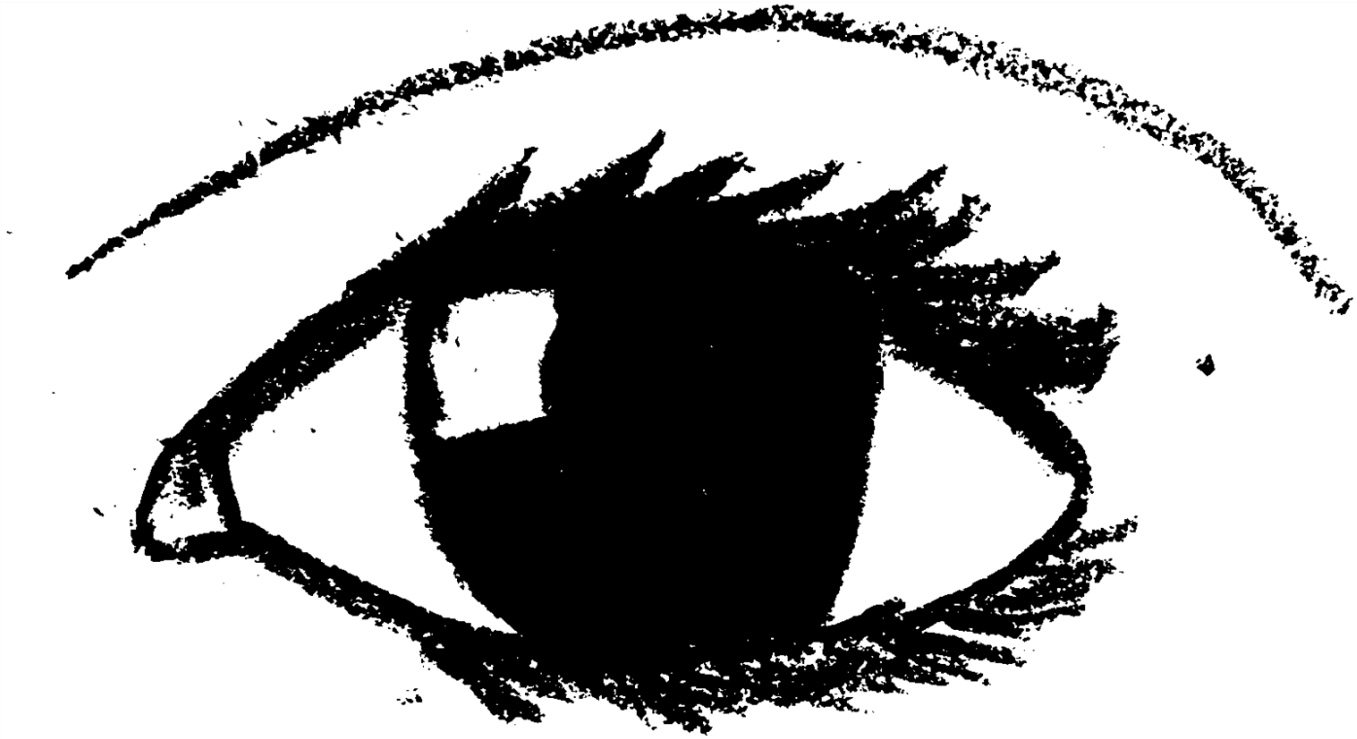
Sherwood Primary School

YEAR 6 CURRICULUM



Inspire • Explore • Achieve

Contents

Sherwood Primary School

Curriculum Vision

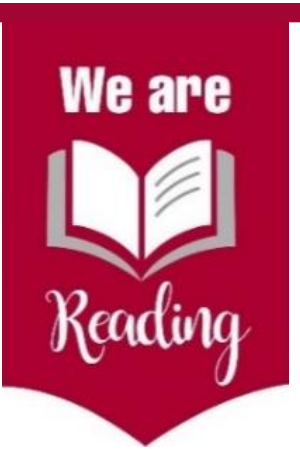
We aim to provide a creative, vocabulary rich curriculum that inspires and challenges our children, in preparation for life in a culturally diverse and ever-changing world. High expectations, inclusive approaches and excellent teaching will form the basis of all our work. Our children will have the opportunity to read widely, explore, ask questions and become knowledgeable, independent learners. Our Curriculum will prepare our children for life-long learning.

Inspire • Explore • Achieve

Year 6 Long Term Map

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GLP Themes	Sustainability • Human Rights • Conflict Resolution					
English	Survival/Adventure Story Debate, Biography	Classic Fiction Poetry – Songs and Lyrics, Formal Reviews	Older Literature Macbeth, Hybrid Text Poetry with Imagery	Mystery	Classic Narrative	A story told from different perspectives
Class Texts	Running Wild	Wizard of Oz	Macbeth War Game	The Giant's Necklace	Boy Overboard – GLP link to rights of a child	Wonder
Maths	Please see the Lancashire Mathematics Planning Overview					
Science	Evolution and Inheritance	Electricity (circuits and components)	Healthy Living and the Circulatory system		Classification	Light
	Non-negotiables: Identify and name a variety of common British Flora and Fauna					
Physical Education	Year 5/6 Invasion Games- Hockey	Year 5/6 Invasion Games Football	Year 6 Gymnastics Activities 4	Year 5/6 Dance – Heroes and Villains	Year 5/6 Striking and Fielding Games- Cricket	Year 5/6 Athletics
	Year 6 Gymnastics Activities 3	Year 5/6 Dance- The Wizard of Oz	Year 5/6 Net and Wall Games Tennis	Year 5 Orienteering	Y5/6 OAA Teamwork and Problem Solving	Year 5/6 Creative Games
Art and Design	Drawing	Collage		Painting		Textiles
Religious Education	How do people mark the turning points on the journey of life?		If life is like a journey - what is the destination?		Why do some people go on pilgrimages?	
Humanities	Indonesia/Natural disasters	WW2 (Evacuees, Roles of men, women, children)		Mapping skills – Eco Tourism	Mayan Civilization	
Computing	We are advertisers	We are adventure gamers	We are network technicians	We are travel writers	We are Musicians	We are publishers
PSHE	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	
DT	Structures with ICT to control product		Food – 3 Course Meal			
MfL	Sentence structure and grammar for writing					
Music	Happy		You've got a Friend		Music and Me	

