



HEYHOUSES C.E. PRIMARY SCHOOL YEAR 6 CURRICULUM





At Heyhouses we aspire to be all that God has created us to be.

'I can do all thing through Christ who strengthens me.' Philippians 4:13

Our aim and purpose in education is based on firm beliefs and values; that Jesus is our redeemer; that each individual is unique and valued; and that although all different, we are dependent upon one another.

In our school we seek to provide for the spiritual, mental, moral and physical development, growth and well-being of all our children.

— Firm Foundations — Ambitious Learning — Flourishing for life —



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- Art and Design
- Music
- Modern Foreign Languages
- Personal, Social, Health and Relationships Education
- Religious Education
- Computing

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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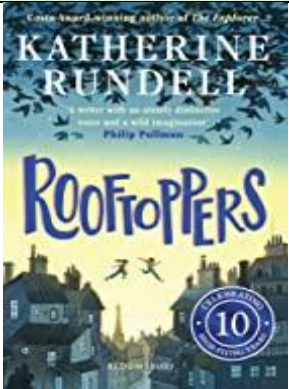
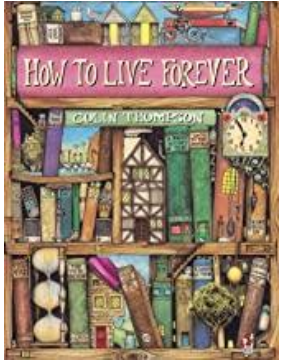
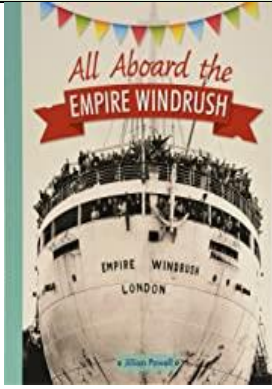
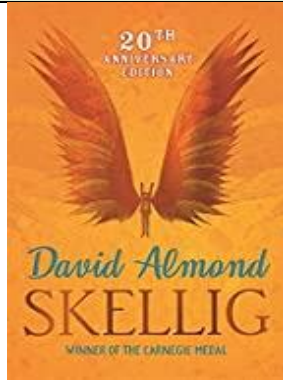
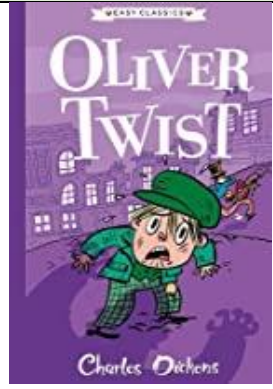
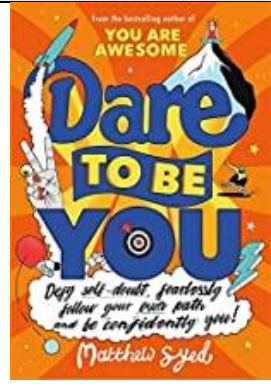
Overview

Science	Electricity Animals, including humans (circulatory system)	Animals, including humans (water transport) Light	Living things and their habitats Evolution and inheritance
History	The Mayans		World War II
Geography		The Americas	Trade & Economics
Design Technology		Temple Marble Run	
Art and Design	Still Life: Painting		Pop Art: Painting, Collage Printmaking
Music	Musical structures	Notation, rhythm and pitch. Music for public performance: Carol Concert.	Exploring musical processes. Music History: Tchaikovsky.
MFL- Spanish	Exploring a Spanish Town	At the Shops	Discovering Spain
PSHE	VIPs	Digital Wellbeing	Safety First
Religious Education	The nature and character of God. Common beliefs about God.	Advent People of Faith	People of Faith
Computing	Communication and collaboration	Webpage creation	Variables in games

Educational Visits / Visitors		
Autumn	Spring	Summer
Lakeside – outward bounds trip	Hangar 42	Music, Arts and Drama Festival St Annes Scout Headquarters weekly

Reading

Each Year Group will have a suite of core texts that will form the depth study for the academic year. These texts represent a promise from the school to every pupil that it serves of the literature that it is committed to studying throughout a pupil's school journey. These texts have been mapped carefully to ensure a breadth of experiences, authors, texts and themes is addressed across the Primary years. In addition to these texts, there are core poems that each year group will study in detail. Other texts that will be studied in part will be outlined within the curriculum. This spine represents the core texts for depth study.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 The Listeners by Walter de la Mare	 	 	 A Carol From Flanders by Frederick Niven		



Writing Map

The writing sequence using the Increased Frequency Model

Each unit has a Block A and Block B version. *Green units* represent Block B. Block A is the first-time key concepts and text types are taught, with clear scaffolding provided to develop writing. Block B is the revisit unit allowing time for children to master the concepts previously taught and to build independence by reducing the scaffolding provided.

