><u>Music:</u></b> Voice and Pitch – To use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p><b><u>ICT:</u></b> Learners will begin to understand early programming concepts and to use technology purposefully to create, organise and manipulate digital content.</p> <p><b><u>Art:</u></b> A printed piece of artwork inspired by Bridge over a Pond of Water Lillies.</p> <p><b><u>Design:</u></b> To generate, develop, model and communicate their ideas through talking, drawing, templates for a bee house.</p> <p><b><u>Music:</u></b> To be able to perform a short rhythm pattern keeping up with a steady beat.</p> <p><b><u>Science:</u></b> To use knowledge from sorting materials to decide which would be the most suitable protection for an egg.</p>	<p><b><u>Geography:</u></b> To use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p><b><u>ICT:</u></b> Learners will develop their understanding of the various aspects of using a computer to create and manipulate text.</p> <p><b><u>Art:</u></b> To create a warm and cool colour painting of umbrella.</p> <p><b><u>Music:</u></b> To learn to play the recorder, how to hold the recorder properly and play rhythms using note B and play different notes values and lengths.</p> <p><b><u>Science:</u></b> To create a diagram with different materials to accurately represent a flower: petal, stem, root, leaf and photograph it.</p>

Year 2 Planning Overview			
	Autumn	Spring	Summer
<b>YEAR 2</b>	<b>London's Burning!</b>	<b>Location, Location, Location New Delhi – ASHA/ Leicester</b>	<b>Rainforests</b>
<b>Drivers (past present future)</b>	<p><b>Past:</b> What happened during the Great Fire of London?</p> <p><b>Present:</b> How are buildings more protected from fire? (sprinklers, smoke alarms, materials for building)</p> <p><b>Future:</b> <a href="#">How can we prevent fires from happening? How will the fire service develop? (Technological advancement, Forest fires etc)</a></p>	<p><b>Past:</b> How did we discover the continents and oceans of the world? (explorers link to Y6)</p> <p><b>Present:</b> How do we know about the world today? (link to tv, internet etc)</p> <p><b>Future:</b> What do we think the world would be like if everyone had shelter and could go to school?</p>	<p><b>Past:</b> What were the rainforests like in the past?</p> <p><b>Present:</b> Why are the rainforests shrinking?</p> <p><b>Future:</b> How can we save the rainforests for future generations?</p>
<b>Curriculum of Global Discovery drivers</b>	 <p>Technology &amp; Digital Literacy    Healthy Minds &amp; Bodies    Creativity    Critical thinking &amp; Problem Solving</p> <p><b>Avenues for exploration:</b></p> <ul style="list-style-type: none"> <li>how can technology help to keep us safe from fire?</li> <li>are some breads healthier than others? effective house design and community planning</li> </ul>	 <p>aspiration    Diversity    Human Rights    Equity    Community &amp; Collaboration</p> <p><b>Avenues for exploration:</b></p> <ul style="list-style-type: none"> <li>everyone has the right to shelter and education: ASHA link</li> <li>how does school help us to get ready for a job?</li> </ul>	 <p>Sustainability    Global Awareness    Critical thinking &amp; Problem Solving</p> <p><b>Avenues for exploration:</b></p> <ul style="list-style-type: none"> <li>The Amazon rainforest is the lungs for the earth, what does that mean? Why do they cut the forest down? Do we need palm oil? link to farming</li> </ul>
<b>UN Global Goal links</b>			
<b>British Values</b>			







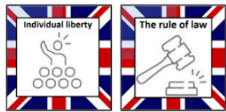
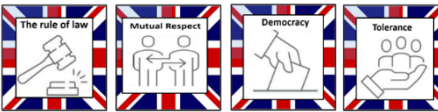