Reading in Year 6



We are committed to being a reading school and seeking out every opportunity to improve standards in reading within our school. We encourage reading for pleasure and enable children to read in depth in a wide range of subjects, deepening their knowledge and understanding across the curriculum. We work with other schools, our local library and other partners to promote reading as a life-long skill.

Pupils in Year 6 will have the opportunity to read a wide range of texts in small groups and independently. Pupils will also read and study the following books as a whole class:

- Running Wild by Michael Morpurgo
- Wizard of Oz by L. Frank Baum
- Wonder by R.J. Palacio
- The Giant's Necklace by Michael Morpurgo
- Boy Overboard by Morris Gleitzman
- War Game by Michael Foreman
- On the Origin of Species
- The National Archives: Shakespeare Unclassified
- The Story of the Second World War for Children IWM

Year 6 Writing Map

	Outcome	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	1	Survival adventure narrative set in the Philippines	A new chapter to introduce a new character to the Wizard of Oz	A narrative version of the Banquo's Ghost scene from Macbeth.	Narrative letter based on The Giant's Necklace	Narrative based on The Lost World	Narrative recount from different perspectives based on Wonder
	2	Survival adventure narrative set in the Arizona desert	A new chapter to introduce a given character to the Wizard of Oz	A narrative version of the final battle scene from Macbeth.	Narrative letter/recount from a different perspective		
Poetry	1		Write song lyrics for What an Uncaring World	Poem with metaphors – Macbeth			Poem based on Wonder
	2		Write song lyrics for What a Wintry World	Poem with personification – another character from Macbeth			Poem based on 'This is me' lyrics.
Non-fiction	1	Biography on Walter Tull	Formal review of a live performance	Magazine editorial on WW2 (hybrid text)			
	2	Biography on Ade Adepitan	Film review of The Wizard of Oz	Magazine editorial on healthy lifestyle (hybrid text)			
Cross-curricular	3	Encyclopaedia entry on camels for Britannica Kids online	Persuasive letter about palm oil for local supermarket	Explanation poster about the circulatory system for GP surgery	Biography on Louis Pasteur or Edward Jenner	Hybrid text about Refugee Camps for World Issues magazine.	Formal school report about themselves

Outdoor Learning, Educational Visits and Visitors

Year 6	Autumn	Spring	Summer
Outdoor Learning	Survival Day Bikeability		Adventure Day – Outdoor and Adventurous Activity
Educational Visits	Theatre Visit	Shakespeare Visit to Gawthorpe Hall	Plas Menai Residential Visit
Visitors	Hindu Dharma: Hindu visitor booked through Building Bridges SLA	Do the right thing – Magistrates in the Community	Buddhism: Visit from Gen Pagpa from Vajravarahi Centre Mayan Workshop

Year 6 Survival Day

Play/Exploring	Shelter Building	Navigation including geographical skills
• Introduction to rules and boundaries • Promotion of free exploration • Promotion of independent learning opportunities/skills. • Appreciation of the Outdoor learning environment. • Carry sticks safely. • Work in a team to co-operate and communicate clearly.	• Work successfully as a group, having considered and evaluated each individual's contribution. • Continue to use appropriate knots to successfully erect a tarp shelter. More complex knots that have advantages over previously tied knots will be introduced to make shelters more efficient. • Use a range of criteria to evaluate the shelter produced such as durability, sturdiness, weatherproofing, and whether it is fit for purpose. • Create a variety of different shelters understanding their particular uses and understand their merits and drawbacks. Adapt shelter design in response to the environment.	• Use the eight points of a compass, four and six figure grid references, symbols and keys. • Set, read and follow a bearing. • Combine map reading and compass skills.

Using Tools	Use of Knots	Fire Lighting and its use for Cooking
• Develop tool use skills appropriate to age group and physical, mental and social development. • Choose the project to complete with varying difficulty and chose the most appropriate tool for achieving the objective. • Continue to show and discuss the safety requirements for different tools, being able to demonstrate to a group of others what is needed (Safe working distances, etc)	• Children will complete tasks using knots they have encountered before, choosing the most appropriate for the task being completed. • Introduce knots requiring more skill which can be used in other situations.	• Prepare and light a campfire with limited supervision. • Choose a simple menu to cook using different methods on the fire. • Show good understanding of campfire health and hygiene practices, using them with confidence. • Understand first aid implications when lighting and maintaining fires.

