

Term	Science	English + Ongoing grammar/spelling work	TOPIC: Geography/History
Autumn 1 (7) Comparing UK Regions Class trip to River Cole IMPS	Living Things and their habitats XC link to geography work about localities and <ul style="list-style-type: none"> 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 (Carl Linnaeus and the classification system) give reasons for classifying plants and animals based on specific characteristics 	Whole school literacy project (1 week) Shh! We Have a Plan Explore a high quality picture book, empathise with characters and dilemmas, engage with illustrations, explore using drawing and collage as an approach to enhance thinking/developing vocab. Outcomes: incidental writing, writing in role, book review etc Adventure stories (6 weeks): Beetle Boy Increase familiarity with a range of books; Identify themes and conventions and compare these across books they have read; Discuss words and phrases that capture readers' interest and imagination; Draw inferences about characters' feelings etc. Ask questions to improve their understanding identifying how language, structure and presentation contribute to meaning. Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form. Note and develop initial ideas, drawing on reading. Draft and write by selecting appropriate grammar and vocabulary. In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action. Use a range of devices to build cohesion within and across paragraphs. Evaluate and edit by proposing changes to vocab/grammar/punct. Proof-read for spelling and punctuation errors. Select appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning. Outcomes: varied, but will include an adventure-type story, including animal companions.	Comparing UK Regions Consolidate general UK geography knowledge. Understand geographical similarities and differences between two regions of the UK, understanding some of the reasons for these similarities/differences. Autumn 1: Name and locate the key topographical features of the UK. Understand how these features have changed over time. Map how land use has changed locally. Use 6 figure grid references. Investigate rivers and the water cycle, including transpiration. Use fieldwork to record features. Autumn 2: Investigate land use in London. How has the city changed over time? What is it like to live in a city, compared to a rural location? Project: XC report- in depth comparison of an aspect of geography.
Autumn 2 (7) Comparing UK Regions Panto Trip	Light <ul style="list-style-type: none"> recognise that light appears to travel in straight lines 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 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 use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them 	Poetry (3 weeks) Cloudbusting Vocabulary building. Explore different poetic forms. Look at how we treat others and at incidents from other points of view. Explore blame/guilt/choices. Outcome: Read, write and perform free verse. Recounts/Debate (3 weeks) The Viewer Explore, interpret and respond to illustrations in a book, enjoy a story and discuss its meanings, build an imaginative picture of a fantasy world, based on real life experiences, explore these through role play and through writing in role, write own stories based on the story read from another character's point of view, prepare and present different points of view Outcome: Writing in role, letter writing, story focused on characterisation, dialogue Report (XC Topic/Geography) Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. Context: Comparison of an aspect of geography in two different UK areas Outcome: written report/poster/project and/or PowerPoint/Prezi presentation and script	What were the major events of WW2? Timeline skills work. XC geography-map of Europe/World-compare pre to post war with current modern map. Where are the world's major cities? Local history project: How were Oxford and Appleton affected by WW2? Hush-hush factory-Tubney
Spring 1 (6) Battle of Britain and WWII Trip to OUMNH?	Evolution and Inheritance <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	Mouse Bird Snake Wolf Recognise important themes in texts read, show understanding through intonation/tone/volume/action. Discuss words/phrases that capture readers' interest and imagination. Draw inferences about characters' feelings/thoughts. Outcome: Read, write and perform free verse and other poetic forms. Goodnight Mr Tom Explore the events of WWII and life during those times through books set during WWII, chiefly Goodnight Mr Tom, but also including other texts (Peepo, the Lion and the Unicorn etc) Work on creating settings, characterisation, atmosphere etc. Outcome: A range of writing inspired by the text, including formal letters, stories based on the experiences of evacuees, postcards, writing in role etc Persuasion/discussion XC Art and Design/Topic Construct an argument in note form or full text to persuade others of a point of view and present the case to the class or a group; use Standard English appropriately; evaluate its effectiveness. Outcomes: letters, posters, spoken debate.	What was WW2 like for children? Evacuees, bomb shelters etc. XC English. Understands that some evidence is propaganda/opinion/misinformation- explore this through use of examples from WWII. Consider ways of checking accuracy of interpretations (XC computing- Wikipedia!)
Spring 2 (7) Battle of Britain and WWII WWII outreach object handling	Electricity <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram 	Focus on Study Skills Recap of different genre features. To include extended writing in a range of genres. Assessment week Take One Poet- poetry appreciation (2 weeks) Research a particular poet. Outcomes: personal responses to poetry. Reciting familiar poems by heart. Written poetry inspired by themes/poems studied.	What was WW2 like for children? Evacuees, bomb shelters etc. XC English. Understands that some evidence is propaganda/opinion/misinformation- explore this through use of examples from WWII. Consider ways of checking accuracy of interpretations (XC computing- Wikipedia!)
Summer 1 (5) Mayan Civilisation/ The World Around Us	Animals including Humans <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans 	Focus on Study Skills Recap of different genre features. To include extended writing in a range of genres. Assessment week Take One Poet- poetry appreciation (2 weeks) Research a particular poet. Outcomes: personal responses to poetry. Reciting familiar poems by heart. Written poetry inspired by themes/poems studied.	Maya culture- gods, counting, food, writing. Where was Ancient Maya? XC- geography, study area of central America. Use maps/atlasses/globes etc. Discuss distribution of natural resources. Outcome: tourist brochure/holiday plan Locate main countries on a world map, extend map skills to non-UK countries, identify main regions/ physical/human characteristics/major cities. Volcanoes and plate tectonics. Why are volcanoes and earthquakes where they are? Know how longitude and latitude are calculated.
Summer 2 (7) Mayan Civilisation/ The World Around Us PGL	Planning investigations based around the children's interests, e.g. What's the best bubble solution recipe for making the biggest bubbles/the most bubbles/the strongest foam?	Wonder Explore issues raised, look at characterisation, how characters see each other, how Aggie's issues affect his family etc. Outcome: Various written Explanation Texts (XC Science): reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results. Outcome: Written explanation.	Maya culture- gods, counting, food, writing. Where was Ancient Maya? XC- geography, study area of central America. Use maps/atlasses/globes etc. Discuss distribution of natural resources. Outcome: tourist brochure/holiday plan Locate main countries on a world map, extend map skills to non-UK countries, identify main regions/ physical/human characteristics/major cities. Volcanoes and plate tectonics. Why are volcanoes and earthquakes where they are? Know how longitude and latitude are calculated.