<b>Overall outcome for topic: (showcase)</b>	<b>To create a diary as if we were Samuel Pepys.</b>	<b>Class assembly to show our learning of our Trip to the Shareem Temple.</b>	<b>To perform a recorder piece.</b>
<b>Outcomes for Subjects</b>	<p><b><u>ICT:</u></b> To edit a photo.</p> <p><b><u>History:</u></b> To make a diary as if you were Samuel Pepys.</p> <p><b><u>Art:</u></b> To create Fire artwork.</p> <p><b><u>Design:</u></b> To bake hedgehog rolls.</p> <p><b><u>Music:</u></b> To perform nativity songs.</p> <p><b><u>Science:</u></b> To design own building using a range of materials.</p>	<p><b><u>Geography:</u></b> Double page spread comparing countries.</p> <p><b><u>ICT:</u></b> To create our own pictogram based on data found.</p> <p><b><u>Art:</u></b> To create a cityscape of Leicester</p> <p><b><u>Design:</u></b> clay pots.</p> <p><b><u>Music:</u></b> To perform our own rhythm and pulse composition</p> <p>Science:</p>	<p><b><u>ICT:</u></b> To create program using scratch.</p> <p><b><u>Art:</u></b> <b><u>Unit 1</u></b> To create a Rainforest. <b><u>Unit 2:</u></b> To draw an animal.</p> <p><b><u>Design:</u></b> Create a home for an animal.</p> <p><b><u>Music:</u></b> To perform recorder piece.</p> <p><b><u>Science</u></b> <b><u>Unit 1:</u></b> To create a home for an animal. <b><u>Unit 2:</u></b> To plant own plants and record growth.</p>

Year 3 Planning Overview			
	Autumn	Spring	Summer
<b>YEAR 3</b>	<b>In My Element</b>	<b>The Ground Beneath my Feet</b>	<b>It's all Greek to me!</b>
<b>Drivers (past present future)</b>	<p><b>Past:</b> Why were elements/ materials important in the past? How have they helped us to live better lives?</p> <p><b>Present:</b> What materials do we need to survive and why are we beginning to consider alternatives? (coal, gold etc.) – link to Smart Meter</p> <p><b>Future:</b> What would happen if we run out of resources? How can we prevent this?</p>	<p><b>Past:</b> Pompei - what did we learn from the disaster?</p> <p><b>Present:</b> Current natural disasters: Reykjavik volcano and the impact of the Ash Cloud</p> <p><b>Future:</b> How are buildings constructed to protect themselves from natural disasters and how might this affect the way buildings look in the future?</p>	<p><b>Past:</b> Where was democracy created? How did democracy evolve?</p> <p><b>Present:</b> What is the UK voting system like? How do we have a voice?</p> <p><b>Future:</b> How can we give everyone a voice? What new ways might be developed to help people to vote?</p>
<b>Curriculum of Global Discovery drivers</b>	 <p><b>Avenues for exploration:</b></p> <ul style="list-style-type: none"> <li>• What are natural resources and are they used?</li> <li>• How did climate change effect the people long ago? <a href="#">How did Climate Change affect people in the Stone Age?   Historic England</a></li> </ul> <p>Decolonising the curriculum- Cheddar Gorge man- early Briton found in Kent- evidence that early Britons may have been dark skinned.</p>	 <p><b>Avenues for exploration:</b></p> <ul style="list-style-type: none"> <li>• Positive and negative effects of modern-day life on the environment</li> </ul> <p>house design – structures (not planning developments)</p>	 <p><b>Avenues for exploration:</b></p> <p><b>Democracy</b></p> <p><b>Being Healthy: Olympics (Health and Fitness)</b></p> <ul style="list-style-type: none"> <li>• How can we set goals to better ourselves</li> <li>• <a href="https://www.visualcapitalist.com/map-true-size-of-africa/">Decolonising the curriculum- map distortion</a></li> <li>• <a href="#">What does it mean to have a healthy mind and body?</a></li> </ul>
<b>UN Global Goal links</b>			







