



Year 6 Curriculum Plan 2017-2018

| | Autumn | | Spring | | Summer | |
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| Enrichment Curriculum | Ancient Greece (History) - An in depth study of the Ancient Greece civilization. - A study of Greek life and their achievements and their lasting legacy for the western world. - Gain an overview of where and when the first civilizations appear. | | Tudor England (History) -A study of how changes in England during the Tudor period affected British history. -The end of the Middle Ages. -The Reformation and its important people. -Changing roles of men and women. -The Spanish Armada and wars in Europe. | | Chocolate - Mayan Civilisation (Geography and History) -An exploration of an ancient culture distinct from European history. -Mayan beliefs and religious practices. -Society and settlements in Mayan culture. -How the Mayans contrast with other contemporary civilisations. -How the Maya were discovered and remembered. | |
| English | -Classic fiction -Biographies & autobiographies -Instructions and explanations | -Recounts -Classic poetry | -Genre fiction (adventure) -Drama -Reports and journalistic writing | -Argument and debate -Classic narrative/oral poetry -Poetic style | -Classic novels -Persuasive writing -Characters and plot | -Letter writing -Scriptwriting -Narrative writing -Diary writing -Film program writing |
| | Ongoing: Reading - word level comprehension; Writing - transcription, joined handwriting, composition, vocabulary, grammar and punctuation; | | | | | |
| | Spoken Language | | | | | |
| Mathematics | -Place value and written addition -Decimals and written addition -Subtraction -Shape and angles -Multiplication, division and fractions -Number and written multiplication | -Fractions and division -Place value, decimals and subtraction -Measures including time -3D shape and fractions -Written multiplication, mixed calculations and word problems | -Place value and negative numbers -Mental addition and subtraction including money -Place value and addition -Co-ordinates and statistics -Mental multiplication and division; written multiplication -Fractions, decimals and percentages | -Written division; multiplying and dividing fractions -Perimeter, area and volume -Place value, subtraction, scaling, ratio, percentages -Number, subtraction and algebra -Written calculation; mental addition and subtraction | -Number and place value -Number, place value, subtraction, area and perimeter -Multiplication, division and percentages -Geometry and data -Fractions and subtraction | -Mental multiplication, written division and ratio -Written multiplication and division -Time, line graphs and rate -Decimals and subtraction -Written multiplication, fractions and patterns -Calculation |
| | Ongoing: Number and Place Value, Problem Solving Skills | | | | | |



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| Science | <p>Light</p> <ul style="list-style-type: none"> - How we see things - How light travels - How shadows change shape due to light source | <p>Animals including humans</p> <ul style="list-style-type: none"> - Identify parts of circulatory system - Recognise functions of the heart and blood - Investigate the transportation of nutrients and water - Recognise impact of drugs, diet and exercise on health | <p>Living things and their habitats</p> <ul style="list-style-type: none"> - Use observable characteristics to classify animals and micro organisms - Recognise reasons for classification of plants and animals based on characteristics | <p>Electricity</p> <ul style="list-style-type: none"> - Investigate different components in advanced circuits - Identify and use symbols - Explore voltage | <p>Evolution and Inheritance</p> <ul style="list-style-type: none"> - Recognise evolution of Earth and living things (fossils) - Explore genetic inheritance - Identify adaptation and its impact on evolution | |
| | <p>Ongoing: Investigation Skills – planning investigations, taking measurements, recording data, using test results to predict and make further investigations.</p> | | | | | |
| Computing | <p>‘We are app planners’</p> <ul style="list-style-type: none"> - Develop an awareness of the capabilities of smartphones and tablets - Understand geolocation, including GPS - Identify interesting, solvable problems - Evaluate competing products - Pitch a proposal for a smartphone or tablet app | <p>‘We are project managers’</p> <ul style="list-style-type: none"> - Identify their existing talents and plan how they can develop further knowledge and skills - Identify the component tasks of a project - Identify the resources they’ll need to accomplish a project - Use web-based research to find tools, content and other resources | <p>‘We are market researchers’</p> <ul style="list-style-type: none"> - Create a set of good survey questions - Analyse the data obtained from a survey - Work collaboratively to plan questions - Conduct an interview or focus group - Analyse and interpret information obtained from interviews or a focus group and present their findings. | <p>‘We are interface designers’</p> <ul style="list-style-type: none"> - Work collaboratively to design the app’s interface - Use wire-framing tools to create a design prototype of their app - Develop the individual interface components they will use - Address accessibility and inclusion issues - Document their design decisions and their progress | <p>‘We are app developers’</p> <ul style="list-style-type: none"> - Become familiar with another programming toolkit or development platform - Import existing media assets to their project - write down the algorithms for their app - Program, debug and refine the code for their app - Thoroughly test and evaluate their app | <p>‘We are marketers’</p> <ul style="list-style-type: none"> - Consider key marketing messages, including identifying a unique selling point - Develop a printed flyer or brochure incorporating text and images - Develop knowledge, skills and understanding in relation to creating a website - Develop skills relating to shooting and editing video. |
| | <p>Ongoing: E-Safety – password protection; consequences of sharing information online; protecting ourselves online and reporting concerns to an adult; consequences of spending too much time on a game or online; respectful communication; protecting our computers from harm</p> | | | | | |



