



# St Matthew's C of E Primary School Curriculum Plan – Year 6



Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	<b>RE God Theme:</b> <i>How do different Christians describe God?</i>	<b>RE 2a Christian Community Theme: Belonging to the Church</b> <i>How does the teaching of the Church influence the everyday life of believers?</i> <i>What impact do the lives of the church community make in today's world?</i>  <b>RE 2b Incarnation Theme: Christmas</b> <i>How do different artists show what is important about the Incarnation?</i> <i>How do different global communities show what is important about the Incarnation? (Adapt 2b:4)</i>	<b>RE Kingdom of God Theme: Jesus' Teaching</b> <i>How does a belief in the Kingdom of God inspire and influence Christians across the world? (2b:8)</i>  <b>World Religions – Hinduism ¼ term (Divali)</b> <i>How does the Hindu celebration of Divali show their understanding of God?</i>	<b>RE Forgiveness Theme: Forgiving and being forgiven</b> <i>What is the difference between forgiveness and justice?</i> <b>RE Salvation Theme: Easter</b> <i>Where in a church building are there signs of salvation?</i>  <b>RE Resurrection Theme: Easter</b> <i>How are the resurrection and ascension of Jesus good news for Christians? What hope does the resurrection give to Christians? (2b:7)</i>	<b>RE Discipleship Theme: Christian Discipleship</b> <i>How does the sermon on the mount help Christians to follow Jesus? (2b:5)</i>  <b>RE God the Holy Spirit Theme: Trinity</b> <i>How do Christians believe the Holy Spirit is at work in their lives today?</i>  <b>RE Creation Theme: Stewardship</b> <i>Does Science disprove Genesis? (2b:2)</i>	<b>World Religions – Hinduism ¼ term (ahisma, atman Reincarnation)</b> <i>How does belief in reincarnation affect a Hindus' life?</i>  <b>Cross religious theme ¼ term</b> <i>How can religious communities live together in peace?</i> <i>What are the challenges?</i>
English		Warhorse The Piano WW1 Sainsbury's Advert War Poetry	Spider and the Fly	Romeo and Juliet		Trash
Maths	Place Value, Four Operations	Fractions, Decimals, Measurements	Percentage, Ratio, Algebra	Area, Volume, Geometry	Position, Graphs	Negative Numbers
Science	<b>Living Things and Their Habitats</b> <i>How would you classify a platypus?</i> Describe how things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.	<b>Electricity</b> <i>How do you make a bulb brighter?</i> 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.	<b>Evolution</b> <i>Why do things evolve?</i> 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 hat adaptation may lead to evolution.	<b>Animals Including Humans</b> <i>What's going on inside your heart?</i> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the importance of diet, exercise, drugs and lifestyle on the ways their bodies function Describe the ways in which nutrients and water are transported within animals including humans	<b>Light</b> <i>How do I see the colour purple?</i> 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.	



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	<b>Working Scientifically (Upper Key Stage Two)</b> <ul style="list-style-type: none"> <li>•Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>•Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> </ul>		<ul style="list-style-type: none"> <li>•Using test results to make predictions to set up further comparative and fair tests</li> <li>•Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>•identifying scientific evidence that has been used to support or refute ideas or arguments.</li> <li>•Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> </ul>	
Geography	<p><b>An Island we call home</b>  <i>What is the difference between a county and a city?</i>  <b>Locational Knowledge</b>            I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><b>Geographical Skills and Fieldwork</b>            I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>			<p><b>Globe Trotters</b>  <b>We're off to South America!</b>  <i>Why is South America referred to as the continent of extremes?</i>  <b>Place Knowledge</b>            Understand geographical similarities and differences through the study of human and physical geography of a region within South America</p> <p><b>Locational Knowledge</b>            Pupils can locate South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>Human and Physical Geography</b>            Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers and mountains</p>
	<p align="center"><b>Subject Context</b></p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>			
History		<p><b>Do your bit!</b>  <b>Did everyone have to go to war?</b>            Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.            Examples (non-statutory):            a significant turning point in British history, for example, the first railways or the Battle of Britain</p>	<p><b>Crime and Punishment</b>  <b>Why have punishments changed over time?</b>            Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.            Examples (non-statutory):            changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present.</p>	
	<p align="center"><b>Subject Content - History</b></p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>			



