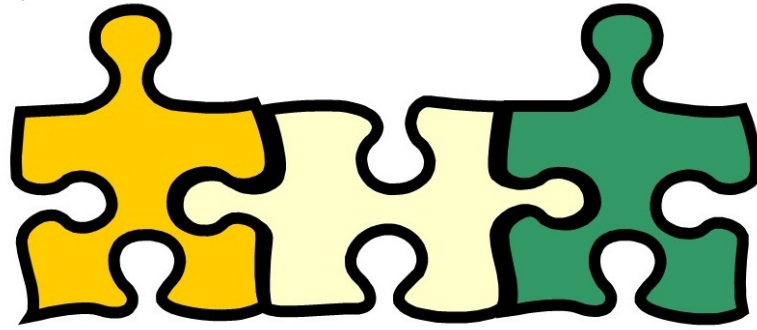


William Davies



Together we achieve more

Year 6

Curriculum

Year 6	What does it mean to be alive?	What if electricity stopped?	Is Everything Art? How significant was Baghdad c900CE?
Y6 English	Non-Chronological Report (Link one to RE) Classic & Slam Poetry Fantasy Fiction (Wizard of Oz , The Tunnel (A Browne) , The Troll (Neil Gaman))	Journalistic Writing Debate Writing (Vegetarians , Uniforms???) Mystery Fiction (BBQ thief)	Persuasive writing (Come to WDPS) Autobiography & Biography Classic & Choral Poetry
Y6 Maths	Maths-no problem! Chapters 1-4	Maths-no problem! Chapters 5-13	Maths-no problem! Chapters 14-15 Revision SATs Transition maths
Y6 Science	<p>All living things Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> give reasons for classifying plants and animals based on specific characteristics. <p>Evolution and inheritance Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago <input type="checkbox"/> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents 	<p>Light Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand that light appears to travel in straight lines <input type="checkbox"/> 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 <input type="checkbox"/> 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 <input type="checkbox"/> use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. 	<p>Electricity (Link to DT:Lamp) Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit <input type="checkbox"/> 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 <input type="checkbox"/> use recognised symbols when representing a simple circuit in a diagram.

	<p><input type="checkbox"/> identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Animals including humans</p> <p><input type="checkbox"/> identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood</p> <p><input type="checkbox"/> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p><input type="checkbox"/> describe the ways in which nutrients and water are transported within animals, including humans.</p>		
<p>Y6 History</p>		<p>A history study: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>World War 2</p> <p>*Can I place events, people and changes into correct periods of time?</p> <p>* Can I use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade?</p> <p>*Can I explain the societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children from ...?(Through writing – stories, diaries, in role, Power Points, Posters, quizzes, etc.).</p> <p>* Can I make comparisons about the social, cultural, religious and ethnic diversity of the societies studied?</p>	<p>A non-European society that provides contrasts with British history - one study chosen from: Early Islamic civilization, including a study of Baghdad c. AD 900;</p> <p>*Can I place events, people and changes into correct periods of time?</p> <p>* Can I use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade?</p> <p>*Can I explain the societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children from ...?(Through writing – stories, diaries, in role, Power Points, Posters, quizzes, etc.).</p> <p>* Can I make comparisons about the social, cultural, religious and ethnic diversity of the societies studied?</p>

		<ul style="list-style-type: none"> * Can I explain the results of historical events, situations, and changes in ...? * Can I make links and describe the difference between the main events, situations and changes in * Can I explain that the past is represented and interpreted in different ways, and can give reasons for this? * Can I explain that the past is represented and interpreted in different ways, and can give reasons for this? * Can I research information about the events, people and changes studied from ...? (E.g., documents, printed sources, CD-ROMS, databases, pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites) * Can I ask and answer questions on ...? (E.g. role- play, hot seating, quizzes, research etc.) * Can I write questions and answers on..? * Can I select and record relevant information on ...? * Can I show that I know and can use dates and historical vocabulary to describe the ...? * Can I show my knowledge and understanding of history in a variety of ways by drawing, writing, using ICT or drama? 	<ul style="list-style-type: none"> * Can I explain the results of historical events, situations, and changes in ...? * Can I make links and describe the difference between the main events, situations and changes in * Can I explain that the past is represented and interpreted in different ways, and can give reasons for this? * Can I explain that the past is represented and interpreted in different ways, and can give reasons for this? * Can I research information about the events, people and changes studied from ...? (E.g., documents, printed sources, CD-ROMS, databases, pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites) * Can I ask and answer questions on ...? (E.g. role- play, hot seating, quizzes, research etc.) * Can I write questions and answers on..? * Can I select and record relevant information on ...? * Can I show that I know and can use dates and historical vocabulary to describe the ...? * Can I show my knowledge and understanding of history in a variety of ways by drawing, writing, using ICT or drama?
<p style="text-align: center;">Y6 Geography</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</p>	<p>MapReal Islamic regions on a map? *Can I use an ordnance survey map references to locate ...? (Where is my secondary school?)</p>

