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 —

Contents

Year 6

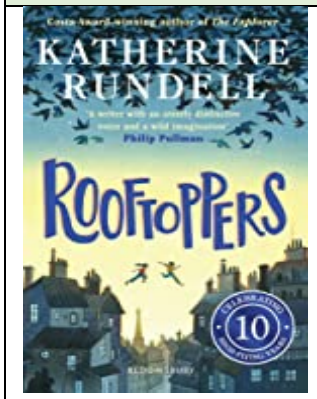
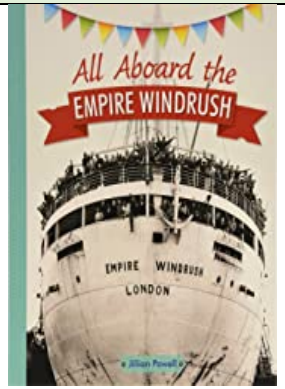
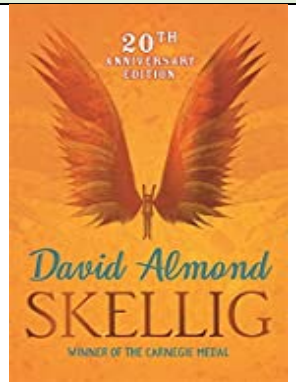
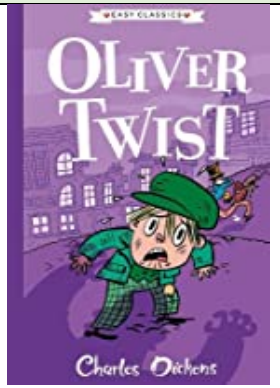
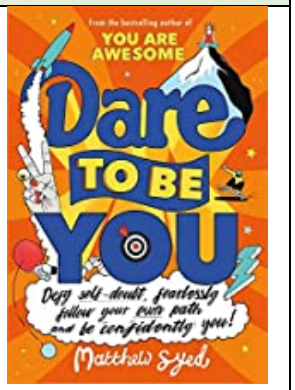
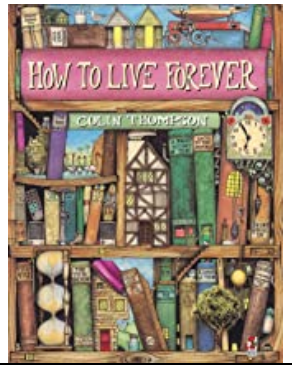
Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Classification	The Circulatory System	Light	Evolution and Inheritance	Healthy Living	Electricity (circuits and components)
History	The Mayans			World War II		
Geography		The Americas	Trade & Economics			Rivers
Design Technology		*Mechanical systems*: Automata toys *Structure*: Playgrounds			*Cooking and nutrition*: Come dine with me	*Electrical systems*: Steady hand game *Digital world*: Navigating the world
Art and Design	Still Life: Painting		Pop Art: Painting, Collage Printmaking		The Van Gogh Experience: Drawing, Painting	
Music	Musical structures	Notation, rhythm and pitch. Music for public performance: Carol Concert.	Exploring musical processes.	Music History: Tchaikovsky.	Listening Projects- Journeys Moving On.	Musical structures
MFL- Spanish	Exploring a Spanish Town	At the Shops	Discovering Spain	At What Time?	Our Wonderful World	Exploring a Spanish Town
PSHE	VIPs	Digital Wellbeing	Safety First	Growing Up	One World	VIPs
Religious Education	The nature and character of God. Common beliefs about God.	Advent People of Faith	People of Faith	The Exodus	Eucharist Ascension and Pentecost	Life as a journey Pilgrimages
Computing	Communication and collaboration	Webpage creation	Variables in games	Introduction to spreadsheets	Sensing movement	3D modelling

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*		

Year 6

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	*Extended third person narrative (adventure stories)*	*Discursive writing and speeches*
Discursive writing and speeches	Shakespeare's sonnets	*Explanatory texts*	*Autobiography*	*News reports*	*Poems that create images and explore vocabulary Enrichment*
Poems that create images and explore vocabulary	Explanatory texts	News reports	*First person stories with a moral*		*Shakespeare's sonnets Enrichment*

Year 6

Maths

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

Year 6 Science		
Autumn	**Spring**	**Summer**
• **Living things and their habitats – Classification** • **The Circulatory System**	• **Light and Astronomy – How Light Travels** • **Living things and their habitats- Evolution and inheritance**	• **Healthy Living** • **Electricity**

