

## Year 6 - Curriculum Plan

| TERM/Subject   | AUTUMN   |  | SPRING   |  | SUMMER   |   |
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|  | A1   | A2   | SP1  | SP2  | S1   | S2  |
| <b>Maths</b>   | <b>Power Maths A</b><br>Place Value within 10,000,000<br>Four operations   | <b>Power Maths A</b><br>Fractions<br>Measurement-Imperial and metric   | <b>Power Maths B</b><br>Ratio and Proportion<br>Algebra<br>Decimals  | <b>Power Maths B</b><br>Percentages<br>Measure- perimeter, area and volume   | <b>Power Maths C</b><br>Statistics<br>Geometry-properties of shape   | <b>Power Maths C</b><br>Position and direction<br>Problem solving   |
| <b>English</b><br><b>CLPE The Power of Reading Writing</b> | <b>Power of Reading Contemporary Fiction</b><br>Text – Corey’s Rock<br>Descriptive pieces about characters in role and writing about the setting including persuasive writing. | <b>Power of Reading Classic &amp; Modern Text</b><br>Text – Street Child by Berlie Doherty<br>Descriptive pieces including the setting and writing in role.<br>Using conscious alley to explore feelings and making decisions. | <b>Power of Reading Picture Book</b><br>Text – Ride the Wind<br>Creative responses through drama, storytelling and artwork.<br>To write in role an explore empathy of characters.<br>To write for meaning, purpose and audience in a variety of forms. | <b>Power of Reading Building Reading Stamina</b><br>Text – Stay where you are and then Leave.<br>A selection of comprehension, analytical and creative writing tasks, including a diary entry as a person living in London during WWI. | <b>Power of Reading Non-Fiction</b><br>Text – The Suffragettes: The Battle for Equality<br>Formal letters, diary entries, balanced arguments and short campaigns to expand children’s knowledge of the movement. | <b>Power of Reading Poetry</b><br>Text – Overheard in a Tower Block<br>Identify a range of poetic techniques and figurative language. Through studying a range of poems, children will be introduced to the skill of summarising and identifying the meaning of words in context. |
| <b>English – Whole Class Reading</b>                       | <b>Holes – Louis Sachar Family</b><br>Maintaining positive attitude towards reading and exploring characters in depth.   | <b>The Boy at the Back of the Class – Onjali Rauf Diverse</b><br>Exploring attitudes of different characters and acceptance.<br>Using prediction and inference.  | <b>Outlaw – Michael Murpurgo Adventure</b><br>Use quotations and text reference to support ideas and arguments. Explain and use evidence with reference to characters motives.   | <b>The Lion and the Unicorn – Shirley Hughes Historical</b><br>Children will gain insight into the life of an evacuee in WWII through this picture book. Develop empathy through   | <b>War Horse – Michael Morpurgo Historical Fiction</b><br>Exploring a story of universal suffering by using retrieval and explanation.   | <b>Cogheart – Peter Bunzl Mystery/Fantasy/Science Fiction</b><br>Develop understanding of characters and predictions through a tale of loss and grief.  |

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|                     |  |   |  | storyboards, letters and news reports.   |   |   |
| <b>Phonics/SPaG</b> | <ul style="list-style-type: none"> <li>• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)</li> <li>• Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)</li> <li>• Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)</li> <li>• Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis. Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</li> <li>• Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.)</li> <li>• Use of the colon to introduce a list Punctuation of bullet points to list information</li> <li>• How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover) active and passive voice, subject and object, hyphen, colon, semicolon, bullet points, synonym and antonym</li> <li>• The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech)</li> </ul> |   |  |  |   |   |
| <b>Science</b>      | <b>Classification of living things</b><br>investigating how plants, animals and microorganisms are grouped based on common observable characteristics.   | <b>Evolution and Inheritance</b><br>recognising how living things have changed over time and how fossils provide information about living things.                               | <b>Human circulation</b><br>identifying and naming the main parts of the human circulatory system, describing the functions of the heart, blood vessels and blood. | <b>Body health</b><br>recognising the impact of diet, exercise, drugs and lifestyle on the way their bodies function.  | <b>What light does</b><br>recognise that light appears to travel in straight lines, explaining that we see things because light travels from light sources to our eyes and explain why shadows have the same shape as the object that casts them. | <b>Electricity: changing circuits</b><br>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit, use recognised symbols when representing a simple circuit in a diagram. |
| <b>History</b>      |  | <b>Life in Victorian Times</b><br>Understanding the main changes during this period, develop an enquiry on the conditions faced by Victorian children and deciding whether this |  | <b>Life in Britain during World War II</b><br>Recognising why Britain went to war in 1939, why some children were evacuated and what VE Day was really like. |   | <b>The Maya Civilisation</b><br>Identifying why the Mayans became so important, what everyday life was like for them and why the Mayan empire declined.   |