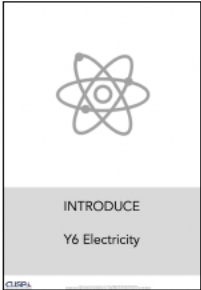
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Autobiography	First person stories with a moral	Extended third person narrative (adventure stories)	News reports	<i>Extended third person narrative (adventure stories)</i>	<i>Discursive writing and speeches</i>
Discursive writing and speeches	Shakespeare's sonnets	<i>Explanatory texts</i>	<i>Autobiography</i>	<i>News reports</i>	<i>Poems that create images and explore vocabulary Enrichment</i>
Poems that create images and explore vocabulary	Explanatory texts	News reports	<i>First person stories with a moral</i>		<i>Shakespeare's sonnets Enrichment</i>



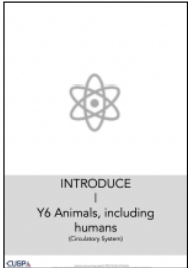
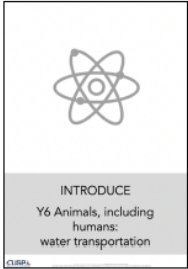
Autumn	Spring	Summer
Number – Place value within 10,000,000 8	Ratio and proportion	Statistics
Number – addition, subtraction, multiplication and division 2 Four operations	Algebra	Geometry – properties of shapes
Number – addition, subtraction, multiplication and division 3 Four operations	Number - decimals	Geometry – position and direction
Number - fractions 4 Fractions	Number - Percentages	Number – addition, subtraction, multiplication and division
Number - fractions 5 Fractions	Measure – perimeter, area and volume	Problem solving
Measure – imperial and metric measures		



Year 6 Science		
Autumn	Spring	Summer
- Electricity - Animals, including humans (circulatory system)	- Animals, including humans (water transport) - Light	- Living things and their habitats - Evolution and inheritance

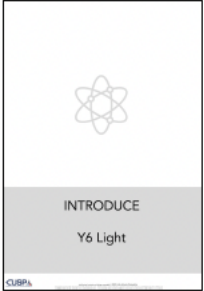
Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y6 Electricity 	Physics Matter Forces and motion Sound, light and waves Electricity and magnetism	Y1 Everyday materials (chem) Y2 Uses of everyday materials (chem) Y3 Light Y4 States of matter Y4 Sound Y4 Electricity Y5 Forces Y5 Earth in Space	<u>Do-it</u> What is electricity? How does it work? How do we build and represent a series circuit? What are the components in a series circuit? <u>Test-it</u> How does the number of cells and voltage affect components in a circuit? <u>Diagnose-it</u> What are the effects and consequences of changing circuit components and batteries?	Component Consequence Systematic Represent Source Generate	Proton Neutron Electron Terminal Series Voltage



Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y6 Introduce animals, including humans  	Biology The study of living things Structure and function of the circulatory system Health and exercise	Y1 Animals, including humans identify animals – mammal, reptile, bird, amphibian, fish Y2 Animals, including humans Reproduction and basic needs Y3 Animals, including humans Nutrition Structure of humans and animals Y4 Animals, including humans Human digestion Y5 Animals, including humans Lifespans and life cycles, growth and change	Blood and blood vessels What is blood made of and why do we need it? Why do our bodies need nutrients and how are they transported? What is our circulatory system? The functions of the heart What is our heart like inside? How does it work? Who influenced what we know about our circulatory system? The effect of exercise, drugs and lifestyle What can we do to keep healthy? Present and explain what we know about the circulatory system, nutrients and keeping healthy. Digestion and circulation Remember circulation and digestion: how are these two systems connected? Removal of waste Where are the kidneys and what do they do? Keeping healthy How do kidneys keep us healthy?	Cell Chamber System Circulation Vessel Clot Filter Expel Substance Function Regulate Transform	Plasma Platelet Artery Capillary Vein Ventricle Kidney Bladder Urine Excretion Toxin Nutrient

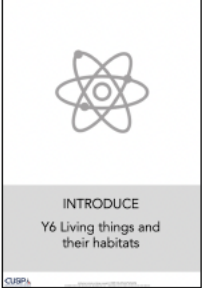
Science



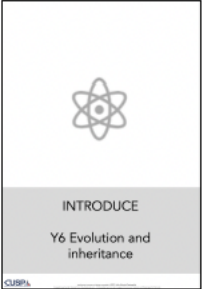
Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y6 Light 	Physics Matter Forces and motion Sound, light and waves Electricity and magnetism Earth in Space	Y1 Everyday materials Y2 Uses of everyday materials Y3 Light Y4 States of matter Y4 Sound Y4 Electricity Y5 Forces Y5 Earth in Space	<u>Properties of light</u> How does light travel? What colour is light made of? <u>Reflection</u> Reflection - how does light help us to see objects? Which surfaces make the best reflectors? <u>Colour</u> Why do we see objects as a particular colour? <u>Refraction</u> What happens to the appearance of objects when placed in water?	Impurity Emit Absorb Constituent Filter Artificial	Refraction Incidence Spectrum Prism Lux Piment