Global Learning Themes

Year Group	1	2	3	4	5	6
Global Learning Themes	Interdependence Conflict Resolution	Human Rights Diversity Interdependence	Social Justice Sustainability	Diversity Asylum Seekers Conflict/Bullying	Social Justice Human Rights Sustainability	Human Rights Sustainability Conflict

Year 6	Knowledge and Understanding	Values an Attitudes
Human Rights	▪ UN Convention on the Rights of a Child ▪ Reasons why some people have their rights denied ▪ Those responsible for rights being met	▪ Readiness to think through consequences of words, actions and choices on others ▪ Belief that everyone has the responsibility to challenge prejudice and discrimination
Sustainability	▪ Environmentally responsible living and global inequalities/ecological global footprints ▪ Importance of biodiversity ▪ UN Sustainable development goals	▪ Pupils show a commitment to taking action to improve the environment and quality of life for people locally and globally.
Conflict	▪ Causes and effects of conflict from a personal to a global level ▪ Strategies for managing, resolving and preventing conflict ▪ Examples of conflict past and present in own society and others ▪ Role of non-violent protest in social and political change	▪ Belief that individuals and groups can make a greater difference when they take action collectively. ▪ Willingness to cooperate with others to change things for the better.

Geography in Year 6

Year 3 Volcanoes and Earthquakes	Year 6 Countries of the World - Indonesia and Natural Disasters	KS3 National Curriculum
• To locate main countries in different continents. • To know how volcanoes are formed and locate some of the most famous volcanoes in the world. • To know what causes earthquakes and locate and describe some of the most famous earthquakes to have taken place. • To locate the globes tectonic plates and describe how they move. • To compare the land in the UK to the land where earthquakes occur and volcanoes are found. • To use key vocabulary to describe earthquakes and volcanoes, including: magma, crust, epicentre, crater, magma, mantel, core.	• Name and locate Indonesia and surrounding countries and major cities and islands. • Describe and understand key aspects of Physical Geography in Indonesia, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and tsunamis and understand how some of these aspects have changed over time. • Describe and understand key aspects of Human Geography in Indonesia, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water and understand how some of these aspects have changed over time.	• Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. • Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia

Year 5 Land use in the UK and Trade Links	Year 6 Mapping Skills – Eco Tourism	KS3 National Curriculum
• Name and locate counties and cities of the United Kingdom – identify land use, study importation, exportation and global links. • Study 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. • To understand some of the reasons for geographical similarities and differences between countries. • Explain how locations in the UK are changing and explain some of the reasons for change. • To begin to understand and explain geographical diversity in the UK and further afield.	• Explain and discuss a range of reasons for an 'Eco Tourism' area based on comparing geographical similarities and differences of different continents and countries. • Collect and analyse statistics and other information (including a range of maps, atlases, globes, OS maps and digital maps) in order to draw clear conclusions about Eco Tourism area. • 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). • Justify Eco Tourism area choice through describing and understanding areas of Human and Physical Geography.	• Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. • Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia

Geographical enquiry	Geographical Skills
• Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? • Make predictions and test simple hypotheses about people and places. • Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. • Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. • Use appropriate search facilities when locating places on digital/online maps and websites. • Use wider range of labels and measuring tools on digital maps. • Start to explain satellite imagery. • Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. • Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. • Investigate electronic links with schools/children in other places e.g. email/video communication.	• Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. • Relate different maps to each other and to aerial photos. • Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. • Understand that purpose, scale, symbols and style are related. • Recognise different map projections. • Use latitude/longitude in a globe or atlas. • Use models and maps to discuss land shape i.e. contours and slopes. • Use the scale bar on maps. Read and compare map scales. • Identify, describe and interpret relief features on OS maps. • Use six figure coordinates. • Create sketch maps using symbols and a key. • Use a wider range of OS symbols including 1:50K symbols. • Know that different scale OS maps use some different symbols. • Use eight cardinal points to give directions and instructions. • Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places.

History in Year 6

Area of Study	Mayan Civilisation	Key events of World War 2 – The changes in the roles and lives of Men, Women and Children in the War
NC	A non – European society that provides contrasts with British history – Mayan civilisation.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- a significant turning point in history.
Concept	Settlement, Ancient Civilisations	Invasion

Concept Progression		Yr 3	Yr 4	Yr 5	Yr 6
Settlement		Stone Age Romans	Anglo Saxons and Scots	Vikings	Mayans
Invasion		Romans	Anglo Saxons and Scots	Vikings	World War 2
Civilisation		Stone Age	Ancient Egypt	Ancient Greece	Mayans
Injustice	Yr 2 Rosa Parks				

Year 6 History - Civilisation

Year 4 Ancient Egypt

In this unit, we will travel back 3,000 years to Ancient Egypt. Children will:

- Learn that this civilisation is famous for its pyramids, pharaohs, mummies and tombs and lasted over 3000 years.
- Pharaohs ruled with absolute power. Discover that the pyramids were actually tombs made by pharaohs in which they would be eventually be buried.
- All of their belongings would be sealed in the tomb to travel with them to the afterlife.
- Study the contents of Tutankhamun's tomb and discuss what we can learn about him.
- Discover the origins of the Ancient Egyptian civilisation and the importance of the River Nile. Egyptians were skilled in agriculture, art, mathematics and engineers.
- The Egyptians developed hieroglyphics.
- Consider the similarities and differences with their places in the Stone Age.

Year 5 Ancient Greece

In this unit, we will explore the rich legacy of this empire and its historical significance. Children will:

- Find influences from Ancient Greece in architecture and literature.
- Learn about when we celebrate the Olympic Games or vote in democratic elections, we can trace their origins back thousands of years to the Greek empire.
- About the conflicts between the different city states, such as Athens and Sparta as well as the importance of religion to the whole empire.
- Make comparisons between the Roman Empire they have learned about in Year 3 and also what life was like in Britain at this time.
- Learn all about daily life in Ancient Greece.
- Investigate the lives and teachings of the Ancient Greek scholars and philosophers.
- Appreciate how significant the time period was in shaping the world as we know it today.

