

Curriculum Plans for Year 6

Updated Jan 2018

	<u>India (G/H)</u>	<u>WW2 (H - Local study)</u>	<u>Evolution (S/G/H)</u>
	Where in the world?	What effect did WW2 have on Plymouth?	Where did I come from?
	AUTUMN	SPRING	SUMMER
LITERACY	<u>Comparing fiction genres and traditional tales and stories from India</u> (6 Weeks)	<u>Biography/Autobiography</u> (5 Weeks)	Recounts (2 weeks)
	Arguments and Discussions (4 Weeks)	Poetry Figurative language (2 Weeks)	<u>Revision for SATS</u> (2 Weeks) <u>Information Text/links with Growing Up Project</u> (3 Weeks)
		<u>SAT's practice papers and Big Writes</u>	<u>Poetry</u> Issues - Finding a Voice (3 Weeks)
	Class novel - 'Trash'	Class novel - WW2 based	Class novel - issue based
Grammar (within Literacy)	<ul style="list-style-type: none"> The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If <u>I were</u> or <u>Were they</u> to come</i> in some very formal writing and speech) Use of the colon to introduce a list Punctuation of bullet points to list information <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>		

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Grammar (discreet)	<p><u>Y5</u></p> <ul style="list-style-type: none"> • Verb prefixes (e.g. <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>) <p><u>Y6</u></p> <ul style="list-style-type: none"> • Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. <i>It's raining; I'm fed up</i>) • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>find out - discover; ask for - request; go in - enter</i>) 	<p><u>Y5</u></p> <ul style="list-style-type: none"> • Use of commas to clarify meaning or avoid ambiguity • Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate; -ise; -ify</i>) <p><u>Y6</u></p> <ul style="list-style-type: none"> • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>), and ellipsis 	<p><u>Y5</u></p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p><u>Y6</u></p> <ul style="list-style-type: none"> • Use of the passive to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken [by me.]</i>). •
Numeracy	<p style="text-align: center;"><u>Revision of Y5 four operations</u></p> <p><u>Number and place value</u>- linear sequences/ factors/prime numbers and multiples numbers to 10 million/Rounding/ negative numbers in context</p> <p><u>Addition and Subtraction- Multiplication and division</u> -using 4 digit numbers</p> <p><u>Number</u> - Fractions and decimals- simplify common fractions/compare and order/ add and subtract</p> <p><u>Measurement</u> - Measuring conversion/perimeter/ area/Volume</p> <p><u>Geometry</u>- properties of circles/missing angles</p>	<p style="text-align: center;"><u>Addition and Subtraction- Multiplication and division</u> - long x and division</p> <p><u>Number</u> - Fractions, decimals and percentages- multiply /divide fractions/revise percentages/link between %,fractions and decimals</p> <p><u>Algebra</u> - missing numbers / formulae</p> <p><u>Algebra</u> - missing numbers coordinates</p> <p><u>Measurement</u> - area and volumes</p> <p><u>Geometry</u>- properties of shape/drawing/nets/ position and direction/coordinates</p> <p><u>Statistics</u> - Data- pie/line/mean as an average</p>	<p style="text-align: center;"><u>Addition and Subtraction- Multiplication and division</u> -</p> <p>(4 Number Operations multi-step word problems)</p> <p><u>Ratio and Proportion</u> - Quantities / recipes</p> <p style="text-align: center;"><u>Revision Unit</u></p> <p style="text-align: center;"><u>Practical measuring/problem solving</u></p> <p style="text-align: center;"><u>Maths in Nature and Art</u></p> <p style="text-align: center;"><u>Famous mathematicians</u></p> <p style="text-align: center;"><u>Personal Finance</u>- linked to <u>Growing up project</u></p>

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<p><u>Geographical Skills and Fieldwork</u></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>			
Geography	<p style="text-align: center;"><u>Location knowledge</u></p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p style="text-align: center;"><u>Human and physical geography</u></p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p style="text-align: center;"><u>Comparison</u> between India and South West</p>	<p>Consider the effect of WW2 on Plymouth. Look at location of Plymouth and why it was bombed?</p> <p>Locate the Countries involved in the war.</p> <p><u>Field Trip</u> to Plymouth City Centre- locate the buildings that remained after the Blitz. Look at how the city was developed after the war(briefly)</p>	<p style="text-align: center;"><u>Location knowledge</u></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Look at equator, GMT etc.</p>
History	<p style="text-align: center;"><u>Indus Valley</u></p> <p>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: The Indus Valley.</p>	<p style="text-align: center;"><u>WW2</u></p> <p>A study beyond 1066 /A local History study Look at the major events of the War and the impact on Plymouth. Consider the impact on the children at the time.</p>	<p style="text-align: center;"><u>Mayan civilisation</u></p> <p>A non-European society that provides contrasts with British history. Mayan civilisation AD900.</p>