<b>British Values</b>			
<b>Overall outcome for topic: (showcase)</b>	<i>To make promotional materials for parents about saving natural resources – recycle, reuse and reduce.</i>	<i>Letter to the victims of the Grindavik Volcano and raising money for charity to support the victims.</i>	<b>Place together pictures or pieces of pottery to make a Greek Vase.</b>
<b>Outcomes for Subjects</b>	<p><b>Geography:</b></p> <p><b>ICT:</b> To create a safe password generator.</p> <p><b>History:</b> Debate on who was the most influential in shaping our lives today: Stone Age or Iron Age?</p> <p><b>Art:</b> To create a composition inspired by Ted Hughes’ book ‘The Iron Man’ using different sketching techniques.</p> <p><b>Design:</b> To make an Iron man with moving limbs.</p> <p><b>Music:</b> To create a group performance using different instruments to demonstrate rhythm and pulse.</p> <p><b>Science:</b> A scientific investigation on how light sources create shadows (shadow puppets).</p>	<p><b>Geography:</b> To use a map to make a report about why some areas are more susceptible to natural disasters.</p> <p><b>ICT:</b> To create a poster showcasing keeping your identity safe.</p> <p><b>Art:</b> To create a double page composition showcasing the fossils found in Rutland water park.</p> <p><b>Design:</b> To create a Volcano that erupts.</p> <p><b>Music:</b> To use a video clip of a volcano exploding to create a musical composition for the video.</p> <p><b>Science:</b> To make a compost bin.</p>	<p><b>Geography:</b> To create a PowerPoint to show the difference between Greece then and now.</p> <p><b>ICT:</b> Recipe Poster to support others with safety which could be presented on the school website. School Leaflet/ Acrostic Poem.</p> <p><b>History:</b> Investigate the lifestyles of the Greeks and how they have influenced our lives today. Create a report to share with WH. Subject areas can include, Olympics, voting, food etc.</p> <p><b>Art:</b> To create a Greek clay pot, including a Greek myth as the design.</p> <p><b>Biology:</b> To create a Flipgrid sharing everything that they have learnt about muscles.</p> <p><b>Music:</b> To listen to a variety of Greek music and create a musical dance showcasing rhythm and pitch.</p> <p><b>Science:</b> To design a bee-friendly garden area in school.</p>

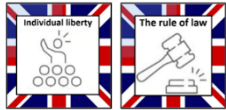










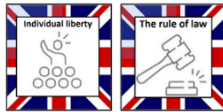


## Year 4 Planning Overview

	Autumn	Spring	Summer
<b>YEAR 4</b>	<b>World of Water</b>	<b>What did the Romans do for Leicester?</b>	<b>Insides Out!</b>
<b>Drivers (past present future)</b>	<p><b>Past:</b> How was water used in the past? (Canals, water mills, steam power, hygiene) Potential link to Foxton Locks</p> <p><b>Present:</b> What are we doing to help our water stay clean?</p> <p><b>Future:</b> Where should buildings be built to ensure that they are protected from future weather issues? (Flooding/ food plains, coastal erosion).</p>	<p><b>Past:</b> Why did the Romans build roads?</p> <p><b>Present:</b> How are roads adapted to cope with the growing amount of traffic? (Traffic Survey)</p> <p><b>Future:</b> How will transport evolve in the future?</p>	<p><b>Past:</b> How were illnesses treated in the past?</p> <p><b>Present:</b> How far has medicine advanced (Covid 19 Vaccine)</p> <p><b>Future:</b> How can we stop future pandemics? (Covid, SARS, MERs, Ebola)</p>
<b>Curriculum of Global Discovery drivers</b>	 <p>Critical thinking &amp; Problem Solving   Sustainability   Global Awareness   Technology &amp; Digital Literacy   Human Rights</p> <p><b>Avenues for exploration:</b></p> <ul style="list-style-type: none"> <li>• saving water</li> <li>• our right to have clean water</li> <li>• How water can be used for renewable energy?</li> </ul>	 <p>Creativity   Technology &amp; Digital Literacy   Equity   Community &amp; Collaboration   aspiration</p> <p><b>Avenues for exploration:</b></p> <ul style="list-style-type: none"> <li>• inventions that have influenced the world today (baths, heating systems, aqueducts, roads)</li> <li>• how can we be innovators?</li> </ul> <p>Migration and settlements</p>	 <p>Community &amp; Healthy Minds Collaboration &amp; Bodies   Technology &amp; Digital Literacy   Diversity</p> <p><b>Avenues for exploration:</b></p> <ul style="list-style-type: none"> <li>• what we need to do to stay healthy and how do we adapt? (Covid link)</li> <li>• how does society value equality and diversity</li> </ul>
<b>UN Global Goal links</b>			
<b>British Values</b>			