Science



Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y6 Living things and their habitats 	Biology The study of living things, including Pioneering scientists Classification	Y1 Plants Y2 Plants Y3 Plants Y3 Living things and their habitats Year 4 Living things and their habitats Y5 Living thing and their habitats	Pioneering scientists Who was the scientist Carl Linnaeus and what did he do? <u>Classification</u> How do we classify vertebrates? How do we classify invertebrates we know? How do we classify invertebrates we don't know? How do we classify invertebrates we don't know? <u>Apply</u> What animals can I classify? What animals and plants exist in my local environment?	Characteristic Interdependence Specific Categorise Primitive Hierarchy	Fungus Arthropod Taxonomy Kingdom Phylum Genus



Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y6 Evolution and Inheritance I 	Biology I The study of living things Change Evolution Adaption Environment	Y3 Plants Y4 Living things and their habitats Y5 Living things and their habitats Y6 Living things and their habitats	<u>Change over time</u> How have living things changed over time? How do we know? How has life evolved over time? <u>Biological change</u> What is DNA and what does it do? Are all offspring identical to their parents? <u>Theories of evolution</u> Darwin and Wallace – what evidence did they share to argue the case for evolution? Survival of the fittest - how have animals adapted and evolved to suit their environment?	Characteristic Adaptation Acquire Theory Modify Generation	Evolve Survival Species Clone Inherit Fossil



Year 6 History	
In Year 6 we will learn about the Mayans, their civilisation and culture as we compare their period with the eras covered throughout Key Stage 2; World War II as a significant turning point in British and world history.	
National Curriculum	
The Mayans - A non-European society that provides contrasts with British history - Mayan civilisation c. AD 900	World War II - A study of an aspect (or theme) in British history that extends pupils' chronological knowledge beyond 1066 - A significant turning point in British history History Capital – Children will create their own exhibit as part of a class museum, which the rest of the school will visit and wider community will visit.

The Mayans			
Prior Learning	Prior knowledge of ancient civilisations, their culture, society, power and conflict, through their study of Ancient Egypt in Year 3 and Ancient Greece in Year 4.		
Year 6 will learn:	- Say where and when the ancient Maya people lived, naming some major features and cities eg. Tikal (which they called Yax Mutal) and Palenque. - To know what Maya society looked like- from commoners to Kings, common beliefs and traditions, warfare and trade, art and architecture. - Know key innovations and developments from the period: writing, number (inventing 'zero'), architecture - Read and write some basic Maya numbers, explaining what syllabograms and logograms are. - Explain what the Mayan writing system consists of, how words are constructed and what codices are. - Conquest by the Spanish. - Use the Mayan period to put the events studied throughout KS2 in their historical context with a focus on comparing and contrasting the development of Britain from the Stone age to Tudor England.		
Future Learning	They will learn more about ancient history in high school.		
Chronological Understanding	Historical Interpretation	Historical Enquiry	Communication
I can use my factual knowledge of British, local and world history to describe features of past societies and periods.	I can describe past societies and periods. I can make connections and contrast within and	I can ask historically valid questions and begin to analyse why there are different	I can select, organise and deploy relevant historical sources to produce detailed structured written work and analyses.

History



- I can sequence all previously taught KS2 units into correct chronological order. - I can use dates and a wide range of historical terms when sequencing events and periods of time.	across these different periods.	historical interpretations of events and people. I can justify my own opinions and interpretations of events or people.	- I can make appropriate use of dates, contrasting evidence and historical terms. - I can ask and respond to historical questions using sources effectively to test hypotheses.
Key concepts	community & culture (architecture, art, civilisation, inspiration, religion, number system, diet), exploration & invention ('zero', complex calculations, calendars), conflict & disaster (warfare and trade, Spanish conquest), hierarchy & power (commoners, middle class, nobles, Kings, Gods), similarity & difference (compare and contrast with Britain), evidence & interpretation (source), significance (impact, legacy of 'zero')		
Vocabulary	Retrieval Vocabulary: artefact, gods, historian, inhabitants, population, architecture, dwellings, features, local community, now, past, then, today, impact, chronology, chronological, architecture, calendar, ancient, priest, symbols, primary & secondary sources, archaeology, hieroglyphics, scribe New Vocabulary: Mesoamerica, rituals, ceremonies, Middleworld, Upperworld, Underworld, Xibalba, vigesimal positional, documentation, codex, codices, syllabograms, logograms, dibble, maize, cacao		

World War II	
Prior Learning	Year 4 have learnt about conflict in their topics on The Romans and The Anglo-Saxons and Year 4 and the Vikings in Year 5. They have also studied warfare and conquest in their topic on the Maya civilisation.
Year 6 will learn:	- The events which led to WWII. - The countries involved as part of either the Axis or Allies and who the leaders were. - What the Blitz was. - How people kept themselves safe during wartime. - To know about and be able to name key events in WWII. - What evacuation was and who it effected. - What rationing was. - The role of women during the war. - The role of propaganda in wartime. - The events and consequences of the Battle of Britain.