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Science	<p style="text-align: center;"><u>Light (Y6)</u> Understand that light appears to travel in straight lines. Explain how objects are seen. Describe how shadows are formed.</p> <p style="text-align: center;"><u>Electricity</u> 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 of a circuit function. Use and recognise symbols when representing a simple circuit in a diagram.</p>	<p style="text-align: center;"><u>Living things and their habitats (Y6)</u> Classification of living things based on observable features, including micro-organisms. Explain reasons for this classification.</p>	<p style="text-align: center;"><u>Evolution (Y6)</u> Recognise how animals have changed over time. Identify fossils and how they are important. Understand how offspring are produced but not exactly the same as parents (mixed DNA) How has adaptation helped animals survive in different environments? Understand the work and findings of Charles Darwin and why they are so important.</p> <p style="text-align: center;"><u>All living things (Y5)</u> Explain the differences in life cycles of mammals. Learn about sexual reproduction in animals. Understand that all living things can be classified through common characteristics. Explain how humans change from birth to old (Y5) Growing up project</p>
RE	<p style="text-align: center;"><u>Beliefs in Action around the world.</u> Describe the key aspects of religions, especially the people, stories and traditions Identify and begin to describe the similarities and differences within and between religions Respond to the challenges of commitment, both in their own lives and within religious traditions, recognising how commitment to religion is shown in a variety of ways. Discuss their own and others' views of religious truth and belief, expressing their own ideas Focus on Hinduism.</p>	<p style="text-align: center;"><u>Beliefs and Questions</u> <u>Judaism</u> Describe the key aspects of religions, especially the people, stories and traditions which influence beliefs and values. Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings.</p>	<p style="text-align: center;"><u>The Journey of Life and Death</u> Identify and begin to describe the similarities and differences within and between religions. Describe and begin to understand religious and other responses to ultimate and ethical question. Reflection on what it means to belong to a faith communicating their own and others' responses. Discuss their own and others' views of religious truth and belief, expressing their own ideas.</p>

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	<p>E safety - Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>		
Computing	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>
D&T	<p style="text-align: center;"><u>Indian food</u></p> <p>Look at different types of food and spices used in traditional Indian dishes Lassi Drink.</p>	<p>Home Projects - design and make</p>	
Food & Nutrit	<p>Prepare and cook a range of food using different techniques</p>		<p>Prepare and cook a lunch using different techniques- linked to growing up</p>
Art & Design	<p style="text-align: center;"><u>Indian silk painting.</u></p> <p>Linked to them. Children will be studying rangoli patterns and the use of colour to create their own design on silk.</p>	<p>WW2- plane and boat observational draws</p>	<p>Mayan art - Developing line drawings by observational drawings of nature. Mayan sculpture and embossed designs. Linked to homework.</p>

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Music	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.		
	<p><u>Cyclic patterns- rhythms in different meters</u></p> <p style="padding-left: 20px;">Drone & ragga- texture</p> <p style="padding-left: 40px;"><u>Drumming</u></p> <ul style="list-style-type: none"> - Duration - Structure <p style="padding-left: 40px;"><u>Composition</u></p> <p style="padding-left: 40px;">Timbre</p>	<p style="text-align: center;">WW2 Music</p> <p style="padding-left: 20px;">Exploring rounds, melody and pitch study. Tudor Outcome: to create their own piece of Tudor dance music, based on scales and harmonies.</p> <p>Use voices expressively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music <p>* Explore historical music and instruments</p>	<p>Preparing for the leavers' play.</p> <p>Performing together.</p> <p>Rehearsal and performance work</p>
PE	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending</p> <p>Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics.</p> <p>Perform dances using a range of movement patterns.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		
	<p><u>Gymnastics:</u> Gymnastics</p> <p style="padding-left: 20px;"><u>Dance:</u> 'Jai Ho'</p> <p style="padding-left: 20px;"><u>Games:</u> Netball</p> <p style="padding-left: 20px;"><u>Invasion Games</u> - Rugby</p>	<p style="text-align: center;"><u>Gymnastics:</u> Gymnastics</p> <p style="padding-left: 40px;"><u>Games:</u> Hockey</p> <p style="padding-left: 40px;"><u>Invasion Games</u> - Football</p>	<p>Ten Tors Taster walk</p> <p><u>Games:</u> Cricket and rounders</p> <p>Athletics - (Brickfields)</p>

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	<p>Listen attentively to spoken language and show understanding by joining in and responding Present ideas and information orally to a range of audiences* Appreciate stories, songs, poems and rhymes in the language Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms.</p>		
MFL	<p>Title: Around Town <u>Children should learn to:</u></p> <ul style="list-style-type: none"> • Speak in sentences using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation • Present ideas and information orally to a range of audiences <p>Read carefully and show understanding of words, phrases and simple writing</p>	<p>Title: Leisure Activities <u>Children should learn to:</u></p> <ul style="list-style-type: none"> • Speak in sentences using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation • Present ideas and information orally to a range of audiences <p>Read carefully and show understanding of words, phrases and simple writing</p>	<p>Title: The Hare and the Tortoise <u>Children should learn to:</u></p> <p style="text-align: center;">Speak sentences using familiar vocab. Develop accurate pronunciation and intonation Present ideas and information orally to a range of audiences Read carefully and show understanding of words, phrases and simple writing.</p>
PSHE	<p>PSHE will be a consideration throughout all curriculum areas, and any particular issues that arise will be addressed during class circle time. Personal Finance - discussions about the difference between need and want. How to pay for things. Credit and debit - loan sharks and saving. During the Growing up project the children will consider the type of jobs that are available and the salaries that they will be paid. Sell biscuits as part of our India Day to raise money for charity - work out costings and profit margins.</p>		