Y6 Living things and their habitats - Classification		
Scientific knowledge and understanding		**Vocabulary** Classification, characteristics. Micro-organisms, plants and animals. Vertebrates and invertebrates. Flowering plants and non-flowering plants.
Revision Classification keys in broad groupings Skeletons, vertebrates and invertebrates Lifecycles	**Year 6** • **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.** • **Give reasons for classifying plants and animals based on specific characteristics.** Scientist – Carl Linnaeus	
Scientific Enquiry		
Questioning and Research • I can ask some relevant questions about the world around us. •I can use some different types of scientific enquiry to answer questions. • I can set up some simple practical enquiries, including comparative and fair tests. • I am beginning to carry out simple research on my own. • I can make systematic and careful observations. I am beginning to help decide which variables to keep the same and which to change. • I can begin to decide when research will help in my enquiry.		**Planning and Recording** • I can begin to make systematic and careful observations and, where appropriate, take accurate measurements using standard units. I can begin to look for naturally occurring patterns and relationships and decide what data to collect ad identify them. • I can begin to see a pattern in my results. • I can begin to use notes, simple tables and standard units • I can begin to record results in tables and bar charts. • I begin to use simple tables and standard units and help to decide how to record and analyse their data. • I am beginning to collect data in a variety of ways, including labelled diagrams, pie charts and tables.
Equipment and Measurement • I can begin to observe and measure accurately using standard units eg. mm, cm, m	**Communicating and Presenting** • I am beginning to communicate findings using simple scientific language. • I can gather, record, and begin to classify and present data in a variety of ways to help in answering questions.	**Considering Evidence and Evaluating** • I am beginning to identify differences, similarities or changes related to simple scientific ideas and processes. • I am beginning to talk about criteria for grouping, sorting and classifying and use simple keys.

including time in minutes and seconds. • I can make systematic and careful observations. • I can begin to choose from a selection of equipment. • I can use a range of equipment, including thermometers and data loggers. • I can decide which equipment to use and can use new equipment e.g. data logger	• I can begin to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. • I am beginning to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • I am beginning to describe my observations and my findings. • I am beginning to use comparative and superlative descriptions e.g. longer / shorter than, longest / shortest. • I can begin to describe cause and effect.	• I can begin to compare and group according to behaviour or properties, based on testing. • I am beginning to talk about and identify differences and similarities in the properties or behaviour of living things, materials and other scientific phenomena. I am beginning to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • I am beginning to answer my questions using the results of my enquiry. • I am beginning sometimes to think of cause and effect

<table>
<tr><th colspan="3">Y6 Living things and their habitats- Evolution and Inheritance</th></tr>
<tr><th colspan="2">Scientific knowledge and understanding</th><td rowspan="2">Vocabulary
Evolution, inheritance, fossils, nonidentical offspring, adaptation. Advantages and disadvantages, selection.</td></tr>
<tr><td>Revision
Rocks and fossils in year 3
Reproduction sexual and asexual in year 5
Classification in year 4 and 6</td><td>Year 6
• Recognise that living things have changed overtime and that fossils provide information about living things that inhabited the Earth millions of years ago.
• Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parent.
• Identify how plants and animals are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Scientists - Charles Darwin and Alfred Wallace.</td></tr>
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• I can ask some relevant questions about the world around us.
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I am beginning to help decide which variables to keep the same and which to change.</td><td>Planning and Recording
• I can begin to make systematic and careful observations and, where appropriate, take accurate measurements using standard units.
I can begin to look for naturally occurring patterns and relationships and decide what data to collect ad identify them.
• I can begin to see a pattern in my results.
• I can begin to use notes, simple tables and standard units
• I can begin to record results in tables and bar charts.</td></tr>
</table>

Science

• I can begin to decide when research will help in my enquiry.	• I begin to use simple tables and standard units and help to decide how to record and analyse their data. • I am beginning to collect data in a variety of ways, including labelled diagrams, pie charts and tables.

Equipment and Measurement	**Communicating and Presenting**	**Considering Evidence and Evaluating**
• I can begin to observe and measure accurately using standard units eg. mm, cm, m including time in minutes and seconds. • I can make systematic and careful observations. • I can begin to choose from a selection of equipment. • I can use a range of equipment, including thermometers and data loggers. • I can decide which equipment to use and can use new equipment e.g. data logger	• I am beginning to communicate findings using simple scientific language. • I can gather, record, and begin to classify and present data in a variety of ways to help in answering questions. • I can begin to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. • I am beginning to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • I am beginning to describe my observations and my findings. • I am beginning to use comparative and superlative descriptions e.g. longer / shorter than, longest / shortest. • I can begin to describe cause and effect.	• I am beginning to identify differences, similarities or changes related to simple scientific ideas and processes. • I am beginning to talk about criteria for grouping, sorting and classifying and use simple keys. • I can begin to compare and group according to behaviour or properties, based on testing. • I am beginning to talk about and identify differences and similarities in the properties or behaviour of living things, materials and other scientific phenomena. I am beginning to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • I am beginning to answer my questions using the results of my enquiry. • I am beginning sometimes to think of cause and effect

