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| **Wibsey Web LogoYearly Learning Challenge Overview****Year 6 2021 / 2022** |
|  | **AUTUMN TERM** | **SPRING TERM** | **SUMMER TERM** |
| **Prime Learning Challenge** | Are we monkeys? | How does Bear survive in the mountains? | How could Hitler have convinced a nation like Germany to follow him? | How did WW11 impact on the lives of different people? | What is the impact of the Early Islamic Civilisation on today? | How can you light up your life? |
| **English**  | Reading / Writing / Spelling / Punctuation / Grammar |
| **Writing**  | Composition / Transcription / Analysis and presentation through the context of themed writing opportunities |
| **Author focus / Text**  | Kensuke’s Kingdom – Michael Morpurgo Visual prompt : Clips from Planet of the Apes | Bear Gryll’s Survival Skills Mountains – Bear Grylls  | The Letters from the Lighthouse | The Diary of Anne Frank | The Breadwinner  |
| **Mathematics** | Number and place value / Adding and subtracting / Multiplying and dividing /Fractions, Decimals and Percentages/ Measurement (Rationing) / Geometry (Properties of shape) / Geometry (position and direction) / Statistics / Ratio & Proportion / Algebra |
| **Science** | Have we always looked like this?(Evolution/Inheritance) | Could Spiderman really exist?(Classification/Living things and habitats) | What would a journey through your body look like?(Animals including Humans) | How can you light up your life?(Light) | Electricity  | Could you be the next Thomas Edison?(Electricity) |
| **Computing** | Coding |  Online safety | Spreadsheets | BloggingText adventures | Networks | Quizzing |
| **Design and Technology** |  | Materials: How can we shelter from the storm? |  | Catch up Year 5- cooking and nutrition | Lighthouse Structure, including electrical systems |  |
| **History** |  |  | Plot WW11 invasions, human and physical, locational knowledge, place knowledge and skills | The Early Islamic Religion |  |
| **Geography** |  | Why do people go on holiday to mountain regions? (Mountains) |  |  |  | Global Trade Links- focus on UK |
| **Art and Design** | Fossil sketching and printing  Sketching and painting ‘The Wave’ by Hokusai |  | Blitz Silhouettes Artist Focus: Thomas Nevison |  |  | Artist focus: Anthony GormleySculptures inspired by AG |
| **Music** | Wider opportunities: woodwind and brass |
| Boomwhackers- pulse and rhythm | Boomwhackers Christmas | Charanga- Lean on meInstrument: glockenspiel  | Instrument: Ukuleles | Body percussion/ rhythm/ICT composition  | End of year performance |
| **PE –games, gym, dance** | Games - Football | Gymnastics: Apparatus & floor | Dance: Street Dance, ‘Grease is the Word’ | Netball | Athletics | Games: striking & fielding/Hockey |
| **RE** | What do Christians believe about Jesus’ death and resurrection? | How do Sikhs show commitment? | How do Jews remember the kings and prophets in worship and life? | How do Jews remember the kings and prophets in worship and life? |  | How does growing up bring responsibilities? |
| Sikhism, Christianity, Islam, Judaism  |
| **Spanish** | My school, Email project/ Transport – Getting to school/ World War 2/ A tour of my city/Story telling - El monstruo de colores and Write a colour poem/ Project - Lift the flap animal description |
| **SMSC** | HLC – Lifestyle choices, diet and drugsRights and ResponsibilitiesGoal Setting | Coping with life Mental health Effective decision making  | Engaging with the Community (Greek Banquet)Coping with Life (measure and counting)Healthy Lifestyles  | Mental health – stress and anxiety (SATs support) | Communicating clearly Managing relationships The body and puberty  | Art of thinkingCoping with life Managing Media  |
| **BLP Muscle** | Managing Distractions, Meta-Learning, Interdependence and Absorption | Reasoning, Making Links, Imitation and Planning | Distilling, Revising, Imagining  | Capitalising and Noticing, Meta-learning | Perseverance and Questioning | Meta-Learning and Listening and Empathy |