History

	When and what VE Day was. History Capital - Children will create their own exhibit as part of a class museum, which the rest of the school will visit.		
Future Learning	This theme will continue at high school.		
Chronological Understanding	Historical Interpretation	Historical Enquiry	Communication
- Sequence four events and periods of time into chronological order. - Show increasing depth of factual knowledge and understanding of British, local and world history using dates and historical terms.	- Describe features of past societies and begin to make connections or contrasts between them. - Ask and answer historically valid questions and begin to give reasons for, and results of events and changes. - Describe how some events, people and changes have been interpreted in different ways and suggest possible reasons for this.	- Use a wider range of sources as a basis for research to answer questions and to test hypotheses. - Make simple inferences from sources and support my ideas. - Select and organise sources to answer questions and test hypotheses.	- Ask and respond to historical questions, using sources effectively. - Produce structured work that makes connections and contrasts. - Choose relevant ways to convey historical findings. - Debate basic historical issues with confidence.
Key concepts	community & culture (communication, economy, nation), exploration & invention (spitfire), conflict & disaster (conquest, liberation, occupation, military, peace, surrender, treaty, war), cause & consequence (events leading to the invasion of Poland leading to WW2, consequences of Battle of Britain), hierarchy & power (country, democracy, empire, equality, government, law, oppression, parliament, politics, poverty, prejudice, protection, tyranny), similarity & difference (experience of an evacuee), change & continuity (evacuees, role of women), evidence & interpretation (eye-witness, source), significance (impact, legacy)		
Vocabulary	Retrieval Vocabulary: artefact, attack, employment, ethnicity, historian, inhabitants, past, population, ruler, submission, territory, tragedy, weapon New Vocabulary: alliance, anti-Semitism, dictator, evacuee, evacuation, independence, morale, negotiation, provocation, violence, treaty, equality, oppression, liberation, tyranny		

Geography



Year 6			
Term:	Autumn	Spring	Summer
Topic:	The Americas	Trade & Economics	Rivers
Key Knowledge:	• To identify the countries of North and South America. • To identify the capital city of a country. • To use geographical terminology to describe the location and characteristics of a range of places across the Americas. • To describe the climates and biomes of different regions across the Americas. • To identify physical and human geographical features of the local area and to compare them to a region in North America. • Names and locations of the ancient and new wonders of the world. • Describe the characteristics and significance of a natural wonder of the Americas.	• Knows and can explain what trading is. • Knows and can explain the difference between imports and exports. • Knows and can list some goods exported from the UK. • Knows and can list some goods imported to the UK. • Knows and can name some countries the UK exports goods to. • Knows and can name some countries that the UK imports goods from. • Knows the location of El Salvador and can name some goods exported from El Salvador to the UK. • Knows and can list some products that are fairly traded. • Knows and can describe how goods can be the product of more than one country. • Knows and can describe how trade takes place today. • Knows and can describe how trade took place in Tudor and Victorian times.	• To relate the formation and continuum of rivers to their knowledge of the water cycle. • To know that upper course river features include the source, V-shaped valleys, interlocking spurs, rapids, waterfalls and gorges. • That middle course river features include wider, shallower valleys, meanders, and oxbow lakes. • That lower course river features include wide flat-bottomed valleys, floodplains and deltas at the estuary or river mouth. • To know that rivers erode in four ways: Abrasion - when large pieces of bed load material wear away the riverbanks and bed; Attrition - when the bed itself is eroded when sediment particles knock against the bed or each other and break, becoming more rounded and smaller; hydraulic action - when the force of the water erodes softer rock; Solution or Corrosion - when acidic water erodes rock. • That the River Ribble is a river that runs through Yorkshire and Lancashire. • To know major rivers around the world and where they are located (revisiting the Amazon River from Y4 and rivers in the UK from Year 3).
Cross Curricular Links:		• History: Historical trade links	• Computing - Use of Google Expeditions to support children's understanding of key river features. • Art - Children draw a cross-section of a river and create a piece of artwork featuring a local river. • History - How and when our canals were built. • Science - evaporation and condensation.
Key Skills:	• Use maps, atlases, globes and digital/computer mapping to locate countries, states and geographically significant land features (including Niagara Falls and the Grand Canyon).	• Use an atlas to find countries and locate El Salvador on a world map. • Analyse evidence and draw conclusions, considering the impact and influence on people/ everyday life.	• Explain what a river is and locate the world's longest rivers on a map, using coordinate grids and referring to map features such as lines of longitude and latitude.

Geography



	• To use a map scale to understand the significance of the size of Britain in comparison to the size of the USA. • To identify the flags of countries in North America using an atlas. • To locate the Panama Canal on a map and identify its significance to trade to the rest of the world.	• Describe route and direction, location linking 8 points of compass to degrees on compass. • Reflect on the impact trade has on an area and generate ideas for cause and effect.	• 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. • Use a compass correctly to map the direction/location of our local canals and the direction water flows in. • Locate local canals on a range of maps, including ordnance survey.
School context:	• Local area fieldwork.	• History: Historical trade links.	• Significant focus given to local river systems and tributaries to the River Ribble. Potential trip. Ribble Rivers Trust.
KS2 Knowledge End Points: <u>Locational Knowledge</u> • Can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • 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. • Can 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). <u>Place Knowledge</u> • Understands geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. <u>Human and Physical geography</u> • Can describe and understands key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Can describe and understands key aspects of 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. KS2 Skills End Points: <u>Geographical Skills and Fieldwork:</u> • Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Is able to use the eight points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.			