CLASS 6 CURRICULUM PLAN 2014/2015

PSHCE and Citizenship	R.E.	Art and Design	Design and Technology	Music	Computing Most will be XC	P.E.
IMPS New beginnings/friendships (play leaders) Respect Harvest baskets E-safety Tolerance	<p><u>Are the saints encouraging role models?</u> Explore the reasons behind the persecution of saints and other religious or inspirational figures; 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><u>Is 'God made man' a good way to understand the Christmas story?</u> Explore the concept of incarnation in the Christmas story. (God with us, God becoming a baby, then Jesus, a man) Compare stories in Matthew 1 and Luke 2. How is Jesus portrayed as baby/man/God? Do sacred texts have to be true to help people understand religion? Can the arts help communicate religious belief? What can we discover by looking at Christmas cards, art, icons?</p>	Drawing from observation in nature- what can we see? Both close up still life/wider landscape. Use pencils/range of colours for tones. Soft pencils/chalk pastels.	Christmas card or harvest card designs	Planned and taught by a specialist teacher	(Will include a range of ICT skills, including use of various hardware/software across all subjects.)	Swimming Cross Country- what do we need to do to run longer distances? Skills: developing cardio-vascular fitness and stamina, self-belief, strength
Love Life Ed Bus (drugs) Justice/determination Easter Forgiveness	<p><u>Does it matter what we believe about Creation?</u> 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><u>Is the resurrection important to Christians?</u> 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 to funeral and mourning rituals tell you about what a religion believes about life after death? What does the image of the cross mean to me?</p>	Blitz artwork- what would the night sky have been like? Explore colours and blending paints/pastels/multimedia techniques.			Designing and building a game using Scratch/similar software.	Gymnastics- Skills: further developing strength, technique, flexibility, control and balance using both floor work and apparatus. Dance: Perform dances using a range of movement patterns- use WW2 images as a stimulus for dance movement/Lindyhop style etc. Skills: Timing, choreography, working with others, developing a style
Inspiration Responsibility Sex Ed Junior Citizen	<p><u>Do clothes express beliefs?</u> 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><u>Unit 5 – Can we know what God is like?</u> 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>	Mayan textiles-weaving Choosing colour, exploring weaving patterns, looking at different woven textiles.				XC science: Athletics- improving our PBs. Skills: endurance, speed etc through use of children's own HIIT-type activities. Gathering information on our fitness (heart-rate/breathing rate)
			Mayan headdresses- 3d paper work Designing and creating large scale paper sculpture headdresses.	Composing our own end of year song	Database Using a database to store, retrieve and present data.	Outdoor and adventurous activities-PGL Competitive sports- variations on rounders Skills: improving accuracy of throwing/catching

The mathematics areas of number, ratio and proportion, algebra, measurement, geometry and statistics will be taught to meet the new National Curriculum, as well as the needs of the children.
Spelling, punctuation and grammar (SPaG) will be taught in an integrated way, meeting both the National Curriculum expectations and the needs of the children.
French and music are planned, taught and assessed by specialist teachers.