


Year 6 Curriculum Plan

	AUTUMN	SPRING	SUMMER
MATHEMATICS	<p> White Rose Planning Units Maths No Problem Abacus Active Learn Resources Maths Whizz Online Tutor Prodigy </p> <p> Place Value Numbers to ten million Compare and order any number Round any numbers Negative numbers </p> <p> Four Operations Add and subtract whole numbers Multiply up to a 4-digit by 1-digit number Short division Division using factors Common factors Common multiples Primes Squares and Cubes Order of operations BODMAS Mental calculations and estimation </p>	<p> White Rose Planning Units Maths No Problem Abacus Active Learn Resources Maths Whizz Online Tutor Prodigy </p> <p> Percentages Fractions to percentages Equivalent FDP Percentage of an amount Percentages –missing values Percentage increase and decrease Order FDP </p>	<p> White Rose Planning Units Maths No Problem Abacus Active Learn Resources Maths Whizz Online Tutor Prodigy </p> <p> 7 digit numbers Decimal place value Multiplying by 10, 100 AND 1000 Rounding numbers Positive and negative numbers Adding and subtracting whole numbers and decimals Fractions and percentages Algebra Scaling by multiplication and division Multiplying by integers and decimals Using division to find fractions of amounts Dividing 4 digit numbers by 2 digit numbers Multiplication and division investigation Dividing with a decimal remainder Coordinates </p>

Year 6 Curriculum Plan

Decimals

Three decimal places
Multiply by 10, 100 and 1,000
Divide by 10, 100 and 1,000
Multiply decimals by integers
Divide decimals by integers

Fractions

Simplify fractions
Fractions on a number line
Compare and order fractions by the denominator
Compare and order fractions by the numerator
Add and subtract fractions
Mixed addition and subtraction problems
Multiply fractions by whole number
Multiply fractions by fraction
Divide a fraction by a whole number
Divide a fraction by a whole number
Four rules with fractions
Fraction of an amount
Decimals as fractions
Fractions to decimals

Weekly arithmetic

Adding and subtracting fractions
Multiplying and dividing with fractions
Ratio
Reading scales and measures problems
Properties of 2D shapes
Measuring and calculating angles
Area, perimeter and volume
Intervals of time
Interpreting graphs
Money investigation
Unusual multiplication methods
Binary numbers
Magic squares
Mystery tables
The Fibonacci sequence
Word problems and mixed calculations
Percentage puzzles

Year 6 Curriculum Plan

<p>ENGLISH</p>	<p>Read...Explore...Write...</p> <p>Whole Class Reading: Wonder by R.J. Palacio</p> <p>Eye of the Wolf (e-book) Writing from a different viewpoint</p> <p>Ted Hughes' imagery poetry Write and perform animal poetry. What was life like for working Victorian children?</p> <p>Victorian documents non-chronological report</p> <p>What happened on my special week?</p> <p>White Hall Activity Centre recount</p> <p>What happened on that special night?</p> <p>Christmas stories for young children writing for a younger audience</p> <p>Weekly EGPS (grammar/punctuation and spelling SPELLING SHED)</p>	<p>Read...Explore...Write...</p> <p>Whole Class Reading: The Tempest by William Shakespeare A Midsummer Night's Dream by William Shakespeare</p> <p>To be or not to be? Shakespeare Plays – A Midsummer Night's Dream and The Tempest</p> <ul style="list-style-type: none"> • theatre review • description of Shakespeare setting • William Shakespeare fact file (home learning challenge). <p>What happens next?</p> <p>Continuing a narrative through dialogue (The Ghostly Girl')</p> <p>Why? (Anti-bullying poem) Write a poem from a different point of view.</p> <p>Weekly EGPS (grammar/punctuation and spelling SPELLING SHED)</p>	<p>Read...Explore...Write...</p> <p>Whole Class Reading: Once by Morris Gleitzman</p> <p>The Mayan Civilisation by Elizabeth Scholl</p> <p>The Great Debate (e-book) Formal/informal letters - GSP</p> <p>Fantastic, funny, frightening. (Wordsmith)</p> <p>500 word short stories</p> <p>Additional texts</p> <ul style="list-style-type: none"> • The Boy in the Striped Pyjamas by John Boyne • The Silver Sword • Transition texts • When Hitler Stole Pink Rabbit by Judith Kerr <p>Scripts/Songs/Presentations Record of science experiment</p> <p>Weekly EGPS (grammar/punctuation and spelling SPELLING SHED)</p>
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Year 6 Curriculum Plan

