

Year 6 Draft Curriculum Plan 2017 - 2018

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>A Monster Calls Discuss the central character, key plot points and their emotional journey at different points of the story. Develop effective sentences for a powerful story. Plan and write a fantasy story.</p> <p>Newspapers Investigate the organisational and language features of a newspaper. Use features to write a newspaper report for a fairy tale.</p>	<p>Remembrance Day Poems The Firework Maker's Daughter Share documentary films of life for a young girl in rural China. Discuss similarities and differences between life for a child in England and China. Plan and write an adventure story.</p> <p>Balanced Argument Present arguments and information from differing viewpoints. Take part in a debate about a key issue. Write a balanced argument</p>	<p>Goodnight Mister Tom Explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives. Write in role in order to explore and develop empathy for characters. Write diary entries and poetry.</p>	<p>Kensuke's Kingdom Adventure story Use a range of drama techniques, film clips and ideas to discuss the family's excitement about going on a boat. Generate dramatic language to describe a storm. Plan and write an adventure story.</p> <p>Biographies Explore biographies and identify the language and layout features. Research a person involved in WW2 and write a biography about them.</p>	<p>Paperman Discuss the period of time when black and white movies were popular. Explore why they were silent and what filmmakers did to show dialogue. Write the narrative of the film.</p> <p>Explanation Texts Investigate the shape and language of an explanation text. Write an explanation text.</p>	<p>The London Eye Mystery by Siobhan Dowd Write a range of texts based on fictional experiences.</p> <p>SENSATIONAL! Poems Inspired by the Five Senses, chosen by Roger McGough Read, enjoy and respond to poetry. Broaden understanding of writers' use of language and prepare poems to read aloud and perform before composing poetry.</p>
	Spelling, Vocabulary, Grammar and Punctuation	Throughout the year spelling, grammar and punctuation will be taught in accordance with the National Curriculum at the appropriate level.				
Maths	Throughout the year children will be taught number, measurement, geometry, ratio and proportion, algebra and statistics in accordance with the National Curriculum at the appropriate level with opportunities across the curriculum. .					
Science	<p>Light To recognise light appears to travel in straight lines. To 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. To 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. To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>Evolution and Inheritance To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of year ago. To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. To identify how animals and plants are adapted to suit their environments in different ways and that adaptation may lead to evolution.</p>	<p>Animals including Humans To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. To describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Electricity To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off positions of switches. To recognise symbols when representing a simple circuit in a diagram.</p>	<p>Living Things and their Habitats To describe how living things are classified into broad group according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. To give reasons for classifying plants and animals based on specific characteristics.</p>	
P.E	<p>Swimming To swim competently, confidently and proficiently over at least 25m. To use a range of strokes effectively. To perform safe self-rescue in different water-based situations.</p>		<p>Dance Perform dances using a range of movement patterns. Demonstrate creativity and imagination in composing their own dances and perform expressively. Develop sequences in a specific style. Suggest ways to improve quality of performance showing sound knowledge and understanding.</p>	<p>Striking and Fielding Play appropriate games modified as appropriate and apply basic principles suitable for attacking and defending. Work with their team or alone to gain possession of the ball. Strike a bowled ball.</p>	<p>Health Related Exercise Explain how different parts of their body react during different types of exercise. Warm up and cool down in ways that suit the activity. Describe why regular, safe exercise is good for their fitness and health.</p>	<p>Athletics Demonstrate good control, strength, speed and stamina in a variety of athletic events. Understand how to apply athletic skills and tactics to the competitive situation. Explain how to improve technique in a variety of events.</p>
	<p>Games Play appropriate games modified as appropriate and apply basic principles suitable for attacking and defending. Plan an approach to attacking and defending. Combine accurate passing skills/ techniques in a game.</p>	<p>Outdoor Adventurous Activities Take part in outdoor and adventurous activity challenges both individually and within a team. Use maps and diagrams to orientate myself. With others, plan careful responses to challenges or problems.</p>				
R.E	<p>Are the saints encouraging role models? Explore the reasons behind the persecution of saints; to compare the saints to the person and persecution of Jesus. Do all religious beliefs influence people to behave well towards others? Do religious people lead better lives?</p>	<p>Is 'God made man' a good way to understand the Christmas story? Explore the concept of incarceration in the Christmas story. Do sacred texts have to be true to help people understand religion? Can the arts help communicate religious belief?</p>	<p>Do clothes express beliefs? Explore how clothing rules can express belief and give people a sense of identity. (Islam) Does living out parent's religious beliefs/traditions take away someone's freedom or add to his/her sense of identity? Do religious people lead better lives?</p>	<p>Is the resurrection important to Christians? Explore the resurrection of Jesus, the Easter narrative and the concepts of life after death. Should religious people be sad when someone dies? How well do funeral and mourning rituals tell you about what a religion believes about life after death?</p>	<p>Does it matter what we believe about Creation? Explore different views of creation and consider the consequences of holding certain beliefs. Is it possible to help religious beliefs without trying to make the world a better place? Do religious people lead better lives?</p>	<p>Can we know what God is like? Explore different views of God. Is religion the most important influence and inspiration in everyone's life? Do sacred texts have to be true to help people understand their religion?</p>
History	<p>Ancient Maya Who were the Mayans? What different types of evidence tell us about the Maya? What were the religious beliefs and practices of the Maya and the gods they believed in? How did the Maya invent and use their number and calendar system? How does the Maya calendar compare to our own system? What does the Maya writing system consist of, how were words constructed and what are</p>		<p>Britain Since 1930 Why did World War II begin? What were the German plans for invading Britain? What role did aircraft play in the war and how did this affect people in Britain? Who was Winston Churchill and why was he significant as a leader? What happened to ordinary people and children during the war? When, where and why were children evacuated? What happened locally during the war? How were</p>			

