

New Town Primary School

Year 6 Curriculum Plan



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths	Number and place value within 1,000,000, Addition , subtraction. multiplication and division. Shape	Fractions and measurement (converting units) Shape	Ratio, decimals, algebra Shape	Fractions, decimals and percentages Area, perimeter and volume Shape	Statistics and review	Consolidation and project work.
English Reading	<p>Class reader: Anglo Saxon Boy by Tony Bradman</p> <p>Books to teach reading: Anglo Saxon Boy by Tony Bradman x 2 Room 13 - Robert Swindells – complexity of plot. x1 Jabberwocky – Poetry resistant text x1 The Hobbit JRR Tolkien – archaic text</p>	<p>Class reader: Letters from the Lighthouse by Emma Carroll</p> <p>Books to teach reading: Letters from the Lighthouse x2 - complexity of plot Varmints - Helen Ward resistant text A Little History of the World –Gombrich Rose Blanche by Ian McEwan Red Blood Cells – Non-Fiction</p>	<p>Class reader: The Explorer Kathrine Rundell</p> <p>Books to teach reading: - Charles Dickens – archaic Rooftoppers - Katherine Rundell – complexity of plot Carl Linneus biography – Non-Fiction The Journey – Francesca Saana SATS x 3</p>	<p>Class reader: The Explorer Kathrine Rundell</p> <p>Books to teach reading: Mary Anning – Bill Bryson - Extract Treasure Island – Robert Louis Stevenson - archaic Moth - Isabel Thoms – poem – resistant text The Origin of Species - Sabina Radeva – picture book SATS x 3</p>	<p>Class reader: Ghost Boys Jewell Parker Rhodes</p> <p>Books to teach reading: Ghost Boys Jewell - Parker Rhodes – complexity of narrator x2 The Water Tower– complexity of plot SATS x 1</p>	<p>Class reader: The Boy in the Tower Polly Ho-Yen</p> <p>Books to teach reading: The Boy in the Tower– complexity of plot Prisoners of Geography – Africa - Tim Marshall – Non-Fiction The Silk Roads – Peter Frankopan nf</p>

		SATS x 3				
English Writing Year 6	Text one: Anglo Saxon Boy Novel Study: speech, newspaper article, Text Two: Battle of Hastings Explanation text	Text one: Letters from the Lighthouse Novel study: narrative, letter, diary, newspaper article Text Two: Rose Blanche Outcome: descriptive writing Text three: The Journey JC Outcome: narrative	Text one: The Explorer Novel study- narrative, newspaper and diary Text two: Greta Thunberg Inspired Speech JC Outcome: Non-fiction – speech	Text one: The Three Little Pigs advert Outcome: Newspaper article, balanced argument, diary Text two: The Origin of Species (Sabina Radeva) JC Outcome: Non-fiction – non-chronological report	Text one: The Water Tower Outcome: Atmospheric Narrative Text two: Francis Outcome: Atmospheric Narrative with speech	Text one: Brochure about Baghdad 11thC Outcome: Travel Brochure Text two: Transition / Moving on** Outcome: Non-fiction, reflective writing on time in primary school
English Speaking and Listening	<p><i>All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Pupils should also be taught to understand and use the conventions for discussion and debate.</i></p> <p>Children take part in a range of speaking and listening activities as part of our writing and reading curriculum such as: role play, freeze frames, debates, hot-seating and presentations.</p>					
Science	<p><u>Electricity</u> We will learn to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. We will compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of</p>	<p><u>Animals including humans</u> We will identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. We will recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>	<p><u>Living things and their habitats</u> We will describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. We will give reasons for classifying plants and animals based on</p>	<p><u>Evolution and inheritance</u> We will recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. We will recognise that living things produce offspring of the same kind, but normally offspring vary and are</p>	<p><u>Light</u> We will recognise that light appears to travel in straight lines. We will use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye and explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. We will use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	

	buzzers and the on/off position of switches. We will use recognised symbols when representing a simple circuit in a diagram.	We will describe the ways in which nutrients and water are transported within animals, including humans.	specific characteristics.	not identical to their parents. We will identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	
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Curriculum Theme	<u>Anglo-Saxon and Viking power struggle</u>	<u>World War Two</u>	<u>South America</u>	<u>Population</u>	<u>Early Islamic Civilisation</u>	<u>Natural Resources and Trade</u>
A memorable experience	A visit to MERL museum (evacuee experience)		Create an art gallery 'Make My Voice Heard'		Camping at Rushall Farm	
An innovative challenge	Create a fairground attraction (DT)		Choose a species and find out how it has evolved over time		Create a map showing where natural resources are found in a country of your choice.	
A book to read	Letters from the Lighthouse by Emma Carroll		The Explorer by Katherine Rundell		The Silk Roads: a New History of the World by Peter Frankopan	
Something to investigate	How did people live off rations?		How do rainforests support life?		How do we see things?	