Overall outcome for topic: (showcase)	Writing letters to the COOP, asking them to reduce their use of single-use plastic.	Perform a class assembly, displaying new knowledge of the Romans.	Design a 2-course meal and cook it for parents/ family to raise money for Water Aid.
<b>Outcomes for Subjects</b>	<p><b><u>Geography:</u></b> To create a news style report on the water cycle (using flip).</p> <p><b><u>ICT:</u></b> Unit 1 - To evaluate how honest, accurate and reliable the internet is. Unit 2 - To use audio editing to create an audio piece.</p> <p><b><u>Art:</u></b> Unit 1 - Create a water colour landscape painting. Unit 2 - Create an observational drawing.</p> <p><b><u>Biology:</u></b> Show how animals adapt to their environments and what can happen when their environment is threatened.</p> <p><b><u>Music:</u></b> Create a piece of music, focusing on the rhythm and pitch.</p> <p><b><u>Science:</u></b> Unit 1 - Interactive water cycle collage. Unit 2 - Poster exploring electricity and the dangers.</p>	<p><b><u>Geography:</u></b> Create a map of modern Leicester and explain the impact the Romans had on the settlement.</p> <p><b><u>ICT:</u></b> To use data logging programs.</p> <p><b><u>History:</u></b> Create a Horrible Histories style documentary about the Romans.</p> <p><b><u>Art:</u></b> Unit 1 –Create a clay pot, inspired by Roman pottery. Unit 2 - Create their own piece inspired by the effects of the colours found in volcanoes.</p> <p><b><u>Design:</u></b> Create a miniature Roman catapult.</p> <p><b><u>Music:</u></b> Create a piece of music using audio effects.</p>	<p><b><u>ICT:</u></b> To use online software to edit a series of photos.</p> <p><b><u>Art:</u></b> A series of collagraphs developing into a final piece.</p> <p><b><u>Design:</u></b> Design and cook a 2-course meal for their families (raising money for water-aid).</p> <p><b><u>Biology:</u></b> Create an interactive, labelled body showing the digestive system.</p> <p><b><u>Music:</u></b> Perform a rehearsed song.</p> <p><b><u>Science:</u></b> Using musical instruments, create pitch and vibration to explain how sounds travel through the ear- (using flip).</p>

Year 5 Planning Overview			
	Autumn	Spring	Summer
<b>YEAR 5</b>	<b>Planet Earth</b>	<b>Home from home (Vikings)</b>	<b>Egyptians</b>
<b>Drivers (past present future)</b>	<p><b>Past:</b> How did people use the sun, moon and stars in their everyday life?</p> <p><b>Present:</b> How does the sun affect our everyday life? (time zones, 24-hour lifestyles, farming, daylight hours in different places)</p> <p><b>Future:</b> How dangerous could the sun become? (sun itself, skin cancers etc, deserts, erosion, bodies of water drying up)</p>	<p><b>Past:</b> Why did people invade other places?</p> <p><b>Present:</b> Why do people migrate today? (jobs, war, famine, persecution - PSHE)</p> <p><b>Future:</b> Where will everyone go? (if our population continues to grow)</p>	<p><b>Past:</b> How did the ancient Egyptians improve our world?</p> <p><b>Present:</b> What has survived from the Ancient Egyptians that we still use today?</p> <p><b>Future:</b> How will we be remembered? What will we still use in the future?</p>
<b>Curriculum of Global Discovery drivers</b>	 <p>Global Awareness    Technology &amp; Digital Literacy    Healthy Minds &amp; Bodies    Sustainability    aspiration    Critical thinking &amp; Problem Solving</p> <p><b>Avenues for exploration:</b></p> <ul style="list-style-type: none"> <li>the importance of the sun</li> <li>how can we protect ourselves from the sun? Hat, Splat Wrap. Nivea sun care for schools</li> <li>Climate Change: how do we stop our planet from overheating?</li> </ul>	 <p>Global Awareness    Human Rights    Equity    Community &amp; Collaboration    Diversity</p> <p><b>Sustainability</b></p> <p><b>Avenues for exploration:</b></p> <ul style="list-style-type: none"> <li>Should everyone be able to move around freely? How can everyone be given an equal chance?</li> </ul>	 <p>Human Rights    Equity    Community &amp; Collaboration    Healthy Minds &amp; Bodies    Creativity</p> <p><b>Avenues for exploration:</b></p> <ul style="list-style-type: none"> <li>What advances did the Egyptians give us? What legacy do you want to leave behind?</li> </ul>
<b>UN Global Goal links</b>	 <p>3 GOOD HEALTH AND WELL-BEING    7 AFFORDABLE AND CLEAN ENERGY    9 INDUSTRY, INNOVATION AND INFRASTRUCTURE    12 RESPONSIBLE CONSUMPTION AND PRODUCTION    13 CLIMATE ACTION    14 LIFE BELOW WATER    15 LIFE ON LAND    17 PARTNERSHIPS FOR THE GOALS</p>	 <p>2 ZERO HUNGER    8 DECENT WORK AND ECONOMIC GROWTH    11 SUSTAINABLE CITIES AND COMMUNITIES    16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p>	 <p>1 NO POVERTY    10 REDUCED INEQUALITIES    11 SUSTAINABLE CITIES AND COMMUNITIES    16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p>