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|                            |   | was a golden period or a dark age in British history.   |  |   |   |   |
| <b>Geography</b>           | <b>What is a River?</b><br>Features of a River :<br>Source to Mouth.<br>Water cycle. Effects of Flooding and why it happens.<br>Famous Rivers.  |   | <b>Why are mountains so important?</b><br>Famous mountains and why they are famous. How were the world's greatest mountains ranges formed, Fossils and Everest & Why climate change is a challenge.  |   | <b>Why is Fair Trade fair?</b><br>Why Fair Trade is important and how it began.<br>Compare and contrast products that are exported and why international trade is not always fair. How does school engage with Fair Trade.          |   |
| <b>Computing</b>           | <b>Online Safety Blogging</b>   | <b>Online Safety Coding</b>   | <b>Online Safety Spreadsheets</b>  | <b>Online Safety Game Creator</b>   | <b>Online Safety 3D Modelling</b>   | <b>Online Safety Word Processing</b>  |
| <b>Religious Education</b> | <b>Exploring Key Leaders – Sikhs and Hindus</b><br>Researching influential Sikhs and Hindus and their significance.<br>Discussing what makes a good leader and the characteristics they should have. What stories of the Guru Nanak teach us? | <b>Exploring Key Leaders – Sikhs and Hindus</b><br>Exploring how Guru Nanak makes a difference to Sikhs' lives<br>Discussing if Gurus are still important to Sikh's today?<br>Children to discuss if Sikh and Hindu inspiring leaders are the same or different?<br>Children to reflect on Who is inspiring to them in their lives. | <b>Values: what matters most? Exploring right and wrong with Christians and Humanists: an RE investigation</b><br>Discussing if rules matter in our lives and how we need them. What codes for living do non-religious people use?<br>Children to discuss about good & bad/right & wrong?<br>What codes for living do Christians try to follow? Children to discuss whether Peace is more valuable than money? | <b>What can we learn from religions about temptation?</b><br>Children to explore what Temptation is how people deal with it and what happens if you give in to temptation?<br>Children to explore forgiveness & wisdom.<br>Making good choices. | <b>How do we express spiritual ideas through the arts? Examples from Muslims, Sikhs and Christians</b><br>Exploring : What is the spirit and what is spiritual through art.<br>Exploring 'The Golden Temple and what it symbolises. | <b>How do we express spiritual ideas through the arts? Examples from Muslims, Sikhs and Christians</b><br>Exploring Muslim Poetry , Art and Architecture.<br>Music at different times of the year. Christianity and the use of art, colours, Stained Glass windows & icons.<br>Bible stories. |