Y6 Animals including humans- The Circulatory System / Healthy Living		
Scientific knowledge and understanding		**Vocabulary**
Revision Main body parts and internal organs (skeletal, muscular, digestive) in Year 3 and 4. Health and nutrition, food groups, diets in Year 3. Life processes in Year 5	**Year 6** • **Identify the main parts of the circulatory system and describe the functions of the heart, blood vessels and blood.** • **Describe the ways in which nutrients and water are transported within animals including humans.** • **Recognise the impact of diet exercise, drugs and lifestyle on the way bodies function.**	Circulatory system, blood vessels, oxygen, nutrients. Life processes, (MRS GREN), Movement, Respiration, Senses, Growth, Reproduction, Excretion and Nutrition. Proteins, fats, carbohydrates, vitamins and minerals.

Scientific Enquiry	
Questioning and Research • I can ask some relevant questions about the world around us.	**Planning and Recording** • I can begin to make systematic and careful observations and, where appropriate, take accurate measurements using standard units.

Science

•I can use some different types of scientific enquiry to answer questions. • I can set up some simple practical enquiries, including comparative and fair tests. • I am beginning to carry out simple research on my own. • I can make systematic and careful observations. I am beginning to help decide which variables to keep the same and which to change. • I can begin to decide when research will help in my enquiry.	I can begin to look for naturally occurring patterns and relationships and decide what data to collect ad identify them. • I can begin to see a pattern in my results. • I can begin to use notes, simple tables and standard units • I can begin to record results in tables and bar charts. • I begin to use simple tables and standard units and help to decide how to record and analyse their data. • I am beginning to collect data in a variety of ways, including labelled diagrams, pie charts and tables.

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Science

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Simple circuit diagrams, series circuits, switch, bulb, buzzer, motors.
Prediction, systematic identification, cause and effect.</td></tr>
<tr><td>Revision
Electricity circuits in year 4.</td><td>Year 6
• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
• Compare and give reasons for variations in how components function, brightness of bulbs, loudness of buzzers, on and off positions of switches.
• Use recognised simple circuit in a diagram using recognised symbols.</td></tr>
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Light source, reflection and shadow. Periscope. Rainbows, colours on soap bubbles.
Opaque, transparent and translucent.</td></tr>
<tr><td>Revision
Light sources, reflectors and shadows in year 3</td><td>Year 6
• Recognise that light appears to travel in straight lines.
• Explain how objects are seen because they give out or reflect light into the eye. Light travels from light sources to the eyes or from light sources to objects and then to our eyes.
• Light travels in straight lines thus explaining how shadows are the shape of the object that cats them.
Scientist: Alhazan</td></tr>
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History

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	• I can describe past societies and periods. I can make connections 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

describe features of past societies and periods. • 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.	contrast within and across theses 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.

History

	• The role of women during the war. • The role of propaganda in wartime. • The events and consequences of the Battle of Britain. • 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

Year 6

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	• Use an atlas to find countries and locate El Salvador on a world map.	• 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

	significant land features (including Niagara Falls and the Grand Canyon). ● 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.	● Analyse evidence and draw conclusions, considering the impact and influence on people/ everyday life. ● 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:

Locational Knowledge

● 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).

Place Knowledge

● 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.

Human and Physical geography

● 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: Geographical Skills and Fieldwork:

● 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.

Year 6

Design Technology

Year 6 Design Technology				
Mechanisms/ Mechanical Systems	**Cooking and nutrition**	**Structures**	**Electrical systems**	**Digital world**
Automata toys	Come dine with me	Playgrounds	Steady hand game	Navigating the world

Structures: Playgrounds			
	Design	**Make**	**Evaluate**
Skills	• Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs	• Building a range of play apparatus structures drawing upon new and prior knowledge of structures. • Measuring, marking and cutting wood to create a range of structures. • Using a range of materials to reinforce and add decoration to structures.	• Improving a design plan based on peer evaluation. • Testing and adapting a design to improve it as it is developed. • Identifying what makes a successful structure.
	Technical	**Additional**	
Knowledge	• To know that structures can be strengthened by manipulating materials and shapes.	• To understand what a 'footprint plan' is. • To understand that in the real world, design, can impact users in positive and negative ways. • To know that a prototype is a cheap model to test a design idea.	

Electrical systems: Steady hand game			
	Design	**Make**	**Evaluate**
Skills	• Designing a steady hand game - identifying and naming the components required. • Drawing a design from three different perspectives. • Generating ideas through sketching and discussion. • Modelling ideas through prototypes.	• Constructing a stable base for a game. • Accurately cutting, folding and assembling a net. • Decorating the base of the game to a high quality finish. • Making and testing a circuit. • Incorporating a circuit into a base.	• Testing own and others finished games, identifying what went well and making suggestions for improvement.
	Technical	**Additional**	
Knowledge	• To know that batteries contain acid, which can be dangerous if they leak. • To know the names of the components in a basic series circuit, including a buzzer.	• To understand the diagram perspectives 'top view', 'side view' and 'back'.	