Design Technology



Year 6 Design Technology		
Cooking and nutrition	Structures	Program Systems / Textiles
Class Restaurant	Temple Marble Run	Soft Toy Tamagotchi (Micro:bit)

Class Restaurant	
Substantive & Technical Knowledge	Practical Knowledge (Skills)
Children will know: - How surveys, interviews and questionnaires are used to find out the needs and wants of potential clients. - That step-by-step action plans should be created and followed when making complex products. - A range of different finishing techniques and choose ones that are suitable to create a quality product. - As part of the evaluation process, the designer can consider the cost (time and money) of making the finished product. - That evaluating the whole project is an important part of design technology. - About a range of inspirational designers throughout history and use this knowledge to support their own work as designers. Cooking and Nutrition - The importance of correct storage and handling of ingredients using knowledge of micro-organisms to promote hygiene and prevent cross-contamination. - How to make bread, and the role of yeast in bread-making. - How to adapt and refine an existing recipe to create a new recipe. - That people have different food diets for health, religious, cultural, and personal reasons. - That some people are intolerant and/or allergic to certain food substances and that precautions are needed to keep them safe.	Children will know how to: - Carry out different surveys and questionnaires for research and to help with the design process. - Write step by step instructions and recipes to make a product they have designed. - List the materials and tools that will be needed to make a product they have designed. - Work responsibly using guidelines to ensure they keep themselves and others safe. - Write an action plan for the making process including lists of tools, equipment and materials needed. - How to accurately assemble, join and combine materials and components to ensure a quality finish to a product. - Apply a range of decorative and finishing techniques following the product design. - List ways of improving a product considering the views of others and intended users. Cooking and Nutrition - Follow a recipe accurately. - Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. - Demonstrate a range of baking and cooking techniques. - Create and refine recipes, including ingredients, methods, cooking times and temperatures. - Choose and adapt recipes for dietary reasons. - Create visually appealing products by cutting out shapes to decorate. Food Preparation Skills - Cutting higher resistance foods using either the claw grip or the bridge grip - Using different weighing scales with increasing accuracy. - Use a measuring jug independently and accurately. - Layer different ingredients. - Peel with a swivel peeler to create food ribbons to be used in a dish. - Core – remove the core of fruit or vegetables. Children should know how to cook food using a range of different methods including: - Grill – _cook under direct heat. - Fry and sauté – _cook on the hob (usually in oil). - Microwave – _cook or re-heat food in a microwave.



Design Technology

Temple Marble Run

Substantive & Technical Knowledge	Practical Knowledge (Skills)
Children will know: • Creating a prototype of a design is useful for checking ideas and seeing how well they work. • Different types of drawing can be used to help with designing and communicating ideas about a product. • How labels and annotated drawings can be used to explain and communicate how a product is made and how it will work. • Surveys, interviews and questionnaires are used to find out the needs and wants of clients. • Choosing materials, tools and equipment is dependent upon the skills and techniques to be used. • Step-by-step action plans should be created and followed when making complex products. • A range of different finishing techniques and choose ones that are suitable to create a quality product. • To continually reflect on and evaluate their work throughout the stages of designing and making. • That evaluating the whole project is an important part of design technology. Materials • The different properties of materials and how they are considered when designing and making a product. Structures • Different properties of some common materials and how these properties are used when designing and making structures. • Ways of reinforcing structures, including using triangulation techniques.	Children will know how to: • Write step by step instructions and recipes to make a product they have designed. • List the materials and tools that will be needed to make a product they have designed. • Carry out different surveys and questionnaires for research and to help with the design process. • Drawing Skills: Communicate their ideas using cross-sectional drawings and cut-away drawings. • Drawing Skills: Use computer-aided design software to develop and communicate their ideas. • Work responsibly using guidelines to ensure they keep themselves and others safe. • Write an action plan for the making process including lists of tools, equipment and materials needed. • Accurately assemble, join and combine materials and components to ensure a quality finish to a product. • Apply a range of decorative and finishing techniques following the product design. • Identify strengths and areas for development in their own ideas and products. • Evaluate a product against specific design specifications. • Measure and cut materials with precision and refine the finish with appropriate tools.



Design Technology

Soft Toy Tamagotchi (Micro:bit)