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PE Get Set 4 PE	<b>Cricket &amp; Fitness</b> <ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>Take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>	<b>Tennis</b> <ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> </ul>	<b>Dodgeball &amp; Gymnastics</b> <ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>Perform dances using a range of movement patterns</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<b>Football &amp; Athletics</b> <ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul>	<b>Rounders</b> <ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
Art & Design Design & Technology	<b>Painting</b> To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Create a colour palette, demonstrating mixing techniques; Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;  <b>Key vocabulary:</b> blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.	<b>Design a fairground ride:</b> electronics and mechanics  <b>Using Design, Make &amp; Evaluate framework</b>	<b>Collage</b> To improve their mastery of art and design techniques with a range of materials – collage. add collage to a painted or printed background; create and arrange accurate patterns; use a range of mixed media; plan and design a collage;  <b>Key vocabulary:</b> shape, form, arrange, fix.	<b>Drawing</b> To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; depict movement and perspective in drawings; use a variety of tools and select the most appropriate;  <b>key vocabulary:</b> line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.	<b>Design a produce that uses Textiles and Materials.</b> Focusing on purpose and decoration techniques  To improve their mastery of art and design techniques with a range of materials – textiles. experiment with a range of media by overlapping and layering in order to create texture, effect and colours add decoration to create effect;  <b>Key vocabulary:</b> colour, fabric, weave, pattern.	<b>Sculpture</b> To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. plan and design a sculpture; use tools and materials to carve, add shape, add texture and pattern; develop cutting and joining skills, e.g. using wire, coils, slabs and slips; use materials other than clay to create a 3D sculpture;  <b>Key vocabulary:</b> form, structure, texture, shape, mark, soft, join, tram, cast.
Computing	Computing systems and networks - Communication and collaboration	Creating media – Web page creation	Programming A – Variables in games	Data and information – Spreadsheets	Creating media – 3D Modelling	Programming B - Sensing movement



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	<ul style="list-style-type: none"> <li>-To explain the importance of internet addresses</li> <li>-To recognise how data is transferred across the internet</li> <li>-To explain how sharing information online can help people to work together</li> <li>-To evaluate different ways of working together online</li> <li>-To recognise how we communicate using technology</li> <li>-To evaluate different methods of online communication</li> </ul>	<ul style="list-style-type: none"> <li>-To review an existing website and consider its structure</li> <li>-To plan the features of a web page</li> <li>-To consider the ownership and use of images (copyright)</li> <li>-To recognise the need to preview pages</li> <li>-To outline the need for a navigation path</li> <li>-To recognise the implications of linking to content owned by other people</li> </ul>	<ul style="list-style-type: none"> <li>-To define a 'variable' as something that is changeable</li> <li>-To explain why a variable is used in a program</li> <li>-To choose how to improve a game by using variables</li> <li>-To design a project that builds on a given example</li> <li>-To use my design to create a project</li> <li>-To evaluate my project</li> </ul>	<ul style="list-style-type: none"> <li>-To create a data set in a spreadsheet</li> <li>-To build a data set in a spreadsheet</li> <li>-To explain that formulas can be used to produce calculated data</li> <li>-To apply formulas to data</li> <li>-To create a spreadsheet to plan an event</li> <li>-To choose suitable ways to present data</li> </ul>	<ul style="list-style-type: none"> <li>-To recognise that you can work in three dimensions on a computer</li> <li>-To identify that digital 3D objects can be modified</li> <li>-To recognise that objects can be combined in a 3D model</li> <li>-To create a 3D model for a given purpose</li> <li>-To plan my own 3D model</li> <li>-To create my own digital 3D model</li> </ul>	<ul style="list-style-type: none"> <li>-To create a program to run on a controllable device</li> <li>-To explain that selection can control the flow of a program</li> <li>-To update a variable with a user input</li> <li>-To use a conditional statement to compare a variable to a value</li> <li>-To design a project that uses inputs and outputs on a controllable device</li> <li>-To develop a program to use inputs and outputs on a controllable device</li> </ul>
Music	<b>Ukulele Tuition</b>	<b>Ukulele Christmas Performance</b>	<b>Ukulele Tuition</b>	<b>Ukulele Tuition</b>	<b>Ukulele Tuition</b>	<b>Summer Production</b>
	<ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>					
PSHE 1 Decision	Emotions	Keeping Healthy	Staying Safe & Computer Safety	World Without Judgement	Working World	Growing & Changing & Being Responsible



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MFL	Spanish
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