<p><b>British Values</b></p>			
<p><b>Overall outcome for topic: (showcase)</b></p>	<p><b>Plan, write and deliver a class assembly to showcase their learning of Planet Earth from its place in Space to the future of its existence (climate change).</b></p>	<p><b>To write and perform a speech about one of societies issues (model is about refugees).</b></p>	<p><b>Create something that would symbolise life today to be shared for future generations like the pyramids are now.</b></p>
<p><b>Outcomes for Subjects</b></p>	<p><b><u>Geography:</u></b> Mountains – To create a fact file on Sway about mountains.</p> <p><b><u>ICT:</u></b> Creating Media: Video Editing - To learn how to create short videos in group; developing the skills of capturing, editing, and manipulating video.</p> <p><b><u>Art:</u></b> To create and photograph a 3D layered image inspired by the work of Yann Arthus-Bertrand.</p> <p><b><u>Music:</u></b> Rhythm and Pulse – To compose and perform a piece of music, maintaining their part.</p> <p><b><u>Science:</u></b> To research, describe, compare and present the lifecycles of two animals.</p> <p><b><u>PSHE:</u></b> Beginning and Belonging – To develop skills, strategies and boundaries to feel happy and safe in new situations.</p> <p>Family and Friends – To explore how friendships and family relationships are made, maintained and supported.</p>	<p><b><u>Geography:</u></b> To create an episode of ‘Invasion, Invasion, Invasion’ to persuade a Viking to settle in Anstey.</p> <p><b><u>ICT:</u></b> To design and make a working model of a fairground carousel using a microcontroller and section. To use tools within a database to order and answer questions about data.</p> <p><b><u>History:</u></b> To write a balanced discussion about who had the greatest impact on Britain – The Anglo-Saxons or the Vikings (linked to English)</p> <p><b><u>Art:</u></b> To produce a tessellation using ink and water colour; taking inspiration from M.C. Escher and Viking designs.</p> <p><b><u>Music:</u></b> To compose an electronic backing track to accompany a self-written rap.</p> <p><b><u>Science:</u></b> Forces – To design, make and modify a boat.</p> <p><b><u>PSHE:</u></b> Diversity and Communities – To understand inclusion and equality within the school and local community. Drug Education – To develop understanding of medicines, alcohol, nicotine and their effects on the brain and body.</p>	<p><b><u>Geography:</u></b> To open a travel agency for a River Nile cruise.</p> <p><b><u>ICT:</u></b> Creating Media: Vector drawings To design a quiz in response to a given task and implement it as a program.</p> <p><b><u>History:</u></b> To create a time capsule to share our future legacy (inspired by the Ancient Egyptian legacy and achievements)</p> <p><b><u>Art:</u></b> To Create a clay slab of a carved bird based on images from Ancient Egypt.</p> <p><b><u>Design and Technology:</u></b> To design, make, evaluate and refine a working shaduf.</p> <p><b><u>Music:</u></b> To sing in harmony with others in acapella and use their knowledge of pitch to create more technically complex performances.</p> <p><b><u>Science:</u></b> To use make the cleanest water.</p> <p>To create an episode of ‘Horrible Science’ to inform people about the life stages of human development.</p>