Year 6 - Mayan Civilisation

This unit refers to the classical Mayan period, which stretches from 250 – 950AD. Children will:

- Learn that the society became more organised around urban areas.
- Learn that the general centre point of a settlement was a temple which was a symbol of both grandeur and a route to the heavens above.
- Make clear comparisons and contrasts with all the other ancient civilisations beliefs about religions and settlement.
- Learn that during this period advances were made in astronomy, maths and language.
- Learn that the Mayans created their own language of hieroglyphs containing phonetic symbols.
- Trade was hugely important between settlements and advancements in agriculture allowed links to be made through the Central American continent.
- Understand why in around AD 900 the centres of the Mayan settlements became less important and the civilisation itself became less widespread.

Vocabulary

agriculture – the science of cultivating the ground to grow
astronomy – the study of the universe beyond the Earth's atmosphere
chocolate – a food made from the roasted beans of the cocoa plant
Mayan – relating to the Maya people of Central America
hieroglyphs- an element of a writing system using images/drawing instead of conventional letters
crops or raise livestock
settlement – a community of people living together
Maize- corn, a type of grain
Temple – a house or place of worship
trade – buying or selling of goods and services on an open market
urbanisation – the change when an areas population move from rural to urban developments

Historical Skills

Chronology – sequence events and periods using appropriate terms. E.g – chronology, legacy, continuity, change, trends.
Communication – describe aspects of cultural economic, military, political, religious and social history.
Choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines.
Enquiry – ask questions such as, 'How did life change? 'Why do we remember? 'Why do people disagree?'

Year 6 History - Invasion

Year 5 The Viking and Anglo-Saxon struggle for the Kingdom of England	Year 6 –World War 2 – How did World War II change the lives of ordinary people in Britain?
In this unit, we will continue our learning about British history with a study of this medieval period. Children will: • Continue to explore the concepts of invasion and settlement by revisiting their learning in the previous topics of the Romans in Year 3 and Anglo Saxons in Year 4. • Learn that the first Viking ships landed in Dorset from Denmark, Norway and Sweden. They were excellent sailors. • Learn that the Vikings were also ferocious fighters, believing that if they died in battle then would go to Valhalla with the king of the gods named Odin. • Learn that the Vikings plundered monasteries and raided any settlements they could find. • Learn that after the initial invasion they started to settle, finding the land more suited to farming than their Danish homeland. Jorvik was a large Viking Kingdom around York the last King of Jorvik was Eric Bloodaxe. • Learn about the impacts of the Vikings at a local level by studying the Cuerdale hoard which was discovered on the banks of the River Ribble.	In this unit, we will continue to develop our understanding our understanding of the term invasion. Building upon the knowledge gained in the Roman, Anglo Saxon and Viking units. We will discuss the events leading up to the beginning of the Second World War. Children will: • Learn about the main causes of WWII – Treaty of Versailles, Rise of Hitler, Invasion of Poland, Britain declaring War, Allies vs Axis • Learn how Britain prepared for invasion – Battle of Britain, The Blitz, Air raids, blackouts, rationing. • Learn about the life of evacuees. Why they had to leave the cities and how their lives changed. • Learn about the changing role of women during WWII. What roles they had to adopt and why. How this impacted life after the war. • Learn about the different experiences of men in WWII – understand what it meant to 'serve' your country.
Vocabulary	Historical Skills
Blitz – the series of air raids launched on various cities by the German Air Force in 1941 **bombing** – the act of dropping bombs from the air **civilian** – a person following the pursuits of normal life who is not an active member of the military **destruction** – to cause major damage to property and services **evacuation** – withdrawing troops or civilians from a town or city **invasion** – a military action of one group of entering the territory of another with the objective of taking control **Nazis** – a political party who took totalitarian control of Germany in the 1930-1940s	**Chronology** – Establish clear chronological narratives across periods and within themes. **Communication** – Discuss how Britain has been influenced by the wider world. describe aspects of cultural economic, military, political, religious and social history. **Enquiry** – describe the results of historical events, situations and changes. Recognise that some events, people and changes are judged more historically significant than others.

Science in Year 6

Year 6 Key Science Knowledge

Key Question: How have living things evolved over time?

Prior Learning	Year 6 Evolution and Inheritance
• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. (Y2 - Living things and their habitats) • Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals, including humans) • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants) • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3 - Rocks) • Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats) • Describe the life process of reproduction in some plants and animals. (Living things and their habitats - Y5)	• All living things have offspring of the same kind, as features in the offspring are inherited from the parents. • Due to sexual reproduction, the offspring are not identical to their parents and vary from each other. • Plants and animals have characteristics that make them suited (adapted) to their environment. • If the environment changes rapidly, some variations of a species may not suit the new environment and will die. • If the environment changes slowly, animals and plants with variations that are best suited survive in greater numbers to reproduce and pass their characteristics on to their young. • Over time, these inherited characteristics become more dominant within the population. • Over a very long period of time, these characteristics may be so different to how they were originally that a new species is created. This is evolution. • Fossils give us evidence of what lived on the Earth millions of year ago and provide evidence to support the theory of evolution. • More recently, scientists such as Darwin and Wallace observed how living things adapt to different environments to become distinct varieties with their own characteristics.

Year 6 Key Science Knowledge

Key Question: Does light always travel in straight lines?