		<p>regions, key physical and human characteristics, countries, and major cities.</p> <p>*Can I locate European countries on a map/globe/atlas?</p> <p>*Can I show the key physical features of ...? (Poster, Power point, drawings, verbal presentation, quiz etc)</p> <p>*Can I show the key human characteristics of ...? (Cities, towns, farming, industries, land use etc) (Poster, Power point, drawings, models, collage, painting, quiz etc)</p> <p>*Can I compare the similarities and differences of the physical geography of the UK and a European country? (Physical-rivers, mountains, hills, lakes, coasts etc) (Linked to what your year group is studying)</p> <p>*Can I compare the similarities and differences of the human features of the UK and a European country? (Human – cities, towns, farming, industries, etc) (Link to what your year group is studying)</p> <p>*Can I present information I have collected about the human geography of....? (Link to topic area being studied)</p>	<p>*Can I use maps/atlases/globes to map? (Link to topic area being studied)</p> <p>*Can I use the eight compass points to locate an area of the UK or the world?</p> <p>*Can I use graphs to find out information about.....?</p> <p>*Can I collect information aboutand present it on a graph? (Link to maths – if the world were a village – summer term maths project)</p>
<p>Y6 Computing</p>	<p>Programming using Scratch (Programming)</p>	<p>Multi-media using Kartouche or Movie Maker (WW2) (Adapt from NPW)</p>	<p>Spreadsheets using Excel (NPW)</p>
	<p>E-safety project using the MLE (NPW and E-safety)</p>	<p>Control using Lego WeDo (Adapt from NPW)</p>	<p>Computing unit may be continued from previous half-term or extended if required.</p>

<p>Y6 Art & Design</p>	<p>Pupils should be taught to improve their mastery of art and design techniques, including drawing and painting.</p> <p>Julian Opie – self portrait</p> <p>Picasso – self portrait</p> <p>Cubism – cubist still life</p>	<p>Pupils should be taught to improve their mastery of art and design techniques, including drawing and painting</p> <p>War photographs and photographers</p> <p>Blitz Art</p> <p>WW2 plane sketches and detailed drawings (shading)</p>	<p>Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Art self-study – Tate modern and Tate Britain (river trip).</p> <p>Pupils should be taught about great artists and designers in history.</p> <p>Islamic art</p> <p>Islamic architecture</p> <p>Calligraphy</p> <p>V&A workshop</p> <p>Local artists</p>
<p>Y6 Design Technology</p>			<p>Construction: Electrical Appliance</p> <div data-bbox="1630 959 2107 1206" style="border: 1px solid black; padding: 5px;"> <p>Build a working lamp</p> <p>Use joining and fixing skills learned previously.</p> <p>Links to Science</p> </div> <p>Construction/ Textiles: Play props and costumes</p> <div data-bbox="1630 1275 2123 1385" style="border: 1px solid black; padding: 5px;"> <p>Design and make props, sets and costumes for end of term production</p> </div>

Y6 P.E.	AUT1	<u>Games</u> Football Invasion (implementing & kicking) VS unit 1	<u>Gym</u> Matching & Mirroring VS unit 1
	AUT2	<u>Dance</u> Mix & Match (VS unit 1) Cradle VS unit 2 Hunting unknown territory VS unit 3	<u>Games</u> Volleyball Net & Wall games VS unit 2
	SPR1	<u>Dance</u> Flight from Danger VS unit 4	<u>Gym</u> Synchronisation & Canon VS unit 2
	SPR2	<u>Games</u> Cricket Striking & Fielding Games VS unit 3	<u>Gym</u> Holes & Barriers VS unit 3
	SUM1	<u>Games</u> Hockey Invasion games (ball handling) VS unit 4	<u>Dance</u> City Life VS unit 3 (year 5)
	SUM2	<u>Athletics</u> Preparation for sports day Tops cards	<u>Gym</u> Counter Balance & Counter Tension VS unit 4
Y6 Music	ECaM Keyboard Tuition Singing Lessons Practise songs for end of year production		ECaM Keyboard Tuition Singing Lessons Practise songs for end of year production
Y6 P.S.H.E.	Jigsaw Units: Relationships + Being me in my world		Jigsaw Units: Healthy Me + Celebrating Difference
	Sex and relationship education (4 learning – all about us) Drugs Education Jigsaw Units: Changing Me + Dreams and Goals		

Y6 French	Rigolo 1 Encore Quelle heure est-il?	Rigolo 1 Les Fetes Ou vas-tu?	Rigolo 1 On mange? Le Cirque
Y6 R.E.	What qualities are important to present day religious leaders? (Compare 3 religious leaders) (Links to P4C) What do people believe about life after death?	What are the sources of the story about what happened on the first Easter Sunday? What similarities and Differences do religions and world views share?	How do people express their faith through the arts in Christianity? How could we design a celebration that involves everyone, whether religious or not, in a meaningful and imaginative way?
Y6 Visits & visitors	Natural History Museum – adaption workshop Poss visit – Picasso UoL Grant Museum visitor – Our place in Evolution. Visit Regent’s Park Mosque.	Imperial War Museum – The home front (Talk to the evacuees workshop) Cabinet War Rooms	Tate Modern and Tate Britain The British Museum– Ancient Islam Art workshop.
Y6 Experiences	Be a sports leader Lead a school assembly	Perform playing a musical instrument	Visit a theme park Visit an art gallery Be part of a Musical Production

Purple indicates new for 2016/17