Parental involvement	Parents invited to attend Harvest Festival Assembly	World book week reading drop ins	Sports day and Year 6 production
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Geography	No geography during this term.	This term we will focus on geography and consider what makes the Amazon unique. We will look at why it is important and how it needs to be protected. We will consider the outcomes of deforestation and look at life in a rainforest city. We will then move onto a population study using Brazil and the UK as case studies and considering how physical geography and human geography interact. We will look at other highly populated cities and examine how they manage energy needs.	During this unit we will be looking at the world's natural resources and how they are distributed. We will look at energy needs and trade links between countries to understand global trade, finding about the UK's major exports and imports. We will use this information to consider energy sustainability.
History	This unit will focus on the power struggle for the throne in 1066. We will look at why Britain was an attractive target for the Vikings and consider what sources tell us about how the Vikings were viewed by the Anglo Saxons. We will look at Alfred the Great and consider his role in the power balance at the time then look at the consequences of Edward the Confessor's death and how it changed the course of history. In the second part of the term we will move onto World War Two and its impact on Britain. We will look at the turning point during the war and how victory was achieved by the allies as well as how childhood changed during this period.	No history during this term.	During this term, we will be learning about what life was like in Baghdad 1000 years ago. We will look at the major achievements of the civilisation and how the silk road impacted the city. We will use evidence to consider how historians have drawn conclusions on life in Baghdad.

Art	<p>Focus: Painting and Mixed Media- Artist Study</p> <p>Exploring a selection of paintings through art appreciation activities. Collecting ideas in sketchbooks and planning for a final piece after researching the life, techniques and artistic intentions of an artist that interests them.</p> <p>Curriculum Link- Life Skills – Thinking of Others</p>	<p>Focus: Drawing- Make my Voice heard</p> <p>Children look at how artists convey a message. Exploring imagery, symbols, expressive mark making, and ‘chiaroscuro’ children consider audience and impact to create powerful drawings to make their voices heard.</p> <p>Curriculum Link- Population</p>	<p>Focus: Sculpture and 3D- Making Memories</p> <p>Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.</p> <p>Curriculum Link- Life Skills- Moving on</p>	
	D&T	<p>Pulleys or gears (mechanical Systems) Product- Fairground attraction Curriculum Link- Electricity</p> <p>During this unit we will investigate, analyse and evaluate existing everyday products and existing or pre-made toys that incorporate gear or pulley systems. We will plan and design a fairground ride incorporating a mechanical system then make and evaluate our products.</p>	<p>Combining different fabric shapes (textiles) Product – Carnival Flag inspired by topic Curriculum Link – South America</p> <p>During this unit we will investigate, analyse and evaluate a range of existing products which have been produced by combining fabric shapes. Investigate work by designers and their impact on fabrics and products. We will plan, design, make and evaluate a fabric product which is sustainable and functional.</p>	<p>Celebrating culture and seasonality (food) Product- food which could be sold at an International Market Curriculum Link- World Trade</p> <p>We will use first hand and secondary sources to carry out relevant research into existing products to include personal/cultural preferences, ensuring a healthy diet, meeting dietary needs and the availability of locally sourced/seasonal/organic ingredients. We will plan, design, make and evaluate a food product using seasonal produce.</p>
PE		<p>Gymnastics (indoor)</p>	<p>Movement and Dance (indoor)</p>	<p>Yoga (indoor)</p>
	<p>In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to</p>	<p>Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping</p>	<p>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by</p>	<p>In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. They will learn different components of fitness including speed,</p>

	receive and provide feedback in order to make improvements on performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	others safe and will have the opportunity to lead others through short warm ups.	building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.	stamina, strength, co-ordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve on their personal fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same.		
	Tennis	Hockey	Tag Rugby	Netball	Athletics	Cricket
	In this unit pupils develop their understanding of the principles of net and wall games. Pupils develop their tactical awareness, learning how to outwit an opponent when playing individually and with a partner.	In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In hockey pupils do this by maintaining possession and moving the ball towards goal to score.	In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score.	In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In netball pupils do this by maintaining possession and moving the ball towards goal to score.	Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop.	In this unit pupils develop their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. Pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs.

RE	Hinduism, Buddhism and Islam		
	<p>Time will need to be given to ensure pupils have a secure knowledge of each of the six religions covered in KS1 and Lower KS2</p> <p><u>Making connections between all six religions.</u></p> <p>Connections between religions</p> <ol style="list-style-type: none"> 1. Key beliefs in how God is viewed 2. Key beliefs in equality 3. Key beliefs in freedom 4. Key beliefs in suffering 5. Key beliefs in afterlife 	<p>Time will need to be given to ensure pupils have a secure knowledge of each of the six religions covered in KS1 and Lower KS2</p> <p><u>Discuss the value and challenges of belonging to a community of faith or belief</u></p> <p>Commitment & Community: 2 lessons each</p> <ol style="list-style-type: none"> 1. How do Hindus show their commitment to God? 2. How do Muslims show their commitment to God? 3. How do Buddhists show their commitment to their beliefs? 	<p>Time will need to be given to ensure pupils have a secure knowledge of each of the six religions covered in KS1 and Lower KS2</p> <p><u>Discuss and debate what is right and wrong and what is fair</u></p> <p>Ethics: 2 lessons each</p> <ol style="list-style-type: none"> 1. How can learning about Shiva help with big life changes? (Hinduism) 2. Why can holding beliefs be difficult? (Ramadan Islam focus) 3. What do Buddhists believe about life and suffering?