Substantive & Technical Knowledge	Practical Knowledge (Skills)
Children will know: • Creating a prototype of a design is useful for checking ideas and seeing how well they work. • How labels and annotated drawings can be used to explain and communicate how a product is made and how it will work. • Choosing materials, tools and equipment is dependent upon the skills and techniques to be used. • A range of different finishing techniques and choose ones that are suitable to create a quality product. • To continually reflect on and evaluate their work throughout the stages of designing and making. • That evaluating the whole project is an important part of design technology. Materials/Textiles • The different properties of materials and how they are considered when designing and making a product. • Blanket stitch is used to strengthen edges and when joining to fabrics. • The importance of using a template (pattern) to accurately mark out a design on a fabric. Electrical and Program Systems • A sensor is a tool that monitors, detects, and responds to changes. • Program systems have an input and an output. • Microcontrollers are small computer processors that turn inputs into outputs and are controlled through computer code.	Children will know how to: • List the materials and tools that will be needed to make a product they have designed. Drawing Skills • Use computer-aided design software to develop and communicate their ideas. • Work responsibly using guidelines to ensure they keep themselves and others safe. • Write an action plan for the making process including lists of tools, equipment and materials needed. • Accurately assemble, join and combine materials and components to ensure a quality finish to a product. • Apply a range of decorative and finishing techniques following the product design. • Evaluate a product against specific design specifications. Materials/Textiles • Measure and cut materials with precision and refine the finish with appropriate tools. • Join textiles with a combination of stitching techniques (such as blanket stitch, back stitch for seams and running stitch to attach decoration). • Create products by joining several fabric pieces that employ a seam allowance. • Use the qualities of materials to create suitable visual and tactile effects in the decoration of masks and textile products. Electrical and Program Systems • Write procedures and/or computer code to control and monitor models or products. • Make a product device that includes a sensor to monitor change. • Make a product that allows the user to control and monitor the device including lights, sounds and motion.

Art and Design



Year 6			
Term:	Autumn	Spring	Summer
Topic:	Still Life	Pop Art	The Van Gogh Experience
Theoretical Knowledge	Children will know: - Children will know an extended knowledge of colour theory; tones (tints, and shades). - Children will know an extended knowledge of colour theory; complementary and contrasting colours. - Children will know how colour is used to create mood and to show the effect of light. - Children will know about the lives, style and works of art of significant artists, architects, and designers including Patrick Caulfield. - Children will know and be able to identify some of the key painting genres including Still Life. - Children will be able to recognise and know about some of the iconic works of art from the past 500 years, including the Still life paintings of Patrick Caulfield. - Children will understand and use key vocabulary to demonstrate their knowledge and understanding across all areas of art and design.	Children will know: - Children will know about the lives, style and works of art of significant artists, architects, and designers, including Andy Warhol, Roy Lichtenstein, Julian Opie. - Children will know how to use a viewfinder to gain a variety of viewpoints. - Children will know extended knowledge of colour theory; tones (tints, and shades). - Children will know extended knowledge of colour theory; complementary and contrasting colours.	Children will know: - Children will know about the lives, style and works of art of significant artists, architects, and designers including Vincent Van Gogh - Children will know and be able to identify some of the key painting genres including Landscape, Portrait, Still Life - Children will be able to recognise and know about some of the iconic works of art from the past 500 years, including the Starry Night, Sunflowers (series) Van Gogh Self Portraits - Children will understand and use key vocabulary to demonstrate their knowledge and understanding across all areas of art and design.
Technical Knowledge	<i>Children will develop an understanding of the elements of art and be able to apply them to the creative process. (line, shape, form, colour, value, texture and pattern)</i> Children will be able to: Maintain a sketchbook to record and collect their ideas, ongoing images of interest and examples of their artwork.	<i>Children will develop an understanding of the elements of art and be able to apply them to the creative process. (line, shape, form, colour, value, texture and pattern)</i> Children will be able to: Maintain a sketchbook to record and collect their ideas, ongoing images of interest and examples of their artwork.	<i>Children will develop an understanding of the elements of art and be able to apply them to the creative process. (line, shape, form, colour, value, texture and pattern)</i> Children will be able to: Maintain a sketchbook to record and collect their ideas, ongoing



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	• Use different grades of pencil and other implements to create lines, draw different shapes and forms and to produce variations in tone. Explore ways in which surface detail and the effect of light can be added to drawings through applying different patterns and textures. Begin to show an awareness of objects having a third dimension. Effectively use different paint media to create compositions. • Work with more accuracy and finer detail through using a range of brushes, techniques, and paints. • Create palettes of colour building on their knowledge of colour theory. • Develop an awareness of composition, scale, and proportion in their paintings. • Experiment with a range of collage techniques such as tearing, overlapping, and layering to create images and textures.	• Use a digital device to take photographs of their artwork or images to include in their artwork. • Use different grades of pencil and other implements to create lines, draw different shapes and forms and to produce variations in tone. • Begin to show an awareness of objects having a third dimension. • Effectively use different paint media to create compositions. • Work with more accuracy and finer detail through using a range of brushes, techniques, and paints. • Create palettes of colour building on their knowledge of colour theory. • Create different printing effects by repeating and overlapping patterns. • Create different printing effects by colour overlays. • Experiment with a range of collage techniques such as tearing, overlapping, and layering to create images and textures. • • Use a range of media to create collages and other mixed media forms.	images of interest and examples of their artwork. • Use their sketchbook to detail their personal journey as an artist. • Use different grades of pencil and other implements to create lines, draw different shapes and forms and to produce variations in tone. • Explore ways in which surface detail and the effect of light can be added to drawings through applying different patterns and textures. • Effectively use different paint media to create compositions. • Work with more accuracy and finer detail through using a range of brushes, techniques, and paints. • Create palettes of colour building on their knowledge of colour theory.
Conceptual Knowledge	Children will understand the creative process through: • Exploring and developing creative ideas from a range of starting points; adapting and refining ideas as they progress • Practising techniques, making mistakes, and evaluating their own work and the work of others as part of the learning journey. • Creating original pieces that are influenced by studies of others and show a range of influences and styles. • Commenting on artworks with a fluent grasp of visual language.	Children will understand the creative process through: • Exploring and developing creative ideas from a range of starting points; adapting and refining ideas as they progress. • Using a sketchbook to record first-hand observations and developing ideas for creative work. • Recording, annotating and modifying work in a sketchbook from a variety of sources, including photographs and digital images. • Presenting ideas imaginatively in a sketchbook. • Understanding the importance of adapting and refining their work as it progresses	Children will understand the creative process through: • Exploring and developing creative ideas from a range of starting points; adapting and refining ideas as they progress. • Practising techniques, making mistakes, and evaluating their own work and the work of others as part of the learning journey. • Creating original pieces that are influenced by studies of others and show a range of influences and styles.



