

Term 4	
TOPICS	
Literacy – Book focus ideas	Maths- cross curricular
<p>Holes – Louis Sachar</p> <p>Developing inference through reading. Empathic responses to characters. Deduction skills to analyse plot. To be able to analyse different styles of writing. Discuss how to engage a reader’s interest through different narrative techniques. To examine the use dialogue to show character. Parallel stories.</p>	<p>Gap analysis taken from recent assessments – planning based on class needs working towards SATs summative assessments.</p>
Science	Humanities (Geography)
<p><b>Light</b></p> <ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>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</li> <li>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</li> </ul> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p><b>Volcanoes and Earthquakes (cont.)</b></p> <p><b>Locational knowledge</b> 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><b>Physical and Human Geography</b> describe and understand key aspects of: <b>physical geography</b> of volcanoes and their impact on <b>human geography</b>, 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><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps)</li> </ul>

Term 4		
TOPICS		
Computing	Art and design	Design and Technology
<p>Design solutions through abstraction and decomposing of problem.</p> <p>Recognise tasks best completed by humans or computer.</p> <p>Continue to use sequence, selection, repetition, variables and various inputs &amp; outputs.</p> <p>Use logical reasoning to explain how simple algorithms work.</p> <p>Introduce private networks (LAN - Local Area Network) &amp; network types (peer to peer, star &amp; bus).</p>	<p>Mosaics connected with Ice theme</p> <p>How to use light in art – artist study - Monet's/ Van Gough etc.</p> <p>Impressionist painters – techniques for portraying light.</p>	
PE	RE CHRISTIANITY	PHSE (SEAL themes)
<p><b>Sport Enrichment Block</b></p> <p>Sports enrichment chosen by coach and school to enhance curriculum.</p>	<p><b>Worship, pilgrimage and sacred places</b></p> <ul style="list-style-type: none"> <li>- Eucharist, Communion etc</li> <li>- Prayers from the Anglican tradition</li> </ul> <p><b>Beliefs and questions</b></p> <p>Easter</p> <ul style="list-style-type: none"> <li>- Who was Jesus?</li> </ul>	<p><b>5. Good to be me</b></p> <ul style="list-style-type: none"> <li>• accept myself for who and what I am.</li> <li>• anxious and worried</li> <li>• standing up for what I think</li> <li>• assertiveness</li> <li>• overwhelmed and calming down</li> </ul>
Music	French*	Trip ideas
<p><b>Composition and Performing</b></p> <ul style="list-style-type: none"> <li>• Use and understand musical notation including rest and Italian musical terms – eg. Allegro, forte, piano.</li> <li>• Using symbols to represent sounds</li> </ul> <p><b>Instrumental</b></p> <ul style="list-style-type: none"> <li>• Djembe</li> <li>• Singing</li> </ul>	<p>Y6 Module 5 - Entertainment</p>	

Term 5	
TOPICS	
<b>Literacy – Book focus ideas</b>	<b>Maths- cross curricular</b>
<p>The Viewer – Shaun Tan and Gary Crew</p> <p>Devolving skills in extended writing.</p>	<p>Gap analysis taken from recent assessments – planning based on class needs working towards SATs summative assessments.</p>
<b>Science</b>	<b>Humanities (Geography)</b>
<p><b><u>Living things and their habitats</u></b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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</li> <li>give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	<p><b><u>Arctic and Antarctic</u></b>  <b>Place knowledge</b>  understand geographical similarities and differences through the study of human and physical geography of a region  <b>Human and physical Geography</b>  describe and understand key aspects of:  <b>physical geography</b>, including: climate and change  <b>human geography</b>, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  <b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the 8 points of a compass, 4- and 6-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</li> <li>use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> <li></li> </ul>