Computing	<p style="text-align: center;">Online safety</p> <p>We will identify benefits and risks of mobile devices broadcasting the location of the user/device and identify secure sites by looking for privacy seals of approval. We will look at the benefits and risks of giving personal information and review the meaning of a digital footprint. We will gain a clear idea of appropriate online behaviour. We will begin to understand how information online can persist and understand the importance of balancing game and screen time with other parts of their lives, meanwhile identifying the positive and negative influences of technology on health and the environment.</p>	<p style="text-align: center;">Networks</p> <p>We will learn about what the Internet consists of and find out what a LAN and a WAN are. We will find out how the Internet is accessed in school. We will also research and find out about the age of the Internet and think about what the future might hold.</p>	<p style="text-align: center;">Spreadsheets (excel or google docs)</p> <p>We will use a spreadsheet to investigate the probability of the results of throwing many dice. Then we will use a spreadsheet to calculate the discount and final prices in a sale. We will use a spreadsheet to plan how to spend pocket money and the effect of saving money. Finally we will use a spreadsheet to plan a school charity day to maximise the money donated to charity.</p>	<p style="text-align: center;">Blogging</p> <p>We will identify the purpose of writing a Blog and identify the features of a successful blog. We will plan the theme and content for a blog. We will learn how to write a blog and a blog post and consider the effect upon the audience of changing the visual properties of the blog. We will find out how to contribute to an existing blog. We will learn how and why blog posts are approved by the teacher and understand the importance of commenting on blogs.</p>
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Life Skills	<p>Respect and Tolerance We will learn about mental health- what this means and how it is about emotions, moods and feelings, understanding that when people are experiencing poor mental health that they may display certain behaviours but that these may change or stop. We will learn how to find help if they or others are experiencing difficulties.</p>	<p>Keeping safe, fit and healthy We will learn about emotional wellbeing and keeping physically and emotionally safe . We will look at E-safety focussing on dangers, trust and how to report something that they feel is not right and the responsible use of mobile phones .</p>	<p>Thinking of others We will learn about prejudice and discrimination and how this can make people feel and the true meaning of race, religion, sex, transgender, lesbian, gay, bisexual, and the group LGBT. We will find out how discriminatory language can make people feel and the importance of equality and equity and how this affects their lives</p>	<p>The Law: morals, choices, democracy and rights We will learn about government and parliament and the role of the courts and judges. We will find out about being part of a community- about community facilities and about the different institutions that support a community.</p>	<p>Living and Growing We will learn about puberty and how it affects their emotions and behaviour as well as the changes in their bodies as well as menstruation and the practical issues around it. We will identify different relationships and what is appropriate and safe and the human life cycle (as in KS2 science curriculum).</p>	<p>Ready for the Future We will learn about the skills and qualifications needed to pursue a particular career and what they need to do to fulfil their dreams and aspirations. We will consider how to be ready for the next phase of their life.</p>
Music	<p>Glockenspiel 1 We will be learning about the language of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills through the glockenspiel.</p>	<p>Glockenspiel 2 We will be continuing to learn about the language of music and developing our understanding of pulse, rhythm and reading musical notation.</p>	<p>Developing melodic phrases We will continue to build on the foundational elements of music with a focus on developing melodic phrases.</p>	<p>Understanding structure and form We will learn how music has always helped us tell stories and still does today, in many different ways! Meanwhile focussing on structure and form.</p>	<p>BBC Ten Pieces Module Classical pieces has been chosen to appraise, learn and perform: Carl Orff - Carmina burana – ‘O fortuna’</p>	<p>End of year production The Year Sixes will work hard to rehearse and perform an musical extravaganza!</p>

MFL	<p>Au salon du thé We will recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé, improving cultural knowledge of France. They will understand better how to make nouns plural in French. They will learn to order in French what we would like to eat and drink in a role-play.</p>	<p>La Seconde Guerre Mondiale We will group and order words to decode unknown language and understand the key facts of history from WW2 when described in French. We will say and write in French the key countries and languages involved in WW2 and write a letter in French home explaining what life is like as an evacuee living in the countryside.</p>	<p>A l'école We will name the subjects we study in school in French with the correct definite article/determiner. We will extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. We will start to tell the time by learning how to say time by the hour and explore the irregular, high frequency verb 'aller' (to go) in full.</p>	<p>Le weekend We will tell the time in French using quarter past, half past and quarter to. We will say and write in French what we do at the weekend using two or more sentences. We will start to integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.</p>	<p>Moi dans la monde We will say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map. We will say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince. Finally we will say and write something we do to help the planet</p>
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