Art and Design

		• Creating original pieces that are influenced by studies of others and show a range of influences and styles. • Commenting on artworks with a fluent grasp of visual language	• Using the qualities of materials to enhance ideas. • Commenting on artworks with a fluent grasp of visual language.
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Music

Y6	Developing as a musician	Harvest Songs. Preparing Harvest hymns for Church Service integrated with Years 3,4,5. NC1.1, NC1.3, NC1.4, NC1.5, NC1.6 Musical structures. Children of Africa Pupils learn about Ostinato, repeated rhythms and binary musical structure. NC1.1, NC1.3, NC1.4, NC1.5, NC1.6	Notation, rhythm and pitch. Pupils learn about semibreves, minims, crotchets and quavers. Pupils learn how to apply clapping techniques to understanding and performing their own rhythms. NC1.1, NC1.2, NC1.3, NC1.4, NC1.5 Christmas Carols in other European languages (French, German, Spanish, Italian, Ukrainian, Latin) learning traditional Christmas Carols integrated with Years 4,5,6 for Junior Carol Service. NC1.1, NC1.3, NC1.4, NC1.5, NC1.6	Exploring musical processes. Pupils listen to and study a variety of songs to understand how composers are inspired by political, domestic historic events representing these through music. Pupils start to learn the processes of musical analysis integrating their understanding of the elements of music. NC1.1, NC1.3, NC1.5, NC1.6	Music History: Tchaikovsky. The orchestra and Instruments. Ballet Suites. Pupils study biography of a Romantic Period Composer and some of his works. Pupils develop their understanding of the symphony orchestra and how instruments represent different characteristics of relating a story through movement and dance. NC1.3, NC1.4, NC1.5, NC1.6	Listening Projects- Journeys Moving On. Pupils learn songs to support their understanding of the different social environments they are likely to encounter at High School. With increasing awareness of their understanding of the elements of music and musical structures. NC1.1, NC1.3, NC1.4 MAD Festival movement to music, music appreciation, dance and drama activities through music Songs for Performance. NC1.1, NC1.2, NC1.3, NC1.4, NC1.5, NC1.6	Learning Songs for Charter Assembly. Preparing and learning songs for final Year 6 Charter Assembly for parents, using skills established throughout the year. Public performance of musical or cantata. NC1.1, NC1.3, NC1.4, NC1.6 Leavers Assembly. Pupils learn a range of Hymns and songs in preparation for these public events. NC1.1, NC1.3, NC1.4, NC1.5, NC1.6
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	Building Blocks			Strands of Learning			
	Pulse	Rhythm	Melody (and notation)	Active listening	Composing and improvising	Performing	Singing
Y6	When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music. NC2.1/ NC2.3	Perform pieces which use offbeat and syncopated rhythms in 3 different time signatures 3 different tempos. NC2.1	Perform from and compose with 8 different notes; Capture the work in different formats including staff notation so it can be recreated. NC2.4	Talk about the key features of music including: Tempo, metre, instrumentation, melody. Understand the key features of at least four different types/ genres of music. NC2.1/ NC2.3/ NC2.5/ NC2.6	Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures. NC2.2/ NC2.5/ NC2.6	Perform confidently and accurately individually and as part of a group. NC2.1/ NC2.4	Sing musically. Responding to the performance directions of the piece e.g. phrasing; sing more extended harmony parts. NC2.1/ NC2.4



Modern Foreign Languages - Spanish

Year 6					
	Topic	Listening and Speaking/Oracy	Reading and Writing/Literacy	Stories, Songs, Poems and Rhymes	Grammar
Autumn 1	Exploring a Spanish Town	Children can listen attentively to spoken language and show understanding by joining in and responding.	Children read carefully and show understanding of words, phrases and simple writing.	Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	Children 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.
Autumn 2	At the Shops	Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	Children appreciate stories, songs, poems and rhymes in the language.	
Spring 1	Discovering Spain	Children speak in sentences, using familiar vocabulary, phrases and basic language structures.	Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.		
Spring 2	At What Time?	Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.	Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.		
Summer 1	Our Wonderful World	Children present ideas and information orally to a range of audiences.	Children describe people, places, things and actions orally.		
Summer 2	To The Next Adventure	Children describe people, places, things and actions orally.	Children describe people, places, things and actions in writing.		