<p>SCIENCE</p>	<p>Evolution – Have we always looked like this? Recognising that living things have changed over time, and that fossils provide evidence of things that lived millions of years ago. <i>Guided reading: ‘Spilling the beans on...Charles Darwin’</i></p> <p>Electricity – Could you be the next Nintendo apprentice? Associate the output of a circuit with the voltage of cells used.</p>	<p>Light – How can you light up your life? Recognise that light appears to travel in straight lines.</p> <p>Living things and their habitats – Could Spiderman really exist? Describing how living things are classified, including micro-organisms, plants and animals.</p>	<p>Animals including humans – What would a journey through your body look like? Identify and name the main parts of the human circulatory system.</p>
<p>COMPUTING</p>	<p>Online safety Consider the capabilities of smartphones and tablets, and how these can be used purposefully. Be aware of some of the capabilities of these devices, including how they can be used to record and share location information; consider some of the implications of this. Use search engines safely and effectively. Make use of their own tablets in school, considering how they do this safely and to good effect.</p>	<p>Switched on Computing and Apps for Good that can be supplemented with iPad / PC</p> <ul style="list-style-type: none"> • We are market researchers 6.3 <i>Researching the app market</i> • We are interface developers 6.4 <i>Designing an interface for an app</i> <p>Develop children's ability to look critically at the content they see online and help them understand that algorithms are used to shape the content they see.</p>	<p>Switched on Computing and Apps for Good that can be supplemented with iPad / PC</p> <ul style="list-style-type: none"> • We are app developers 6.5 <i>Developing a simple mobile phone app</i> • We are marketers 6.6 <i>Creating video and web copy for a mobile phone app</i> <p>Develop children's ability to look critically at the content they see online and help them understand that algorithms are used to shape the content they see.</p>

Year 6 Curriculum Plan

	<p>Online Safety #LiveSkills (see Online Safety Folder) Fake News https://www.zapatopi.net/treeoctopus/ Create own fake news using Wix or Adode Spark Post</p> <p>STEM We can design and build a portable game. Design and code Micro Bit rock, paper, scissors game. Build a case to transport the game.</p>	<p>Online Safety Are you ready for Social Media? https://www.youtube.com/watch?v=NbSDO_F1KSI</p> <p>Newsround Caught In The Web https://www.youtube.com/watch?v=k gCNGvL0g1g&safe=active</p>	<p>Online Safety Youth Produced Sexual Imagery NSPCC https://www.youtube.com/watch?v=sch_WMjd6go&safe=active</p> <p>BBC article http://www.bbc.co.uk/news/world-europe-42694218</p>
<p>HISTORY</p>	<p>A study of an aspect or theme in British history Children's rights during the Victorian Era How did the rights of children change during the Victorian Era?</p>	<p>A study of an aspect or theme in British history The life and works of William Shakespeare To be or not to be? LIVE-THEATRE:YOUNG SHAKESPEARE COMPANY</p>	<p>How could Hitler have influenced a nation like Germany to have followed him?</p> <ul style="list-style-type: none"> • Hitler's invasion of Poland and its impact on Britain <p>Why did the ancient Maya change the way they lived?</p>
<p>GEOGRAPHY</p>	<p>What is a river? FIELDWORK STUDY HOLMEBOOK</p>	<p>How is climate change affecting the world?</p>	<p>Why is fair trade fair?</p>

Year 6 Curriculum Plan

<p>RE</p>	<p>Key Question 1 about beliefs: Why is the Bible so important for Christians today? Why is the Qur'an so important for Muslims today? Why is the Guru Granth Sahib so important for Sikhs today? (more than 1 religious text)</p>	<p>Key Question 2 about expressing beliefs: How do people express their faith through the arts? Key Question 3 about expressing beliefs: How and why do believers show their commitments during the journey of life?</p>	<p>Key Question 4 about demonstrating beliefs: What can we learn from religions about deciding what is right and wrong?</p>
<p>PE</p>	<p>Real PE Unit 1 Personal Unit 2 Social</p> <p>Attacking and Defending – Invasion Games To develop and apply FMS skills to games and competitions. Plan and demonstrate tactics for attacking and defending. To accept losing.</p> <p>Outdoor and Adventurous</p> <p>WEEK RESIDENTIAL WHITEHALL</p>	<p>Real PE Unit 3 Cognitive Unit 4 Creative</p> <p>Attacking and Defending – Invasion Games To develop and apply FMS skills to games and competitions. Plan and demonstrate tactics for attacking and defending. To accept losing.</p> <p>Dance To compose own dances in a creative way. To perform to an accompaniment. To develop dance that shows clarity, fluency, accuracy and consistency.</p>	<p>Real PE Unit 5 Physical Unit 6 Health and Fitness</p> <p>Striking and Fielding Play competitive games. Develop an understanding of how to improve in physical activities and sports. Communicate, collaborate and compete with each other.</p>