Prior Learning	Year 6 Light
• Recognise that they need light in order to see things and that dark is the absence of light. (Y3 - Light) • Notice that light is reflected from surfaces. (Y3 - Light) • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (Y3 - Light) • Recognise that shadows are formed when the light from a light source is blocked by an opaque object. (Y3 - Light) • Find patterns in the way that the size of shadows change. (Y3 - Light) • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. (Y5 - Properties and changes of materials) •	• Light appears to travel in straight lines, and humans see objects when light from them goes into their eyes. • The light may come directly from light sources, but for other objects some light must be reflected from the object into our eyes for the object to be seen. • Objects that block light (are not fully transparent) will cause shadows. • Because light travels in straight lines the shape of the shadow will be the same as the outline shape of the object.

Year 6 Key Science Knowledge

Key Question: What might affect the circulatory system and how it functions?

Prior Learning	Year 6 Animals Including Humans Healthy Living and the Circulatory System
• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2 - Animals, including humans) • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. (Y3 - Animals, including humans) • Describe the simple functions of the basic parts of the digestive system in humans. (Y4 - Animals, including humans) • Identify the different types of teeth in humans and their simple functions. (Y4 - Animals, including humans)	• The human heart pumps blood in the blood vessels around to the lungs. • Oxygen goes into the blood and carbon dioxide is removed. • The blood goes back to the heart and is then pumped around the body. • Nutrients, water and oxygen are transported in the blood to the muscles and other parts of the body where they are needed. • As they are used, they produce carbon dioxide and other waste products. • Carbon dioxide is carried by the blood back to the heart and then the cycle starts again as it is transported back to the lungs to be removed from the body. This is the human circulatory system. • Diet, exercise, drugs and lifestyle have an impact on the way our bodies function. • All these can affect how well our heart and lungs work, how likely we are to suffer from conditions such as diabetes, how clearly we think, and generally how fit and well we feel. • Some conditions are caused by deficiencies in our diet e.g. lack of vitamins.

Year 6 Key Science Knowledge

Key Question: Are all bacteria harmful?

Prior Learning	Year 6 Living Things and their Habitats - Classification
• Recognise that living things can be grouped in a variety of ways. (Y4 - Living things and their habitats) • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Y4 - Living things and their habitats) • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats) • Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)	• Living things can be formally grouped according to characteristics. • Plants and animals are two main groups but there are other livings things that do not fit into these groups e.g. micro-organisms such as bacteria and yeast, and toadstools and mushrooms. • Plants can make their own food whereas animals cannot. • Animals can be divided into two main groups: those that have backbones (vertebrates); and those that do not (invertebrates). • Vertebrates can be divided into five small groups: fish; amphibians; reptiles; birds; and mammals. • Each group has common characteristics. • Invertebrates can be divided into a number of groups, including insects, spiders, snails and worms. • Plants can be divided broadly into two main groups: flowering plants; and non-flowering plants.

Year 6 Key Science Knowledge

Key Question: Can we vary the effects of electricity?

Prior Learning	Year 6 Electricity
• Identify common appliances that run on electricity. (Y4 - Electricity) • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. (Y4 - Electricity) • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. (Y4 - Electricity) • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. (Y4 - Electricity) • Recognise some common conductors and insulators, and associate metals with being good conductors. (Y4 - Electricity)	• Adding more cells to a complete circuit will make a bulb brighter, a motor spin faster or a buzzer make a louder sound. • If a battery with a higher voltage is used, the same thing happens. • Adding more bulbs to a circuit will make each bulb less bright. • Using more motors or buzzers, each motor will spin more slowly and each buzzer will be quieter. • Turning a switch off (open) breaks a circuit so the circuit is not complete and electricity cannot flow. • Any bulbs, motors or buzzers will then turn off as well. • To use recognised circuit symbols to draw simple circuit diagrams.

Year 6 Scientific Enquiry

Questioning and Research

- I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- I can explore and talk about ideas, asking my own questions about scientific phenomena, analysing functions, relationships and interactions more systematically.
- I can recognise scientific ideas change and develop over time.
- I can select the most appropriate ways to answer science questions using different types of scientific enquiry (including observing changes over different periods of time, noticing patterns, grouping and classifying, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information.)
- I can plan different types of scientific enquiry to answer questions.
- I can decide which variables to control.
- I can recognise which secondary source will be most useful to my research.
- I can carry out research independently.

Planning and Recording

- I can make my own decisions about what observations to make, what measurements to use and how long to make them for and whether to repeat them. I can select appropriate equipment on my own.
- I can decide on a set of observations and say what the interval and range are.
- I can decide what to observe, how long to observe for and whether to repeat them.
- I can select equipment on my own and can explain how to use it accurately.
- I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs.
- I can decide how to record data from a choice of familiar approaches.
- I can choose how best to present data.
- I can find an appropriate approach when trying to answer a question.
- When investigation involves a fair test, I can find the key factors to be considered.
- I can make predictions based on my scientific knowledge and understanding.

Equipment and Measurement

- I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.
- I can choose the most appropriate equipment and explain how to use it accurately
- I can make increasingly accurate and precise measurements – N, g, kg, mm, cm, mins, seconds, cm^2V, km/h, m per sec, m/ sec.
- I can select apparatus and plan to use it effectively.
- I can use the computer to collect data (data logging).