Year 6

Design Technology

Mechanisms/Mechanical Systems: Automata toys			
	Design	**Make**	**Evaluate**
Skills	•Experimenting with a range of cams, creating a design for an automata toy based on a choice of cam to create a desired movement. • Understanding how linkages change the direction of a force. • Making things move at the same time. • Understanding and drawing cross-sectional diagrams to show the inner-workings of my design.	• Measuring, marking and checking the accuracy of the jelutong and dowel pieces required. • Measuring, marking and cutting components accurately using a ruler and scissors. • Assembling components accurately to make a stable frame. • Understanding that for the frame to function effectively the components must be cut accurately and the joints of the frame secured at right angles. • Selecting appropriate materials based on the materials being joined and the speed at which the glue needs to dry/set.	• Evaluating the work of others and receiving feedback on own work. • Applying points of improvement to their toys. • Describing changes they would make/do if they were to do the project again.
	Technical	**Additional**	
Knowledge	• To understand that the mechanism in an automata uses a system of cams, axles and followers. • To understand that different shaped cams produce different outputs.	• To know that an automata is a hand powered mechanical toy. • To know that a cross-sectional diagram shows the inner workings of a product. • To understand how to use a bench hook and saw safely. • To know that a set square can be used to help mark 90° angles.	

Cooking and nutrition: Come dine with me			
	Design	**Make**	**Evaluate**
Skills	• Writing a recipe, explaining the key steps, method and ingredients. • Including facts and drawings from research undertaken.	• Following a recipe, including using the correct quantities of each ingredient. • Adapting a recipe based on research. • Working to a given timescale. • Working safely and hygienically with independence.	• Evaluating a recipe, considering: taste, smell, texture and origin of the food group. • Taste testing and scoring final products. • Suggesting and writing up points of improvements when scoring others' dishes, and when evaluating their own throughout the planning, preparation and cooking process. • Evaluating health and safety in production to minimise cross contamination.
	Technical		
Knowledge	• To know that 'flavour' is how a food or drink tastes. • To know that many countries have 'national dishes' which are recipes associated with that country. • To know that 'processed food' means food that has been put through multiple changes in a factory. • To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides. • To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork).		

Year 6

Design Technology

Digital world: Navigating the world			
Skills	**Design**	**Make**	**Evaluate**
	• Writing a design brief from information submitted by a client. • Developing design criteria to fulfil the client's request. • Considering and suggesting additional functions for my navigation tool. • Developing a product idea through annotated sketches. • Placing and manoeuvring 3D objects, using CAD. • Changing the properties of, or combining one or more 3D objects, using CAD.	• Considering materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo). • Explaining material choices and why they were chosen as part of a product concept. • Programming an N,E, S, W cardinal compass.	• Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool. • Developing an awareness of sustainable design. • Identifying key industries that utilise 3D CAD modelling and explaining why. • Describing how the product concept fits the client's request and how it will benefit the customers. • Explaining the key functions in my program, including any additions. • Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool. • Explaining the key functions and features of my navigation tool to the client as part of a product concept pitch. • Demonstrating a functional program as part of a product concept pitch.
Knowledge	**Technical**		**Additional**
	• To know that accelerometers can detect movement. • To understand that sensors can be useful in products as they mean the product can function without human input.		• To know that designers write design briefs and develop design criteria to enable them to fulfil a client's request. • To know that 'multifunctional' means an object or product has more than one function. • To know that magnetometers are devices that measure the Earth's magnetic field to determine which direction you are facing.

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	*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)* **Children will be able to:** • Maintain a sketchbook to record and collect their ideas, ongoing images of interest and examples of their artwork.	*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)* **Children will be able to:** • Maintain a sketchbook to record and collect their ideas, ongoing images of interest and examples of their artwork.	*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)* **Children will be able to:** • Maintain a sketchbook to record and collect their ideas, ongoing

Art and Design

	• 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

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	and show a range of influences and styles. • Using the qualities of materials to enhance ideas. • Commenting on artworks with a fluent grasp of visual language.

Music

Year 6

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

	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

Year 6

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 engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • 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 using familiar words and phrases. • Children present ideas and information orally to a range of audiences. • Children describe people, places, things and actions orally.	• Children read carefully and show understanding of words, phrases and simple writing. • 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 develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases. • Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly. • Children describe people, places, things and actions in writing.	• Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • Children appreciate stories, songs, poems and rhymes in the language.	• 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				
Spring 1	Discovering Spain				
Spring 2	At What Time?				
Summer 1	Our Wonderful World				
Summer 2	To The Next Adventure				

Year 6

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.Soacial 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.		

Year 6

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.