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| Art and Design | Artist study: Henri Rousseau - Study of a famous artist and his work. - Develop shading techniques. - Use a famous piece of art as inspiration. - Use layering techniques to create a 3D composition. | | Portraits - A study of how Tudor artists beautified their subjects. Artist study: Hans Holbein - Study of a famous artist and his work. - Use a famous portrait as inspiration. | | Mayan and Aztec Art - A study of the colours of pigments and dyes available and how they were made. - Design and create Mayan and Aztec headdresses. | |
| Design and Technology | Ancient Greek pottery - Design and create pottery inspired by the Olympic games in the ancient Greek style. | | Tudor food - Study Tudor food and recipes before preparing their own for a Tudor banquet. | | Chocolate - Design a new chocolate bar, creating the packaging and marketing. - Study the history of cocoa before cooking with chocolate. | |
| Music | <i>I'll Be There</i> by The Jackson 5 | <i>Classroom Jazz 2</i> | <i>A New Year Carol</i> by Benjamin Britten | <i>Happy</i> by Pharell Williams | <i>You've Got a Friend</i> by Carole King | <i>Reflect, rewind and replay</i> |
| Physical Education | Rugby - Rules and conventions of the game including off side rule - Refereeing a game - Positioning - Competition Football - Counter attack - Corners - Refereeing - Competition | Cycle Cross - Mounting, dismounting, hurdling, ascending and descending. - Cornering – overtaking on the inside / outside of a bend / opting for a running corner. - Gridding and race starts / competition. Hockey - Ball control - Passing/shooting with both sides. | Gymnastics - Using more advanced formal skills including inversions. - Longer sequences using choreographic devices and floor patterns. Dance - Creating and executing complete dance choreographed in groups. | Cricket - Team analysis – developing an awareness of own and other teams' strengths and weaknesses and playing them to advantage. Netball - Accuracy of passing. - Footwork – pivoting and turning. - Positioning. - Shooting accurately. | Swimming - Competitive swimming. - Water safety – survival techniques. - Synchronised swimming – sculling and basic techniques. Athletics - Officiating athletics events including timing / measuring and recording. - Competition in all events. | Swimming Track Cycling - Group riding skills. - Track etiquette. - Omnium. |
| PSHE | Relationships - Feelings and emotions - Healthy relationships | Health and Wellbeing - Healthy lifestyles - Keeping safe | Health and Wellbeing - Growing and changing - Keeping safe | Relationships - Feelings and emotions - Valuing difference | Living in the wider world - Rights and responsibilities - Taking care of the environment | Living in the wider world - Money matters - Taking care of the environment |



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| Religious Education | Creation and science: conflicting or complementary? <i>(Christianity)</i> | What is the significance of Diwali and how is it celebrated? <i>(Hinduism)</i> | Was Jesus the Messiah? <i>(Christianity)</i> | What difference does the resurrection make for Christians? <i>(Christianity)</i> | What does it mean to be a Buddhist? Can we all be enlightened? <i>(Buddhism)</i> | How can following God bring freedom and justice? <i>(Christianity)</i> |
| Spanish | Classroom language and reasons for learning Spanish; Describing weather; Revising colour; What countries are famous for? | Focus on Spain What different cities are famous for; Places in the town; Describing photos and giving opinions. | Question words with gestures; Introduction to festivals and sentence building. | Spanish festivals x5 Comprehension tasks Describe a UK festival (writing task). | Research task – holiday destinations (web quest); Describing a holiday picture. | Holiday reading tasks; Writing a holiday postcard; Revision and transition tasks. |