Communicating and Presenting

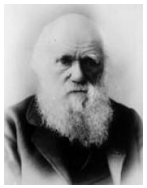
- I can use relevant scientific language and illustrations to discuss, communicate and justify scientific ideas.
- I can confidently use a range of scientific vocabulary.
- I can interpret data and present it in an appropriate manner using line graphs and charts.
- I can use the data I produce to explain the scientific concept and discuss in detail my findings.
- I can explain my ideas with scientific reasons.
- I can make a series of observations, comparisons or measurements with precision.
- I can use appropriate scientific language and conventions to communicate quantitative and qualitative data.

Considering Evidence and Evaluating

- I can use test results to make predictions to set up further comparative and fair tests.
- I can recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why.
- I can suggest improvements to my method and give reasons.
- I can set up a range of comparative and fair tests, justifying the reasons for my decisions.
- I repeat observations and measurements and offer explanations for any differences I encounter.
- I draw conclusions that are consistent with the evidence and relate these to scientific knowledge.
- I can report and present 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.
- I can identify scientific evidence that has been used to support or refute ideas or arguments.
- I can draw conclusions based on the data and observations, using evidence to justify ideas and using scientific knowledge and understanding to explain findings.

		• I can look for different causal relationships in data and identify evidence that refutes or supports my ideas. • I can use results to identify when further tests and observations are needed.

Scientists and Careers Across Science- Year 6

Living things and their habitats	Animals, including humans	Evolution and inheritance	Light	Electricity
Scientists				
 Nazifa Tabassum (Microbiologist and Science Communicator)	 William Harvey (Discovered how blood moves through the body)	 Charles Darwin (Naturalist, developed the theory of evolution)	 CV Raman (Physicis)	 Hertha Ayrton (Engineer, physicist, mathematician and inventor)
Careers				
Microbiologist (studies tiny living things) Plant geneticist (studies genetics in plants - many work on developing crops to be more robust or provide more nutrition)	Cardiologist (a doctor specialising in the heart and circulatory system) Haematologist (studies blood and its diseases)	Archeologist (studies history using artefacts) Geneticist (studies genes) Palaeontologist (studies fossils)	Architect (designs buildings) Ophthalmologist (a doctor specialising in vision and eye health)	Electrician (installs and maintains electrical equipment) Renewable energy engineer (works on environmentally conscious energy production)

Design Technology in Year 6

Design and Evaluation	Technical Knowledge
Building on their previous skills, pupils in Year 6 will learn to: • use researched information to inform decisions • make prototypes • combine modelling and drawing to refine ideas • devise step by step plans which can be followed by someone else • use exploded diagrams and cross-sectional diagrams to communicate ideas • sketch and model alternative ideas • decide which design idea to develop • produce detailed lists of ingredients/components/materials and tools • research and evaluate existing products (including book and web-based research) • consider user and purpose • consider and explain how the finished product could be improved related to the design criteria and seek other people's opinions • discuss how well the finished product meets the design criteria of the user, test on the user	Building on their previous knowledge, pupils in Year 6 will explore a range of products to develop their understanding of: • relevant ingredients and equipment needed for a recipe • combinations of food that will complement one another • where food comes from, describing the process of 'Farm to Fork' for a given ingredient • structures and how they can be strengthened by manipulating materials and shapes • shell structures in everyday life (cars, aeroplanes, tins, cans) • man-made and natural structures • computing to programming, monitor and control their product
Working with tools, equipment, materials and components to make quality products	
Food	Structures
Pupils in Year 6 will have the opportunity to design and make a three-course meal. They will learn to: • Show awareness of a healthy diet (using the Eatwell plate) • use a range of cooking techniques • know where and how ingredients are grown and processed • consider influence of chefs e.g. Jamie Oliver and school meals, Hugh Fearnley- Whittingstall and sustainable fishing etc • follow a recipe, including using the correct quantities of each ingredient • adapt a recipe based on research • work to a given timescale • work safely and hygienically with independence • research a recipe by ingredient KEY VOCABULARY: SUSTAINABILITY, ACCOMPANIMENT, CROSS-CONTAMINATION, COLLABORATION, NATIONALITY.	Pupils in Year 6 will have the opportunity to design and make a Ferris wheel controlled by ICT. They will learn to: • measure, mark and cut wood accurately to create a range of structures • create a structure and strengthen with diagonal struts • Use appropriate materials to reinforce and add decoration to structures • build a range of structures drawing upon new and prior knowledge of structures • use electrical systems such as motors • program, monitor and control using ICT KEY VOCABULARY: COOKIE CRUMBLE, PROGRAMMING, MONIOR, CONTROL, COMPONENT.

Personal, Social, Health and Relationships Education
Digital Literacy Education in Year 6