Personal, Social, Health and Relationships Education

YEAR 6 PSHE and Citizenship (incl. RSE) Medium Term Plan					Health and Wellbeing	Living in the Wider World	Relationships
Term	Area of the Curriculum	Topic/ Unit	Lessons	About this Unit			
Autumn 1	Relationships	VIPs	1.People We Love 2.Think Before You Act 3.It's OK To Disagree 4.You Decide 5.Secrets 6.False Friends	This unit will focus on relationships. Children will identify who their VIPs are within their families and friendship groups and how important kindness and respect are within these relationships. The unit addresses conflicts and resolutions in relationships. The children will also look at secrets and dares as well as healthy and unhealthy relationships.			
Autumn 2	Relationships	Digital Wellbeing	1.My Digital Life 2.Staying Safe, Healthy And Happy Online 3.Online Relationships 4.Social Media 5.Saying No To Online Bullying 6.Fake News	Children will consider ways they can use the Internet positively and how they can look after their wellbeing while online. Children will learn about the potential risks of being online and when using digital technologies as well as strategies to stay safe and to get help. They will also learn about online relationships and what a respectful and healthy online relationship looks like, as well as signs of an inappropriate online relationship and ways to get help. The benefits and risk of social media will also be explored, as well as how social media can be used responsibly. Children will also learn how to recognise what online bullying looks like and how to help make it stop. Finally, the concept of 'fake news' will be explored with children learning how to be able to tell if something online is reliable or not and what they can do to stop the spreading of unreliable information.			
Spring 1	Health and Wellbeing	Safety First	1.You Are Responsible 2.What Are The Risks? 3.Making Your Mind Up 4.In An Emergency 5.Keep IT Safe 6.Click Safe, Click Happy	Children will consider what it means to take responsibility for their own safety, including the decisions they make and how they can stand up to peer pressure in a range of situations. They will assess the risk associated with different situations and learn about what to do if they feel in danger. They will also learn about how to identify an emergency, what to do in this situation and how to get help when needed. Children will look at e-safety in detail, including social media, considering what should never be shared and how to report any concerns with incidents online.			



Personal, Social, Health and Relationships Education

Spring 2	Health and Wellbeing	Growing Up	1.Changing Bodies 2.Changing Emotions 3.Just The Way You Are 4.Relationships 5.Let's Talk about Sex 6.Human Reproduction 7.All About Periods (Girls)	This topic builds on children's knowledge of how we grow and change, both physically and emotionally, and the types of relationships that people have. Children will learn about sexual relationships. They will also learn about positive body images and stereotypes. Girls will also have a lesson on menstruation. Parents have the right to withdraw their child from Lesson 5 (Let's talk about Sex) and Lesson 6 (Human Reproduction)
Summer 1	Living in The Wider World	One World	1.Global Citizens 2.Global Warning 3.Energy 4.Water 5.Biodiversity 6.In Our Hands	This unit is based on the concept that we all have a responsibility to live as global citizens. It is inspired by the idea that we all have a responsibility to help the environment and all living things throughout the world through the choices we make. It aims to enable the children to explore the ideas of sustainability, the use of the earth's natural resources and the harmful effects of global warming. Children learn about the steps they can take to reduce these harmful effects. They will also learn about biodiversity and its importance and explore what they would like to do to make the world a better place.
Summer 2	Health and Wellbeing	Think positive	1.The Cognitive Triangle 2.Thoughts Are Not Facts 3.Face Your Feelings 4.Choices And Consequences 5.Being Present 6.Yes, I Can!	This unit is designed to help children further develop their understanding about thoughts and emotions, both positive and negative. The lessons centre around themes such as the links between our thoughts, feelings and emotions, making good choices and mindfulness and applying a growth mindset approach to life.



Religious Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	6.6 God: What is the nature and character of God? Have you discovered any beliefs about God in common across different faiths?	6.7 People of Faith: How does having faith affect people's lives? How does having faith affect people's lives?	6.4 Jesus – who was Jesus? Who is Jesus? Who was Jesus?	6.3 Eucharist: Why do Christians celebrate the Eucharist? 6.5 Ascension and Pentecost: What is the importance of Ascension and Pentecost to Christians?	6.1 Life as a journey Is every person's journey the same? Why do people of faith make pilgrimages?	6.1 continued S7 Change the World: How can I make a difference? Looking from different perspectives

Computing



	Data and information	Computing systems and networks	Programming A	Creating media	Programming B	Creating media
Year 6	Introduction to spreadsheets Answering questions by using spreadsheets to organise and calculate data.	Communication and collaboration Exploring how data is transferred by working collaboratively online.	Variables in games Exploring variables when designing and coding a game.	Webpage creation Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.	Sensing movement Designing and coding a project that captures inputs from a physical device.	3D modelling Planning, developing, and evaluating 3D computer models of physical objects.