

Year 6 Draft Curriculum Plan 2020 - 2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Here We are: Notes For Living on Planet Earth by Oliver Jeffers Whole school focus text.</p> <p>Hansel and Gretel by Neil Gaiman Identify the key points in the story, how the characters feel and the difference between actions and emotion through drama. Write a short story.</p>	<p>Remembrance – Poppy Field by Michael Rosen Read the story and Discuss how the poem is central to the story’s themes of remembrance and hope. Produce their own poetry using the imagery from the poem.</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>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>Postcards Investigate the organisational and language features of a postcard. Use features to write a postcard from a fairy tale character.</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 and adventure story.</p>	<p>Letters from the Lighthouse by Emma Carroll – Recounts Investigate the organisational features of recount. Research the Blitz and evacuees during WW II.</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>
	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	<p>Number- Place Value Number – Addition, Subtraction, Multiplication and Division Fractions Geometry – Position & Direction</p>		<p>Number – Decimals Number – Percentages Number – Algebra Measurement – Converting Units Measurement – Perimeter, Area and Volume Number – Ratio Statistics</p>		<p>Geometry – Properties of Shapes Consolidation and Investigations</p>	
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>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>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>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>Games Basketball - Twinkl 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>Health Related Exercise - Champions 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>Gymnastics: Shape and Balance – Rivers and Mountains (Twinkl) Create complex sequences involving a full range of actions and movements. Link actions to create a complex sequence using a full range of movement that showcases different abilities. Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>	<p>Dance - imoves 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 - Twinkl 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>Athletics - Twinkl 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>
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>Incarnation Was Jesus the Messiah? Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible. How do Christians put their beliefs about Jesus’ Incarnation into practice in different ways they celebrating Christmas?</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>Salvation What difference does the resurrection make for Christians? Suggest meanings resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. How do Christians put their beliefs into practice in different ways?</p>	<p>God What does it mean if God is holy and loving? Identify some different types of biblical texts, using technical terms accurately. How Christians put their beliefs into practice in worship?</p>	<p>Creation/Fall Creation and science: Conflicting or complementary? Make clear connections between Genesis 1 and Christian belief about God as Creator. Why do many Christians find science and faith go together?</p>
History	Ancient Maya			Britain Since 1930		

	<p>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 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?</p>			<p>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 people's diets different during World War II? What was the role of women during the war? Why was propaganda and censorship used?</p>		
Geography			<p>Rivers How are rivers formed? What are the features of a river? What are the key rivers of the UK? What are the key rivers of the world? What causes rivers to flood? What happens to the physical environment when flooding occurs? How are waterfalls formed? What features are characteristic of waterfalls?</p>			<p>The UK What is the difference between the UK and The British Isles and Great Britain? What does a typical political map of the UK look like? What are the key physical features of the UK? What are the key human features of the UK? What are the counties? How did they originate? How do counties differ in the different countries of the UK? How do the different climate, relief and soil zones of the UK influence patterns of farming?</p>
Art & Design	<p>Mayan Murals Explore Ancient Mayan murals. Where did they paint them? Why did they paint them? How did they paint them? What subjects did they include in their murals? Design and create a mural depicting modern Britain.</p>			<p>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.</p>	<p>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.</p>	
Design Technology		<p>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.</p>	<p>Grab and go! Learn about nutrients, water and fibre and their role in a healthy, varied diet. Investigate products and undertake research to generate ideas for their own product. Design and make dishes safely and hygienically for the intended user based on design criteria. Evaluate their product. Design suitable packaging for their product.</p>			<p>Fairground Rides Explore and discuss different fairground rides. How can you use a gear 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.</p>
Computing	<p>Online Safety What similarities and differences are there between in-person and cyberbullying? What strategies can we use to deal with cyberbullying? What are privacy seals? How do we identify secure websites? What are the benefits and pitfalls of online relationships? What information should never be shared online? How do the media play a powerful role in shaping ideas about girls and boys?</p>		<p>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.</p>		<p>Film Making Use appropriate software and other tools effectively to write a film script. Locate and check appropriate digital content, and provide accurate crediting of sources. Use digital recording devices to film and import into video editing software. Plan, conduct and import video interviews as part of a short film. Use video editing software to create a short film and then project into a finished movie and present it.</p>	
PSHE	<p>Being Me in My World Puzzle Outcome: whole school Learning Charter</p>	<p>Celebrating Difference I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in either situation. Puzzle Outcome: Hall of fame display</p>	<p>Dreams and Goals I can describe some ways in which I can work with other people to help make the world a better place. I can identify why I am motivated to do this. Puzzle Outcome: Our Garden of Dreams and Goals</p>	<p>Healthy Me I can evaluate when alcohol is being used responsibly, antisocially or being misused. I can tell you how I feel about using alcohol when I am older and my reasons for this. Puzzle Outcome: The Healthy, Happy Me Recipe Book</p>	<p>Relationships I can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. Puzzle Outcome: The Relationship Fiesta</p>	<p>Changing Me I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I can recognise how I feel when I reflect on the development and birth of a baby Puzzle Outcome: Tree of change display</p>
French	Planned and taught by S.Richards.					
Music	<p>Happy by Pharrell Williams Sing the song, play instrumental parts within the song, improvise using and/or instruments within the song, perform composition within the song and prepare for a performance.</p>		<p>A New Year Carol Sing the song, improvise using and/or instruments within the song, perform composition within the song and prepare for a performance.</p>		<p>You've Got A Friend by Carole King Sing the song, play instrumental parts within the song, improvise using and/or instruments within the song, perform composition within the song and prepare for a performance.</p>	