Year 6 Curriculum Plan

FRENCH	Unit 1: Moi (All about me) Unit 2: Jeux et chansons (songs and games)	Unit 3: On fait la Fête (Celebrations) Unit 4: Portraits (Portraits)	Unit 5: Les quatres amis (The Four Friends) Unit 6: Ça pousse! (Growing things)
MUSIC	<p>Children will have the opportunity to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians through 'Music of the Week' including and Young Voices.</p> <p>Children will perform at Christmas as an ensemble, using their voices with increasing accuracy, fluency, control and expression.</p>	<p>Children will have the opportunity to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians through 'Music of the Week' including Ten Pieces and Young Voices.</p>	<p>Children will be taught to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory ready for a class performance to parents at the end of the term.</p> <p>Children will perform in ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Children will listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Children will develop an understanding of the history of music</p> <p>Children will begin to use and understand staff and other musical notations</p>

Year 6 Curriculum Plan

<p>PSHE</p>	<p>TERM 1 Being Me Upper KS2</p> <p>TERM 2 Drug Education Upper KS2</p>	<p>Term 3 Changes Upper KS2</p> <p>TERM 4 Growing Up Upper KS2</p> <p>NSPCC Speak Out</p> <p>Open Water Safety</p>	<p>TERM 5 Money Matters Upper KS2</p> <p>TERM 6 Being Safe Upper KS2</p> <p>FIRE SAFETY WORKSHOPS</p> <p>Sex and Relationship Education, 'Living and Growing' series, DVD and worksheets: programme 5 How Babies are Made examines the whole process of life cycles and reproduction, rite of passage, friendship and feelings. It emphasizes the importance of loving, caring relationships between couples and the value of the family and relationships within it. Programme 6 How Babies are Born reviews relationships and feelings and investigates roles and responsibilities. It focuses on the development of the baby in the womb, the needs of the baby and the mother before birth, and the inheritance of physical characteristics.</p> <p>Understand that pressure to conform to gender, body and relationship stereotypes come from the media and peer pressure.</p>
<p>ART</p>	<p>Drawing: How can we design our own font?</p> <p>Why are there so many fonts available and what effect do they have on the audience?</p> <p>Sketch designs for fonts for three different audiences.</p>	<p>Collage: What did buildings look like back then? (Victorians)</p> <p>Sketch buildings from <i>the historical period we are studying</i>.</p> <p>What building materials were used and how can we show texture in our drawings?</p>	<p>3D: Use Minecraft and ask the children to help the teacher design a classroom.</p> <p>What is special about the design of Minecraft?</p> <p>Sketch what parts of our school would look like in Minecraft.</p>

Year 6 Curriculum Plan

What could we include in an illuminated font design that reflects our personalities and achievements in Primary School?
 Draw designs for each letter of our name in our chosen 'illuminated manuscript' font.
 Use software to develop our font designs?

Choose and use the appropriate tools to create line, tone, shade and texture to represent something observed, remembered or imagined
 Express ideas spontaneously using lines and curves

Use a variety of scales and view points in their drawing
 Show greater emphasis to detail eg facial expression, folds on clothing, proportion etc
 Make decisions as the work progresses

Painting: Can you spray that again please?

Find out about the history of graffiti and famous graffiti artists.
 Design and paint our own tag.
 Is it possible to use software to

Which software can help us draw 3D designs of buildings?
 Use perspective to make our collages appear 3D.
 Which materials will we use for a collage of the buildings?
 How will we attach the materials to make our collage?

Do our collages accurately represent buildings from the Victorian period?

Develop a sketch into a drawing and finished coloured picture.
 Use modelling materials to make 3D models and colour them to look like Minecraft 'products'.
 Construct a model of part of our school to look like a Minecraft screenshot in 3D.
 Publish pictures of our models online.
If we designed our own online world, what would it look like?

Explore how stimuli can be used to create 3D work with a particular view on form, texture, pattern and colour
 Look at form in a variety of genres and cultures and represent it in their own work
 Make imaginative use of knowledge and techniques, tools and materials to produce own 3D work to express own feelings and ideas
 Create sculpture and constructions with increasing independence

Textiles/ Printing: What will we print on our leavers' t-shirts?

Develop an awareness of the potential of the uses of material
 Use different techniques, colours and

Year 6 Curriculum Plan

	<p>produce the effects of graffiti artwork? Paint our own version of a classical picture in the style of a contemporary graffiti artist. Banksy, Peter Barber</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours Choose appropriate paint, paper, tools and technique to adapt and extend work</p>		<p>textures etc when designing and making a piece of work. Design and produce prints on paper and fabric selecting the appropriate method and media Create own printing blocks and experiment with hand carved blocks Experiment with layering prints</p>
D&T	<p>Food Technology: Project RESTAURANT</p>	<p>KNEX WORKSHOPS Robotics and Coding</p>	<p>Look at electricity and circuit design. Children to design and make a battery powered buggy.</p>