Term	Autumn	Spring	Summer
Theme	How can we keep healthy as we grow?	How can the media influence people?	What will change as we become more independent? How do friendships change as we grow?
	Health and Wellbeing Looking after ourselves; growing up; becoming independent; taking more responsibility.	Living in the Wider World Media literacy and digital resilience; influences and decision-making; online safety. .	Relationships Different relationships, changing and growing; adulthood, independence; moving to secondary school.
In this unit of work, pupils learn…	How mental and physical health are linked; How positive friendships and being involved in activities such as clubs and community support wellbeing; How to make choices that support a healthy balanced lifestyle including: o How to plan a healthy meal o How to stay physically active o How to maintain good dental hygiene, including oral hygiene, food and drink choices o How to benefit from and stay safe in the sun o How and why to balance time spent online with other activities o How sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep o How to manage the influence of friends and family on health choices. That habits can be healthy or unhealthy and strategies to help change or break an unhealthy habit or take up a new healthy one; How legal and illegal drugs can affect health and how to manage situations involving them; How to recognise early signs of physical or mental ill health and what to do about this, including who to speak to in and outside of school; That health problems, including mental	How the media, including online experiences, can affect people's well beings- their thoughts, feelings and actions; That not everything should be shared online or social media and that there are rules about this, including the distribution of images; That mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions; How text and images can be manipulated or invented and strategies to recognise this; To evaluate how reliable different types of online content and media are (e.g videos, blogs, news, reviews, adverts); To recognise unsafe or suspicious content online and what to do about it; How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them; How to make decisions about the content they view online or in the media and know if it is appropriate for their age range; How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue; To recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have; To discuss and debate what influences people's decisions, taking into consideration different viewpoints.	That people have different kinds of relationships in their lives, including romantic relationships; That people who are attracted to and love each other can be any gender, ethnicity or faith - the way couples care for one another; That adults can choose to be part of a committed relationship or not, including marriage or civil partnership; That marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime; How growing up and becoming more independent comes with increased opportunities and responsibilities; How friendships may change as they grow and how to manage this; How to manage change, including moving to secondary school; How to ask for support or where to seek further information and advice regarding growing up and changing.

	health problems, can build up if they're not recognised, managed, or if help is not sought early on; That anyone can experience mental ill health and to discuss concerns with a trusted adult; That mental health difficulties can usually be resolved or managed with the right strategies and support.		

Art and Design in Year 6

Key Learning in Art and Design in Year 6	
Exploring and Developing Ideas	Evaluating and Developing Work
• Select and record from first-hand observation, experience and imagination and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in sketchbook.

Drawing Analytical observational drawings; enlarged drawings, overworked; different styles of portraiture		
• Work from a variety of sources including observation, photographs and digital images. • Work in a sustained and independent way to create a detailed drawing. • Develop close observation skills using a variety of viewfinders. • Use a sketchbook to collect and develop ideas. • Identify artists who have worked in a similar way to their own work.	Lines, Marks, Tone, Form and Texture • Use dry media to make different marks, lines, patterns and shapes within a drawing. • Experiment with wet media to make different marks, lines, patterns, textures and shapes. • Explore colour mixing and blending techniques with coloured pencils. • Use different techniques for different purposes, i.e. shading, hatching within their own work. • Start to develop their own style using tonal contrast and mixed media.	Perspective and Composition • Begin to use simple perspective in their own work using a single focal point and horizon. • Begin to develop an awareness of composition, scale and proportion in their paintings, e.g. foreground, middle ground and background. • Show an awareness of how paintings are created, i.e. composition.

Theme	Painting	Collage	Textiles
Context	Artist responses; painted and collaged still-life images in Cubist style	Responses to Klimt; Cubist figurative work of Picasso	Drawn images on dip dyed fabric; Batik;
Focus	• Develop a painting from a drawing. • Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. • Create imaginative work from a variety of sources, e.g. observational drawing, themes, poetry, music, movement. • Mix and match colours to create atmosphere and light effects. • Be able to identify and work with complimentary and contrasting colours.	• Add collage to a painted, printed or drawn background. • Use a range of media to create collages. • Use different techniques, colours and textures, etc, when designing and making pieces of work. • Use collage as a means of extending work from initial ideas.	• Construct fabric – layering, stitching, sticking, weaving, pleating, plaiting, tying, knotting. • Deconstruct fabric – cutting, tearing, hole-punching, fraying, pulling threads, fringing. • Use different grades of threads and needles. • Develop skills in stitching, cutting and joining. • Experiment with batik techniques. • Experiment with a range of media, e.g. pens, colour pens and paints.

Religious Education Overview

Year 6 Key Question: Is life like a journey?			
	Autumn	Spring	Summer
Religion/World View	Christianity Islam Hindu Dharma	Christianity Hindu Dharma Islam Judaism Sikhi Non-Religious Worldviews	Christianity Islam Judaism
Progressed Concepts	Authority and Influence Commitment Symbolism, Ritual and Metaphor	The Ultimate Truth The Sacred Symbolism, Ritual and Metaphor	Service and Sacrifice The Sacred Symbolism, Ritual and Metaphor
Enquiry Question	How do people mark the turning points on the journey of life?	If life is like a journey - what is the destination?	Why do some people go on pilgrimages?
Key Learning	How is life like a journey? How do people welcome a new baby? When do people make a public show of commitment? What have been the turning points in my life so far?	Is death the end? Is there one journey or many? What difference does the resurrection make for Christians? How do people's' beliefs in death affect how they live? How do different people remember those who have died?	What is a pilgrimage? Why is the Hajj important to Muslims and how has it changed over time? Why do Christians go on a pilgrimage? Why is Jerusalem an important place of pilgrimage? Is life like a journey?