	codices? What was everyday life like for the Maya? What foods did the Maya eat? Why were certain foods particularly significant? How were Maya cities organised and what different types of buildings did they include?		people's diets different during World War II? What was the role of women during the war? Why was propaganda and censorship used?			
Geography	Around the World Locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.				The UK Carry out a study of the local area by exploring the local environment, researching key features and identify key attractions. How does it compare to an urban area? How do weathering and erosion change the landscape? How are coastal features formed? What are the coastal features of the UK? What are the UK's trade links with other countries? What is the global supply chain? How has trading changed through history? What are the key rivers of the UK? What are the key rivers of the world? What are the key features of a river system? What role does transpiration play in the water cycle?	
Art & Design			L.S. Lowry Who was L.S. Lowry and why is he famous? Explore the work of L.S. Lowry with a focus on his VE Day painting. Experiment with different shades of pencil to create tone and lines. Create World War II inspired paintings based on the style of an artist.	Propaganda Posters What is propaganda? Why was it used during WW II? What makes an effective propaganda poster? Design and create propaganda posters using a range of media.		A Sense of Place Explore examples of landscape art by well-known artists. What different styles did they use? What methods do artists use to ensure their work has perspective? How can they recreate images accurately? Design and create a piece of landscape artwork.
Design Technology	Mayan Masks Why did the Maya wear masks? What different types of masks did they have? What materials did the Maya use to make their masks? Design and make a Mayan style mask.	Chocolate Bars What do we need to consider when designing a chocolate bar? What makes good packaging for a chocolate bar? Evaluate existing chocolate bar packaging. Design and create chocolate bars and their packaging for a target market.			Fairground Rides Plan theme park – instant display, primary resources Luna Explore and discuss different fairground rides. How can you use a motor to create rotating parts? How can you make a framework for a fairground ride? Design and make a fairground ride with a rotating part.	
Computing	E-Safety & Digital Citizenship Reflect on the phrase 'Think before you send'; consider the meaning and importance of emojis and text-talk; understand and spot the features of phishing emails. Explore the similarities and differences between bullying and cyber-bullying. Review the importance of e-safety; discuss and write rules for digital citizenship.	Animated Stories Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	E-Safety & Digital Citizenship Understand the implications of copyright and fair dealing for images and text online; spot reliable and unreliable websites. Understand the importance of creating effective passwords and keeping them safe; review e-safety issues.	Network Technicians Appreciate that computer networks transmit and receive information digitally. Understand the basic hardware needed for computer networks to work. Understand key features of the internet communication protocols. Develop basic understanding of how domain names are converted to numerical IP addresses.	E-Safety & Digital Citizenship Understand the hidden costs of app usage and in-app purchasing; explore the social networking and gaming world and consider the importance of privacy and personal information.	Publishing a Yearbook Manage or contribute to a large collaborative project, facilitated using online tools. Write and review content. Source digital media while demonstrating safe, respectful and responsible use. Design and produce a high-quality print document.
PSHE, Citizenship & British Values	Relationships To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours. To recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge their points of view.		Health and Wellbeing To know strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves. To understand how their body will, and emotions may, change as they approach and move through puberty.		Living in the Wider World To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. To understand enterprise and the skills that make someone 'enterprising'. To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and tax.	
French	Planned and taught by S.Richards.					
Music	Planned and taught by L.Soden.					