Year 6 Planning Overview			
	Autumn	Spring	Summer
<b>YEAR 6</b>	<b>A Child's War</b>	<b>Discovery and Exploration</b>	<b>My Heart in Mexico</b>
<b>Drivers (past present future)</b>	<p><b>Past:</b> What was the impact of WWII on the lives of children?</p> <p><b>Present:</b> How is war impacting the lives of children today?</p> <p><b>Future:</b> How can we protect future children from war?</p>	<p><b>Past:</b> What discoveries were made when explorers first travelled the worlds</p> <p><b>Present:</b> Who are our modern-day explorers and where do they explore? (link to space y5)</p> <p><b>Future:</b> Where will humans go next and how will we evolve?</p>	<p><b>Past:</b> What did we learn from the Mayans? (Pok-a-tok, chocolate, calendar, gods etc)</p> <p><b>Present:</b> How has life changed for people from this area? (Mexico)</p> <p><b>Future:</b> The Mayans ended due to drought. How can we stop this from happening to others?</p>
<b>Curriculum of Global Discovery drivers</b>	 <p><b>Avenues for exploration: –</b></p> <ul style="list-style-type: none"> <li>• why are not all people treated equally? (persecution)</li> <li>• everyone has the right to be free</li> </ul> <p>how do people share their views now? What impact does this have on society (linking propaganda and social media)</p>	 <p><b>Avenues for exploration:</b></p> <ul style="list-style-type: none"> <li>• What can we do to help our environment? (icecaps)</li> <li>• What are your aspirations? No limits</li> </ul> <p>Where might future exploration take us? What might we discover (link back to Planet Earth topic)</p>	 <p><b>Avenues for exploration:</b></p> <ul style="list-style-type: none"> <li>• How can diet effect a healthy heart? (Sugar Tax from Mexico Coca-Cola debate) <a href="#">Jamie Oliver's Sugar Rush: a crusade to save Britain's health   Jamie Oliver   The Guardian</a></li> </ul> <p>Pollution in Mexico – how is this effecting climate change?</p>
<b>UN Global Goal links</b>			
<b>British Values</b>			

Overall outcome for topic: (showcase)	<i>Personalised by school</i> To produce a non-chronological report on how WWII was a pivotal moment for British and Human History, reshaping politics, economies and societies around the world.	<i>Personalised by school</i> To create a Biome through intentional design to accurately represent a habitat and foster biodiversity.	<i>Personalised by school</i> To become a tour guide for Mexico, engaging with local communities, recognising cultural landmarks and traditions.
Outcomes for Subjects	<p><b><u>History</u></b> To produce a non-chronological report on WWII and how it impacted British and Global History.</p> <p><b><u>ICT: Computer Systems</u></b> To make accurate 3D models of physical objects; such as a pencil holder or shape.</p> <p><b><u>Science</u></b> To build and design our own light circuit using different components from an electrical system.</p> <p><b><u>Design</u></b> To design and prepare our own healthy meal using appropriate choices and develop healthier lifestyles.</p> <p><b><u>Music</u></b> To use rhythm and pulse to make our own musical beat.</p> <p><b><u>Art</u></b> <b><u>World at War Project</u></b> An art learning journey in sketchbooks demonstrating research and experimentation.</p> <ol style="list-style-type: none"> <li>1. A war propaganda poster.</li> <li>2. A realist wartime landscape inspired by the official war artists we have explored.</li> </ol> <p><b><u>A Child's War- Human Form</u></b></p> <ol style="list-style-type: none"> <li>1. An art learning journey in sketchbooks demonstrating research and experimentation.</li> <li>2. A series of sketches of the human form, looking at pose and proportion and different facial expressions.</li> <li>3. A painting of a child evacuee using acrylics.</li> </ol>	<p><b><u>Geography</u></b> To use world maps and locations to create a Biome linked to a habitat and environmental area.</p> <p><b><u>ICT: Web Page Creation</u></b> To store and develop different digital information to create their own webpage.</p> <p><b><u>Art</u></b> <b><u>Discovery and Exploration</u></b> Create a series of sketches linked to Charles Darwin's animals. Create a book cover illustration for 'On the Origin of Species'.</p> <p><b><u>Geology</u></b> To produce a presentation on the impact of Charles Darwin through Evolution and the Process of Natural Selection.</p> <p><b><u>Geology</u></b> Write and present a branching database in line with living habitats and environments.</p> <p><b><u>PSHE</u></b> To write a poem which links to negative effects of stereotyping through the film 'Only Human'.</p>	<p><b><u>History</u></b> To use video presentation as a Mayan to explain why civilisation ended and how we can help others today.</p> <p><b><u>ICT: Programming</u></b> To use programming to write, design and debug systems.</p> <p><b><u>Science</u></b> To produce a double-page spread on the Heart – The Human Body.</p> <p><b><u>Geography</u></b> Create a sway presentation and information booklet to persuade people to travel to Mexico.</p> <p><b><u>Art</u></b> <b><u>Dia de Mertos</u></b> Create a series of sketches linked to Frida Kahlo, Jean-Michel Basquiat and the images found in Mexico connected to Day of the Dead. Create a felt sugar skull with stitched designs and embellishments.</p>