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| <b>Art/Design</b>            | <b>Monet and the impressionists<br/>Claude Monet</b><br>To explore what impressionism is and to develop their skills in creating their own piece of creative art work. |  | <b>Graffiti<br/>Street Art<br/>Artists – Banksy</b><br>Through sketching to develop ideas and techniques for art work comprising stylised graffiti/ street art. |   | <b>Portraits<br/>- Express your self<br/>Artists - Picasso</b><br>Explore self-expression through art and develop an understanding of how to showcase our own style and personality through drawing. |  |
| <b>Design<br/>Technology</b> |  | <b>Great British Foods</b><br>To explore different cuisines within Britain, make and sample a variety of dishes. |   | <b>Shelters</b><br>Investigate a range of shelters.<br>Design and make a shelter for a purpose.<br>Evaluate the final shelter.  |  | <b>Fashion and textiles</b><br>Design and make a drawstring bag using a range of stitching and techniques.   |
| <b>Music</b>                 | <b>Rock it</b><br>Playing a variety of instruments.  | <b>Rock it</b><br>Playing a variety of instruments.  | <b>Sing up</b><br>Practising a variety of popular songs as an ensemble.   | <b>Sing up</b><br>Singing practice and understanding the history of popular music.  | <b>Sing up</b><br>Singing practice in preparation of production.   | <b>Sing up</b><br>Singing practice in preparation of production.   |
| <b>French</b>                | <b>Actions</b><br>Pupils will learn a selection of common verbs and use them with simple adverbs.  | <b>In France</b><br>Pupils will learn about French Foods, French Cities & popular tourist attractions in Paris.  | <b>Family</b><br>Pupils will learn how to talk about household tasks & family-based weekend activities.<br>Pupils will learn about the present & past tenses.   | <b>A weekend with Friends</b><br>Pupils will talk about activities that they like to do with friends. Pupils will also learn some vocabulary related to sleepovers and midnight feasts. | <b>The Future</b><br>Pupils will learn how to use the future tense to talk about what they are going to do.<br>How to use the verb "aller" and how to use it in 3 <sup>rd</sup> person sentences.    | <b>Jobs</b><br>Pupils will learn how to speak about what they would like to do as a job. Pupils will be introduced to vocabulary associated with space and a fire station. |
| <b>PE</b>                    | <b>Orienteering</b><br>Learning how to map read while engaging in a physical activity  | <b>Dance</b><br>Movement and dance phrases and choreographed routines based on the theme of Street Art.          | <b>Handball</b><br>To learn the basics of handball including shooting defending, blocking, goalkeeping.<br>To play a full size game.                            | <b>Gymnastics</b><br>Pupils will explore balances, rolls on/off apparatus and incorporate stands into unison performances.  | <b>Athletics</b><br>Pupils will run with greater fluency & speed including hurdling, sustain pace over longer distances, complete a variety of   | <b>Rounders</b><br>Pupils will focus on throwing, catching and striking a ball consistently as well as fielding. Pupils will demonstrate the key rule in rounders and      |

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|                            |  |   |  |   | athletic races & jumping events.   | compete successfully as a team.   |
| <b>PSHE</b>                | <b>Being Me in my World</b><br>Exploring my rights and responsibilities within my new class. | <b>Celebrating Differences</b><br>Celebrating what makes us unique and how we can end bullying. | <b>Dreams and Goals</b><br>Considering what is important to make us happy in the future and to help with transition to secondary school. | <b>Healthy Me</b><br>Exploring ways that we can keep ourselves fit and healthy. | <b>Relationships</b><br>Understanding the importance of our families, friendships and the role they play in our lives. | <b>Changing Me</b><br>Reflecting on the ways in which we have evolved and continue to do so in preparation of moving schools. |
| <b>Trips/Visits</b>        | <b>Library</b>   | <b>Library</b><br><br><b>RE Visitor – Sikh Community</b><br><br><b>Grand Theatre</b>            | <b>Library</b>   | <b>Library</b><br><br><b>Explorer Dome</b>                                      | <b>Library</b>   | <b>Library</b><br><br><b>Church Visit</b><br><br><b>Residential</b><br><br><b>Day Visit to the Outdoor adventure centre</b>   |
| <b>Enrichment Activity</b> | <b>Sport</b>   | <b>Winter Crafts</b>  | <b>Micro Bits</b>  | <b>Photography</b>  | <b>Chess/Board Games</b>   | <b>Enterprise (Dragon’s Den Style)</b>  |