Music in Year 6

Prior Learning (Year 5)	Year 6 Core knowledge
• Explore the historical content of a song • Discuss musical dimensions using musical vocabulary • Develop an understanding of what songs are about lyrically • Sing in unison and backing vocals • Begin to learn melodies by looking at notation • Use of phrasing to make a song more interesting • Play musical instrument(s) with the correct technique • Show understanding of symbols including stave, treble clef, rests, bar lines • Develop a sense of shape and character through improvisation • Experiment with a wider range of dynamics • Create melodies using up to 5 notes • Perform a range of repertoire	• Consolidate previous learning • Talk about musical identify • Confidently discuss a piece of music using a wide range of musical vocabulary • Sing in up to three parts both in unison and solos • Represent the feeling and content of a song • Lead a rehearsal session • Create music with multiple sections • Plan and compose an 8 or 16 beat melodic phrase • Recognise and understand the difference between a range of different note values • Choose what to perform and create a programme
Skills – singing and playing the instrument	**Skills – improvisation, composition and performance**
• Understand the style of the song to represent the feeling and context to an audience • Use dynamics and phrasing effectively as well as effective posture and breathing • Understand the importance of vocal health • Consolidation and development of confidence following and interpreting written music • Some children should be able to recognise time signatures • Play a melody following staff notation within an octave range	• Create music including repetition and contrast • Extend improvised melodies over a groove • Incorporate rhythmic interest and variety in composition • Compose a ternary piece using available software to create it and record it • Further understand the difference between semibreves, minims, crotchets, quavers, semi-quavers and their equivalent rests • Engage with others through ensemble playing taking on melody and accompaniment roles
Vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.	

Physical Education Overview

Year 6 PE	The INTENT at Year 5 and 6 in games is to continue to develop children's attacking skills when they are working as a team and to develop their knowledge of defending strategies. These will be delivered through modified mini-versions from uneven sides to even sides, i.e. 5v3, 5v4 ,4v4, 5v5 etc. The learning the children receive through the different categories of games leads to playing an intra school games competition and for some children moving to inter school competitions. The INTENT at Year 5 and 6 in dance and gymnastics is to develop children's performance and composing longer sequences of movements with a partner and group.

Target/Creative Games	Striking and Fielding Games
In this unit, children will learn how to apply their knowledge and understanding of Invasion Games from Year 5 and create their own games, which follows Invasion Game principles.	Children will develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, wicketkeeper, fielder and batter. Children will focus on developing their technique and using a wider range of shots, working in larger teams for some of the time. They will concentrate on developing their bowling technique and using tactics as a fielding team.

Invasion Games	Net/Wall Games	OAA
Children will improve their attacking and defending play. They start to play even-sided mini-versions of invasion games. In all games activities, children learn to think about how to use skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.	Children will learn to develop the range and quality of their skills when playing games using rackets. They also learn specific tactics and skills for net/wall type games. They will also spend time developing effective serving techniques and tactics. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it.	Children take part in more complex orienteering events. They will learn to read maps more accurately, and to adapt to their skills to meet challenges set in new environments. They will research and undertake a journey safely and will develop the skills and understanding to become more self-reliant. They will take on more demanding leadership roles and will learn to take the initiative more often.

Dance	Gymnastics Activities	Athletic Activities
Children focus on using different visual images as the starting point for composing, performing and watching dance. They will extend the range of movements they use and develop new skills in working with a partner, including taking weight, supporting leaning, balancing and lifting.	Children use their knowledge of compositional principles, e.g. how to use variations in speed, level and direction, how to combine and link actions, how to relate to partners and apparatus, to develop sequences which show an awareness of their audience. Children will plan and perform a sequence with a partner. They will choose their own apparatus and design a simple layout.	Children will focus on developing their technical understanding of athletic activity. They will learn how to set targets and improve their performance in a range of running, jumping and throwing activities. In running events, they will run further in both sprints and distance runs. In throwing events, they may throw heavier, larger implements. In jumping events, they will explore how their run-up affects jumping for height and length.

Computing Overview

Theme	6.3 We are advertisers	6.1 We are adventure gamers	6.4 We are network technicians	6.5 We are travel writers	We are Musicians	6.6 We are publishers
Context	In this unit, the pupils review existing adverts or promotional films, create a storyboard, shoot original footage, source other media and edit a final version of their movie.	In this unit, the pupils learn a few commands of a text-based programming language (Python), enabling progression from Scratch. They create a simple, text-based adventure game.	In this unit, learners explore how data is transferred over the internet. Learners initially focus on addressing, before they move on to the makeup and structure of data packets. Learners then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet.	In this unit, the pupils document an educational visit. They research their destination and explore different routes. While there, they capture photographs, audio and video. On return they add this content to a digital map.	In this unit, children will have the opportunity to engage with a piece of music composition software. Children will apply their Musical knowledge and compose a piece of music linked to the wider curriculum	In this unit, the pupils produce a class yearbook or school magazine using desktop publishing tools. They source, write, edit and combine images and text from a range of sources.

Languages Overview

Year 6 French

Speaking and Listening

To explore the patterns and sounds of language through songs and rhymes
- Learn a French song around a theme and explore patterns of language

To engage in conversations; ask and answer questions; express opinions and respond to those of others
- Greet people and give personal information (name, age, nationality)
- To ask and talk about regular activities
- To give opinions about sports and give reasons for preferences

To speak in sentences, using familiar vocabulary, phrases and basic language structures
- To talk about what you like doing
- Ask and talk about brothers and sisters in the third person

To present ideas and information orally to a range of audiences
- Present information to the rest of the class
- Present information to a wider audience (eg. to a different class, in assembly)

To appreciate stories, songs, poems and rhymes in French
- Listen to and follow a French story

To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

Reading

To read carefully and show understanding of words, phrases and simple writing
- Read and understand French words
- Read and understand French stories and poems

To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Identify items of clothing (un and une)
- Identify colours and describe colours of clothes
- Identify animals and pets
- Recognise days of the week
- Recognise months of the year

Writing

To write phrases from memory, and adapt these to create new sentences, and to express ideas clearly
- Write a conversation between two people
- Write opinions about food/clothes

To describe people, places, things and actions orally and in writing
- To describe people in the third person in writing

To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine, and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English
- Use present tense verbs to describe activities
- Build sentences and record in writing