<b>Term 5</b>		
<b>TOPICS</b>		
<b>Computing</b>	<b>Art and design</b>	<b>Design and Technology</b>
Understand the opportunities [networks] offer for communication and collaboration Be discerning in evaluating digital content Use technology safely, respectfully and responsibly. Begin to use simple Search Parameters Select, use and combine a variety of software Recognises the audience when designing and creating digital content. Detect and correct errors in algorithms & programs	Linked in with Literacy (The Viewer)	
<b>PE</b>	<b>RE SIKHISM</b>	<b>PHSE (SEAL themes)</b>
<b>Sports Day Athletics</b> Running, jumping and throwing <ul style="list-style-type: none"> <li>• Achieving personal best</li> <li>• Competitive team events</li> </ul>	Transition Unit	<b>6. Relationships</b> <ul style="list-style-type: none"> <li>• our special people</li> <li>• loss</li> <li>• helping others</li> <li>• breaking friends</li> <li>• forgiveness</li> </ul>
<b>Music</b>	<b>French*</b>	<b>Trip ideas</b>
Pupils should be taught to: <ul style="list-style-type: none"> <li>• <b>play and perform in solo and ensemble contexts</b>, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul> <b>End of term performance to parents</b>	Y6 Module 7 - The French Speaking World	Kingswood

Term 6	
TOPICS	
<b>Literacy – Book focus ideas</b>	<b>Maths- cross curricular</b>
Year 6 production – Speaking and listening, inserts for the production programme, play scripts, retelling of the story (Yeeha!)	Theme Park maths project (linked to local geography)  Collecting and handling data (linked to ICT)
<b>Science</b>	<b>Humanities (History)</b>
<p><b><u>Animals including humans</u></b>                      Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>• describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<p><b><u>A non-European society that provides contrasts with British history</u></b>                      one study chosen from</p> <ul style="list-style-type: none"> <li>• Mayan civilization c. AD 900;</li> <li>• Benin (West Africa) c. AD 900-1300.</li> </ul>

Year 6 Curriculum plan

Term 6		
TOPICS		
Computing	Art and design	Design and Technology
<p>Analyse and evaluate data and information and recognise that poor quality data leads to unreliable results and inaccurate conclusions.</p> <p>Understand the opportunities [networks] offer for communication and collaboration when computers are networked.</p> <p>Understand two-way selection (if, then &amp; else statements) &amp; poste-tested loop (until) and when to use within programs</p>		
PE	RE SIKHISM	PHSE (SEAL themes)
<p><b>Striking and Fielding – Cricket and Rounders</b></p> <p>Teamwork and Tactics</p> <ul style="list-style-type: none"> <li>• Organise and compete in full games</li> <li>• Develop skills                             <ul style="list-style-type: none"> <li>○ Captaining</li> <li>○ Coaching</li> <li>○ Officiating</li> </ul> </li> </ul>	Transition Unit	<p><b>7 Changes</b></p> <ul style="list-style-type: none"> <li>• understanding feelings about change</li> <li>• understanding how thoughts, feelings and behaviour are linked.</li> <li>• saying goodbye and moving on</li> </ul> <p><b>Sex education</b></p>
Music	French*	Trip ideas
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• <b>play and perform in solo and ensemble contexts</b>, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul> <p><b>End of term performance to parents</b></p> <p><b>Year Six leavers play</b></p>	Y6 Module 8 - My Family and other People	

- Pupils should **read, spell and pronounce** scientific vocabulary correctly and with confidence.

**Working and thinking scientifically:-**

Pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings
- when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- 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
- identifying scientific evidence that has been used to support or refute ideas or arguments.

They should do this through

- exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically.

At upper key stage 2, they should

- encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates.
- begin to recognise that scientific ideas change and develop over time.
- 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 things,
  - carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information.
- draw conclusions based on their data and observations, use evidence to justify their ideas
- use their scientific knowledge and understanding to explain their findings.

## Year 6 Curriculum plan

### History skills

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.
- note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- understand how our knowledge of the past is constructed from a range of sources.
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### Geography Skills and fieldwork (KS2)

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
  
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including
  - sketch maps,
  - plans
  - graphs
  - and digital technologies.

### \*French (KS2)

- 2014-15 – Year 3 modules
- 2015-16 – Year 4 modules
- 2016-17 - Year 5 modules
- 2017-18 – Year 6 modules